



University  
of Victoria

**The next open meeting of the Senate of the University of Victoria is scheduled for Friday, May 3, 2019 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. April 5, 2019 (SEN-MAY 3/19-1)  
  

Motion: That the minutes of the open session of the meeting of the Senate held on April 5, 2019 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
  
5. **CORRESPONDENCE**
  - a. Office of the Ombudsperson  
- *A. Fraser, Ombudsperson, has been invited to attend*
    - i. 2018 Annual Report (SEN-MAY 3/19-2) **INFORMATION**
  
  - b. Campus Planning Committee – V. Kuehne and G. Gorrill, Co-Chairs
    - i. Semi-annual report (SEN-MAY 3/19-3) **INFORMATION**

## 6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

### a. Senate Committee on Academic Standards - Dr. Sara Beam, Chair

- i. Proposed Revisions to the Undergraduate Grade Scale **ACTION**  
(SEN-MAY 3/19-4)

Motion: That Senate approve the proposed revisions to the Undergraduate and Law Grading Scales as shown in the attached documents.

### b. Senate Committee on Admission, Re-registration and Transfer – Dr. Sandra Hundza, Chair

- i. Qualifying Year – Graduate Admissions Option **ACTION**  
(SEN-MAY 3/19-5)

Motion: That Senate approve the proposed changes to the “Other Admissions” section (as included in the attached) and that these revisions be published in the September 2019 edition of the graduate academic calendar.

- ii. Request to change admission requirements for BEng/BSeng programs in the Faculty of Engineering (SEN-MAY 3/19-6) **ACTION**

Motion: That Senate approve the enclosed high school admission requirements for the Faculty of Engineering Bachelor of Engineering and Bachelor of Software Engineering programs (effective September 2020) and that these requirements be published in the September 2019 edition of the undergraduate academic calendar.

- iii. Request to change Year 1 admission requirements for Bachelor of Science (BSc) Kinesiology Program (SEN-MAY 3/19-7) **ACTION**

Motion: That Senate approve the enclosed Year 1 admission requirements for the Faculty of Education, BSc Kinesiology program (effective September 2020) and that these requirements be published in the September 2019 edition of the undergraduate academic calendar.

- iv. Request to change Year 2 admission requirements for Bachelor of Science (BSc) Kinesiology Program **(SEN-MAY 3/19-8)** **ACTION**

Motion: That Senate approve the enclosed Year 2 admission requirements for the Faculty of Education, BSc Kinesiology program (effective September 2020) and that these requirements be published in the September 2019 edition of the undergraduate academic calendar.

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

- i. Appointments to the 2019/2020 Senate Standing Committees **ACTION**  
Standing Committees **(SEN-MAY 3/19-9)**

Motion: That Senate approve the appointments to the 2019/2020 Senate standing committees for the terms indicated in the attached document.

- d. Senate Committee on Appeals – Dr. Michelle Lawrence, Chair

- i. 2018/2019 Annual Report **(SEN-MAY 3/19-10)** **INFORMATION**

- e. Senate Committee on Awards – Dr. Annalee Lepp, Chair

- i. New and Revised Awards **ACTION**  
**(SEN-MAY 3/19-11)**

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:

- Sheila Ryan and Eileen Ryan Undergraduate Award in Nursing (new)\*
- Sheila Ryan and Eileen Ryan Graduate Award in Nursing (new)\*
- Rob and Tammy Lipson Research Scholarship (revised)\*
- Silberberg Family Memorial Award (new)\*
- Frances Trapp (Brown) Cameron Memorial Bursary in Visual Arts (revised)\*
- Hazel T. Knox Memorial Bursary (revised)\*
- L.E. Frances Druce Award in Science (revised)\*
- Elizabeth Buckley School Award (new)
- Antony Legdon Education Award (new)

- Alfred Joseph Memorial Award (new)\*
- Victoria B4B Entrepreneurship Award (new)
- Dr. Marion Porath Legacy Scholarship in Education (new)
- Joyce Clearihue Graduate Co-op Scholarship (revised)\*
- Chemistry Honours Scholarship (new)
- Health Information Science Scholarship (new)
- UVic Retirees Association Award (new)\*
- Ex-MLAs of B.C. Student Scholarship (new)\*
- Corrina Ewan Memorial Scholarship (new)\*
- Avis Rasmussen Award (new)\*
- STÓ:LŌ Legacy Scholarship (revised)
- Ron C. Wells Geological Award (new)
- David F. & Mary J. Norton Indigenous Fellowship (revised)\*

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f. Senate Committee on Curriculum – Dr. Tim Haskett, Chair

i. 2019-2020 Cycle 2 Curriculum Changes (**SEN-MAY 3/19-12**)

**ACTION**

Motion: That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the 2019/2020 academic calendar, effective September 1, 2019.

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

**Note: The summaries of the curriculum changes from the faculties have been included in the docket. The complete curriculum submissions can be reviewed in the Office of the University Secretary starting on April 26, 2019.**

g. Senate Committee on Learning and Teaching – Prof. David Leach, Chair

i. 2018/2019 Annual Report (**SEN-MAY 3/19-13**)

**INFORMATION**

h. Senate Committee on Libraries – Dr. Simon Devereaux, Chair

i. 2018-19 Annual Report of the Senate Committee on Libraries (**SEN-MAY 3/19-14**)

**INFORMATION**

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

i. Annual Report of the Senate Committee on Planning for 2018-19 (SEN-MAY 3/19-15) **INFORMATION**

ii. Proposed Major Change in the Master of Arts in the Community Development Program (SEN-MAY 3/19-16) **ACTION**

Motion: That Senate approve the proposed major changes in the Master of Arts in the Community Development Program, as described in the memorandum dated January 11, 2019.

iii. Proposed Program Change in the PhD in Public Administration (SEN-MAY 3/19-17) **ACTION**

Motion: That Senate approve the proposed program change to the PhD in Public Administration, as described in the memorandum dated January 11, 2019.

iv. Proposal to Discontinue the Master of Arts in the Dispute Resolution Program (SEN-MAY 3/19-18) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Master of Arts in the Dispute Resolution Program, as described in the memorandum dated December 19, 2018.

v. Proposal to Discontinue the Graduate Certificate in Digital Humanities (SEN-MAY 3/19-19) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the discontinuation of the Graduate Certificate in Digital Humanities, as described in the memorandum dated February 14, 2019.

vi. Proposal to Change the Name of the Master of Arts in Indigenous Communities Counselling to the Master of Arts in Indigenous Communities Counselling Psychology (SEN-MAY 3/19-20) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the name change of the Master of Arts in Indigenous Communities Counselling to the Master of Arts in Indigenous Communities Counselling Psychology, as described in the memorandum dated December 4, 2018.

- vii. Proposal to Establish a Master of Engineering (MEng) Program in Industrial Ecology (**SEN-MAY 3/19-21**) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the establishment of a Master of Engineering (MEng) program in Industrial Ecology, as described in the document “Master of Engineering (MEng) Program in Industrial Ecology”, and that this approval be withdrawn should the program not be offered within five years of the granting of approval. Once Senate and the Board of Governors have approved the proposal, the proposal must be approved by the Secretariat of the Ministry of Advanced Education, Skills and Training.

- viii. Proposal to Renew the Approved Centre Status of the Institute on Aging and Lifelong Health (**SEN-MAY 3/19-22**) **ACTION**

Motion: That Senate approve the renewal of approved centre status for the Institute on Aging and Lifelong Health (IALH) for the period November 1, 2019 through October 31, 2024.

- ix. Proposal to Renew the Approved Centre Status of the Centre for Biomedical Research (CFBR) (**SEN-MAY 3/19-23**) **ACTION**

Motion: That Senate approve the renewal of approved centre status for the Centre for Biomedical Research (CFBR) for the period July 1, 2019 through June 30, 2021.

## 7. PROPOSALS AND REPORTS FROM FACULTIES

### a. Faculty of Graduate Studies

- i. Revisions to the Membership in the Faculty of Graduate Studies (**SEN-MAY 3/19-24**) **ACTION**

Motion: That the Senate approve the amendment to the Affiliate Membership section in the Membership in the Faculty of Graduate Studies policy, cited in the attached document.

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

- a. Advisory Committee on Academic Accommodation and Access for Students with Disabilities
  - i. Annual Report (SEN-MAY 3/19-25) **INFORMATION**
- b. Annual Report on Non-Academic Misconduct Allegations and Resolutions (SEN-MAY 3/19-26) **INFORMATION**

**9. OTHER BUSINESS**

- a. 2018 Strategic Research Plan Implementation Progress Report (SEN-MAY 3/19-27) **ACTION**
- b. Annual report to Senate on UVic-approved research centre approvals, renewals and closures (SEN-MAY 3/19-28) **INFORMATION**
- c. Parchment Change – Acknowledgement of Partnership: University Of Victoria in Partnership with the College of the Rockies (SEN-MAY 3/19-29) **ACTION**

Motion: That Senate approve the change to the parchment as per the April 2016 memorandum of understanding between the College of the Rockies and the University of Victoria.

- d. Stole for University Orators (SEN-MAY 3/19-30) **ACTION**  
Motion: That Senate approve an orator stole for the University of Victoria convocation ceremony.
- e. 2018/2019 Emeriti (SEN-MAY 3/19-31) **INFORMATION**
- f. Elections Update (SEN-MAY 3/19-32) **INFORMATION**
- g. Election to the Senate Committee on Agenda and Governance (SEN-MAY 3/19-33) **ACTION**

**10. ADJOURNMENT**



University  
of Victoria

## MINUTES

A meeting of the Senate of the University of Victoria was held on April 5, 2019 at 3:30 p.m. in the Senate and Board Chambers, University Centre, Room A180.

### 1. APPROVAL OF THE AGENDA

Prof. Cassels informed members that item 6a)ii, Qualifying Year – Graduate Admissions Option would be removed from the agenda.

Motion: (R. Lipson/C. Krull)  
That the agenda be approved as amended.

**CARRIED**

### 2. MINUTES

#### a. March 1, 2019

Motion: (S. Lewis/M. Garcia-Barrera)  
That the minutes of the open session of the meeting of the Senate held on March 1, 2019 be approved and that the approved minutes be circulated in the usual way.

**CARRIED**

### 3. BUSINESS ARISING FROM THE MINUTES

There was none.

### 4. REMARKS FROM THE CHAIR

Prof. Cassels acknowledged the success of the 2019 Ideafest and thanked the students and faculty members who shared the university's work with the community.

The university's annual report was distributed. Prof. Cassels recalled the metrics outlined in the report as significant points of measurement of the university's accomplishments.

Prof. Cassels noted the favourable standings achieved by the University of Victoria in both the QS World University Rankings by Subject and the US News World University Rankings report.

Prof. Cassels reported that the Board of Governors approved the 2019-20 budget to allocate resources toward academic areas and operating expenses.



In regards to the Federal budget, Prof. Cassels mentioned that the results were good news for the university and students in general. Federal funding for work integrated learning supports and work placements means that the university is well situated to take full advantage of this budget as UVic is an early adopter of co-operative education and work-integrated learning.

Finally, Prof. Cassels announced that Vice-President External Relations, Carmen Charette plans to retire at the end of the calendar year. Prof. Cassels remarked on her impact on the university and thanked her for her work.

## 5. CORRESPONDENCE

There was none.

## 6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

### a. Senate Committee on Admission, Re-registration and Transfer

#### i. Proposed creation of Year 1 admission requirements for the Combined Program in Visual Arts and Computer Science, Department of Visual Arts, Faculty of Fine Arts

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

Motion: (S. Hundza/S. Lewis)

That Senate approve, effective for September 2020 entry, the enclosed Year 1 admission requirements for the Combined Major Program in Visual Arts and Computer Science to be published in the September 2019 undergraduate academic calendar.

**CARRIED**

### b. Senate Committee on Awards

#### i. New and Revised Awards

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

Motion: (A. Lepp/M. Laidlaw)

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:

- Budvitch Award in Holocaust Studies (new)
- Hoy Sun Benevolent Association Scholarship (revised)\*
- CFUW Victoria Diana Morgan Scholarship in Humanities (new)\*
- Boehm-Hesser Graduate Research Excellence in Astronomy Award (new)\*

- Dr. Lorene Kennedy Environmental Studies (Graduate) Award (revised)\*
- Dr. Lorene Kennedy Graduate Award (revised)\*
- Sheila Ryan and Eileen Ryan Award in Child and Youth Care (new)\*
- Sheila Ryan and Eileen Ryan Award in Health Information Science (new)\*
- Howlers Rugby Award (revised)\*

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**CARRIED**

**c. Senate Committee on Planning**

**i. Proposal to Change the Name of the Bachelor of Music Major in History and Literature to “Major in Musicology and Sound Studies”**

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

Motion: (N. Wright/S. Breau)

That Senate approve, and recommend to the Board of Governors that it also approve the proposal to change the name of the Bachelor of Music Major in History and Literature to “Major in Musicology and Sound Studies,” as described in the memorandum dated February 13, 2019.

**CARRIED**

**ii. Proposal to Add a Cultural, Social and Political Thought (CSPT) Option to the Master of Arts in French**

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

Motion: (N. Wright/S. Beam)

That Senate approve, and recommend to the Board of Governors that it also approve the proposal for the addition of a Cultural, Social and Political Thought (CSPT) Option within the Master of Arts in French, as described in the document “Addition of a CSPT Option within the French Graduate Program.”

**CARRIED**

**iii. Proposal to Establish a Major in Recreation and Health Education in the Bachelor of Physical and Health Education Program**

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

Motion: (N. Wright/S. Hundza)

That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Major in Physical and Health Education in the Bachelor of Recreation and Health Education program, as described in the document “New Major in Physical and Health Education in the Recreation and Health Education Program,” and that this approval be withdrawn should the program not be offered within five years of the granting of the approval.

**CARRIED**

**iv. Proposal to Change the Name of the Professional Specialization Certificate in Special Education to “Professional Specialization Certificate in Special and Inclusive Education”**

Dr. Wright introduced the proposal. There was a question about the name change to which Dr. Wright clarified the adjustment intended.

Motion: (N. Wright/M. Prendergast)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to change the name of the Professional Specialization Certificate in Special Education to “Professional Specialization Certificate in Special and Inclusive Education,” as described in the memorandum dated January 11, 2019.

**CARRIED**

**v. Proposal to Change the Name of the Diploma in Special Education to “Diploma in Special and Inclusive Education”**

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

Motion: (N. Wright/M. Garcia-Barrera)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to change the name of the diploma in Special Education to “Diploma in Special and Inclusive Education”, as described in the memorandum dated January 11, 2019.

**CARRIED**

**vi. Proposal to Change the Name of the Physics and Ocean Sciences (Ocean-Atmosphere Dynamics) program to “Physics and Ocean-Atmosphere Sciences.”**

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

Motion: (N. Wright/R. Lipson)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to change the name of the Physics and Ocean Sciences (Ocean-Atmosphere Dynamics) program to “Physics and Ocean-Atmosphere Sciences,” as described in the memorandum dated January 8, 2019.

**CARRIED**

**vii. Proposal to Establish New Honours and Major within the Existing Chemistry and Earth and Ocean Sciences Combined Program**

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

Motion: (N. Wright/R. Lipson)

That Senate approve, and recommend to the Board of Governors that it also approve the proposal to establish new Honours and Major within the existing Chemistry and Earth and Ocean Sciences combined program, as described in the document “Honours in Chemistry and Ocean Sciences/Major in Chemistry and Ocean Sciences”, and that this approval be withdrawn should the programs not be offered within five years of the granting of approval.

**CARRIED**

**viii. Proposal to Establish an Honours program within the Existing Chemistry for Medical Sciences (ChemMedSci) Program**

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

Motion: (N. Wright/R. Lipson)

That Senate approve, and recommend to the Board of Governors that it also approve the proposal to establish an Honours program within the existing Chemistry for Medical Sciences (ChemMedSci) program, as described in the document “Honours within the Existing Chemistry for Medical Sciences (ChemMedSci) Program”, and that this approval be withdrawn should the programs not be offered within five years of the granting of approval.

**CARRIED**

**d. Senate Committee on University Budget**

**i. 2018/2019 Annual Report**

There were no questions.

**e. Senate Committee on Agenda and Governance**

**i. Feedback to the Request to Revise the 10-Year Sessional Calendar**

Dr. Annalee Lepp introduced the report and stated that this was a presentation to Senate asking for feedback while the committee considered how to accommodate the request.

One member stated that the reduction to a regularized term of 59 days was a decrease in academic standards. He felt a reduction in class time should be a last resort and instead supported the idea of pushing out the start of the May term by a week or examining the length of the current exam period.

A follow-up question from another member asked if a situation were to require cancellation of a day to move the university to a term of 58 days, would this disqualify professional programs from their accreditation.

Another member commented on the university calendar's independence from the K-12 calendar. For example, when the university begins earlier than the K-12 system, it is difficult for parents to find a balance when they have to teach classes.

In support for a lengthening of the break between the fall and spring term, one member commented on the workload and pressure put upon not only teaching faculty but on administrative staff for wait-listing and pre-requisite checking.

One member asked why the attempt to lengthen reading break failed. Dr. Lepp replied that among many considerations, Senate members were resistant to the idea of introducing Sunday exams or scheduling three exams in one day for students.

Another member gave support for the work that the committee was attempting to do and acknowledged that it was a tedious and challenging task. Nevertheless, he stated that this was a serious problem to which any additional days would help with teaching quality, travel time, and research pressures.

Senate members discussed why it was possible for Ontario schools to schedule both an extended winter break and a reading break while accommodating an exam timetable. Prof. Cassels proposed that Ontario schools may also have a shorter exam period.

A member asked why the exam schedule is made after the drop dates have passed and not when courses are scheduled. Ms. Wendy Taylor, Acting Registrar, replied that there were two main principles with which institutions schedule their exams: at the time of registration or based on student registration - which is how UVic deals with their exam scheduling. If the first method is

chosen, exams may be found to conflict with students' required courses and pressure is put on to academic units to make alternate arrangements.

There was an inquiry as to how it would look if UVic were to move to the first principle. Ms. Taylor said that this would need to be tried before there was a decision on which method worked best for UVic.

In regards to a clarification on what was meant by a "student-friendly schedule," Ms. Taylor replied that the exam schedule does its best to consider student registration and special requests by instructors. An attempt is made to ensure students do not have three exams scheduled in one day and two exams in a row are avoided.

Another member mentioned that she felt the exam schedule was extremely friendly and accommodating. The multiple sections of one exam make this especially tough. She stated that she currently has more than 10% of her students in crisis with academic accommodations.

A member mentioned that while he was cognizant of the need for quality in our academic programs, it was important to remember the purpose of the request. The current workload for instructors is unsustainable, and a more substantial break is needed. Another member echoed these comments and asked if it was also time to re-evaluate how we assess students; i.e. whether a final exam should be the standard.

In response to special requests from instructors regarding the exam timetable, a member commented on the need to consider a more stringent approach. Another member relayed the inconsistent approach and felt a principled vetting process could be better handled in the Office of the Registrar and not with the Dean of the faculty.

Another member recognized the pressure that the Office of the Registrar is under when dealing with graduation requirements before convocation. He asked for reconsideration of the purpose of convocation and whether the need to gather graduation information before the ceremony is necessary.

Finally, a member acknowledged the need to change how assessments are constructed but mentioned that since there is a policy that stipulates only 15% of the course can be evaluated in the last two weeks of the course, this would need to be altered to accommodate a shift in culture.

## **7. PROPOSALS AND REPORTS FROM FACULTIES**

There were none.

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

There were none.

There being no other business the meeting was adjourned at 4:22 p.m.

Name	In Attendance	Regrets		Position
Alexander, David	<input type="checkbox"/>	<input type="checkbox"/>	Convocation Senator	Elected by the convocation
Andersen, Carrie	<input checked="" type="checkbox"/>	<input type="checkbox"/>	University Secretary	Secretary of Senate
Aragon, Janni	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Social Sciences	Elected by the faculty members
Baer, Doug	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	Dean, Faculty of Law	Ex officio
Burford, Neil	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Science	Elected by the Faculty
Butler-Palmer, Carolyn	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	Dean, Faculty of Graduate Studies	Ex officio
Cassels, Jamie	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Devor, Aaron	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Social Sciences	Elected by the faculty members
Driessen, Peter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Engineering	Elected by the Faculty
Dunsdon, Jim	<input 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
Fairley-Beam, Iris	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Gagné, Lynda	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	Student Senator	Elected by the students
Klein, Saul	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Dean, Peter B. Gustavson School of Business	Ex officio
Krull, Catherine	<input checked="" type="checkbox"/>	<input 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Prendergast, Monica	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Education	Elected by the Faculty
Rogers, Shelagh	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chancellor	Ex officio
Russell, Carolyn	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Fine Arts	Elected by the faculty members
Seeman, Dean	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input 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 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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
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 December 1, 2018**

EX 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 FACULTY

MEMBERS (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 STUDENT

SOCIETIES – 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)

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





# OMBUDSPERSON 2018 ANNUAL REPORT

VOLUME 22 | ISSUE 1

[WWW.UVICOMBUDSPERSON.CA](http://WWW.UVICOMBUDSPERSON.CA)



## NEW HORIZONS

It was an honour and a pleasure to step foot on to the UVic campus as the Ombudsperson in September 2018. As a former UVic graduate student, my education has afforded me opportunities to work in the non-profit and public sector, bringing me full circle to UVic. The Ombudsperson Office recently passed its 40th year as a funded office on the university campus. The efforts of my predecessors has brought about lasting impacts in academic assessment, the academic appeal process and leading change in the BC's student financial aid system. Participation by previous Ombudspersons in the development of guidelines and policy has been a means to bringing awareness to important issues, such as mental health and graduate supervision (*UVic Office of the Ombudsperson, 2008*).

I am grateful for my colleague, Martine Conway, whose 19 years of distinguished service and work has established the office as a highly regarded resource to the university campus. Conway's ombuds reports and interventions have provided guidance on dealing with sensitive issues like interpersonal conflict, mental health issues, or academic accommodation and academic requirements (*UVic Office of the Ombudsperson, 2008*). I am also grateful to Lauren Charlton and Maureen Campbell who so graciously gave of their time and commitment on an interim basis; their dedication to the students was exemplified by the positive feedback I received.

Starting as the new Ombudsperson, I received a warm welcome from the university community as I hit the ground running meeting executive management, faculty and staff. I appreciate the efforts and the genuine desire from the university community to support students in their academic success. Often, students attend my office seeking information, advice and options because they are unsure how to address their concerns. As I regularly meet with students, common themes led me to develop a three year strategic plan that focuses on the following goals and objectives.

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**BECAUSE FAIRNESS MATTERS**

# VISION, MISSION, GOALS

# CASE DISTRIBUTION

## STUDENTS WHO NEED HELP ARE AWARE OF THE SERVICES OF THE OMBUDSPERSON OFFICE & CAN ACCESS THEM.

Students attended my office often through referrals by faculty and staff and word of mouth. Many students who attended my office for the first time never knew the office or services existed.

In 2019, I would like to focus on enhancing the awareness of the office by increasing marketing communications. So far, my office has initiated participating in the university's Digicaster program, a centralized communication system that broadcasts information throughout the university campus through digital television displays. Similar content can also be seen in the McPherson Library.

Through previous work at the BC Ombudsperson Office, I have learned and observed that a critical aspect of ombuds work includes prevention efforts in the form of education and engagement. I am currently in discussions with university departments to collaborate in developing workshops to build awareness and skills around the topic of fairness for fall of 2019. In this day of advanced technology, the internet and social media are effective means of engaging and educating students. In fact, these are often the preferred communication channels for our students. With that in mind, the content of the ombudsperson website will be updated along with its print communications and developing a social media campaign in the following years to come.

## INQUIRIES ARE ADDRESSED EFFICIENTLY.

Ombuds work focuses on ensuring the principles of administrative fairness are observed and issues are resolved impartially, independently, and in a timely manner. Given the average caseload over the years, files have typically been monitored on a case by case basis when problems arise in a student's academic life. After attending the office, students often never contact the office again. The logical assumption is that the issue is resolved; however, maintaining contact throughout the life cycle of the inquiry gives opportunity to either provide additional assistance or receive feedback to evaluate the effectiveness of the service given to the student and any gaps that need to be addressed in the service provision continuum. In this coming year, I intend to make concerted effort to connect with students during and after their contact with my office. I will also explore obtaining a digital case management system that can assist in effectively communicating with student inquiries and record data on a more accurate basis instead of manually collecting and analyzing data.

## UNIVERSITY STAFF & FACULTY MEMBERS ARE SUPPORTED IN IMPROVING ACADEMIC ADMINISTRATION

As an impartial third party, I see myself not only as a resource to students, but as an accessible and trusted resource to the university faculty and staff and vice versa. I recently was asked to consult on a policy amendment from the School of Business and I appreciated the commitment to ensure the principles of administrative fairness were applied appropriately. I currently sit on the Advisory Committee on Academic Accommodation and Access for Students with Disabilities that is tasked to review the university's academic accommodation policy. This is consistent with my role to pro actively participate in reviewing and addressing systemic barriers to administrative fairness and equity. I look forward to the end results of the review process.

I am excited for all that 2019 has to offer in the work of the Ombudsperson.



A University community committed to fairness.



To promote and support fairness, with integrity, as an independent voice in the University community.



Students who need help are aware of services offered by the Ombudsperson and can access them.

- + Improving accessibility of office through increased marketing
- + Focusing outreach to students

Complaints are addressed efficiently.

- + Efficiently manage complaints through an effective case management system.

University staff and faculty members are supported in improving academic administration.

- + Pro actively consult with faculties and departments about emerging issues and support policy development.

## DISTRIBUTION OF ACADEMIC CASES BY LEVEL (%)\*

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

**INSTRUCTOR 18.6**  
**DEPARTMENT 35.5**  
**DEAN 45.7**

**SENATE COMMITTEE ON APPEAL --**

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

## TYPE OF ADVICE SOUGHT BY STUDENTS (%)

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

**GENERATING OPTIONS 30.6**  
**GUIDANCE ON PROCESS PROCEDURE 33.6**  
**FEEDBACK OR COACHING 35.6**

## OUTCOMES OF INDIVIDUAL INTERVENTIONS

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

**RECOMMENDATIONS MADE 2**  
**RESOLVED 15**  
**PARTIALLY RESOLVED/SATISFIED 4**  
**FACILITATED COMMUNICATION 12**  
**NO GROUND 3**  
**DENIED 6**  
**DISCONTINUED BY STUDENT 8**  
**TOTAL 50**

## DISTRIBUTION OF FILES BY SUBJECT MATTER

In 2018, the office handled a total of 382 inquiries and complaints, distributed as follows: information/referral (R) 161, advice (A) 171, intervention (I) 50.

SUBJECT MATTER	R	A	I	TOTAL 2018	TOTAL 2017	TOTAL 2016
Academic concession	27	30	09	66	72	40
Academic integrity/plagiarism	07	12	02	21	23	32
Accommodation of disability	05	05	05	15	12	06
Admission	04	07	03	14	16	10
Civility/conduct	02	01	-	03	11	09
Course delivery	11	06	02	19	22	19
Course registration	04	04	03	11	08	04
Employment	-	01	-	01	02	08
Examination	01	02	-	03	07	04
Fees	06	11	03	20	16	13
Financial aid/funding	06	03	-	09	11	16
Grading/evaluation	19	22	04	45	46	34
Housing	04	02	-	06	05	09
Human rights & safety	08	02	02	12	11	07
Interpersonal conflict	05	06	-	11	12	09
Landlord-tenant	01	01	-	02	06	04
Practica/work placement	02	07	03	12	08	14
Privacy/FOi	-	-	-	-	07	01
Program requirement	06	04	04	14	13	10
Requirement to withdraw	07	18	01	26	22	63
Student societies/groups	02	05	01	08	06	06
Supervisory relationship	05	09	-	14	15	19
Transfer credit	-	03	02	05	01	04
Other academic	10	03	02	15	13	13
Other non-academic	19	07	04	30	24	17
<b>TOTAL</b>	<b>161</b>	<b>171</b>	<b>50</b>	<b>382</b>	<b>389</b>	<b>371</b>

R | information and referral A | advice & coaching I | intervention

## REVIEW OF ASSIGNED GRADE (Facilitation)

A student in a professional degree program met all requirements to declare their program discipline except one, which stipulates that applicable coursework must have received a grade of C or higher on their transcript to be eligible. The student needed .1% in order to have their final mark rounded up to meet the requirement. The student believed the marks on the assignment were inaccurate and made attempts to request a review of the assigned grade. The student's request was received and the student was initially told the assignment would be reviewed. Due to change in instructors, breakdown in communication and passage of time, the review was never completed. Eventually, the student appealed to the chair of the department requesting for the grade to be rounded up as a remedy to the delay in reviewing the grade. The appeal was denied.

The student pursued the appeal further to the associate dean of the faculty asking for the same remedy. The associate dean granted the student's request and applied the appropriate remedy, which was to have the assignment reviewed instead of automatically rounding up the grade. As a result, the assignment was given a higher grade that moved the course grade up to 60%. As such, the student was able to declare their program discipline and register for courses.

The Ombudsperson facilitated communication between the student and faculty to explore all avenues to resolve the dispute. It's important that requests for review of assigned grades are appropriately addressed and conducted in a timely manner. Had the student not been afforded the review of the assigned grade and missed their program requirement by .1% it would have significantly impacted their progression in the professional program. The student would have been unable to declare their program discipline. Most likely, the student would have had to wait a full year to register, due to strict course sequencing and availability. As such, the student would be delayed in their graduation and would have to incur an additional financial burden from having to pay full tuition to re-take the applicable course.

## INFORMAL DISPUTE RESOLUTION (Advice/Coaching)

Coincidentally, a student learned about the Request for Academic Concession (RAC) process in Fall 2016 and quickly realized they had likely qualified

for it due to academic difficulties several years past. Despite the passage of time, the student assembled their documentation and submitted their appeal. The appeal was denied by the interim faculty member. The student appealed their RAC decision to the Senate Committee of Appeals but was ultimately unsuccessful. During the appeal process, the student established contact with the recently returned permanent faculty member who proposed an alternative remedy; they proposed to write a letter of support that explained the impact the student's extenuating circumstances had on the student's academic performance. The student applied to a professional degree program at another university and submitted the letter as part of the application. As a result, the student's late application was accepted and they advanced to the interview stage for a seat in a highly competitive professional degree program.

The Ombudsperson provided information to help the student navigate and prepare themselves for the appeal process and other related administrative procedures. Also, the Ombudsperson provided feedback for the student to consider how to frame and present their case that went before the Senate Committee of Appeals and the applications review committee at the other institution. The faculty member's willingness to pursue an informal common-sense remedy was instrumental in the student advancing in their application to a professional degree program. A remedy such as this was always available to the student regardless of the appeal process; this is an example of what "thinking outside the box" looks like. In the future I hope to work towards incorporating creativity into resolving student issues.

The student also received support from the Centre for Accessible Learning (CAL), the UVic Senate support staff and faculty members. In addition, the student worked with the UVic Equity and Human Rights office and received expert feedback and advice. In speaking about the Ombudsperson Office the student said the following:

*I had the chance over the course of the past two years to get insightful counsel and assistance from the veteran Ms. Martine Conway who helped me get my plans straight; Ms. Maureen Campbell, as interim Ombudsperson, quickly brought her background to [assist me]; and Ms. Annette Fraser... as the new Ombudsperson [who] steadily guided me through the most complicated and time-sensitive final requests and appeals. I took comfort more than once in the knowledge that, regardless of the outcome of any particular stage, I had already learned a valuable lesson: No matter the problem, help is always close at hand.*

*Request for Academic Concessions (RAC) are requests made available to students who are affected by illness, accident or family affliction. Depending on what time in the term they experience challenges students have options to defer, withdraw from courses under extenuating circumstances, drop a course or have their transcript include a notation of documented illness or affliction.*

## REQUEST FOR ACADEMIC CONCESSION (RAC)

Requests for academic concessions has consistently placed in the top two in the number of inquiries and complaints addressed at the Ombudsperson's office dating back to 2008. The RAC can be difficult for students to navigate depending on the student's ability to complete term work, timing of the request in the term and, internal faculty/department procedures.

Students are encouraged to negotiate extensions or deferrals of course exams or assignments with instructors prior to the submission of term grades. As per the Office of the Registrar's website, students are instructed to submit supporting documentation directly to the instructor. If the students can't complete the course requirements at the end of term or need additional time then the RAC process is available. In the case of in-class concessions, I question if the submission of medical documentation is necessary?

I like the approach taken by Queen's University Belfast for in-class concessions for short-term illness:

*In the world of work, it is common-practice for employees to self-certify for absence due to short-term illness. The intention is to afford students the same opportunity and responsibility to explain absence for a short period of time, in appropriate circumstances. In addition, the University recognizes that it is not always possible or appropriate to seek an appointment, or consult with a GP, for short-term illnesses. In such circumstances, self-certification is appropriate (Queen's University Belfast).*

The self certification process still allows instructors to exercise discretion and if needs be request additional medical documentation in the case of requests relating to important course work like mid-term exams. Students who self certify are declaring the information submitted to be true and are subject to penalties for falsified information.

In class concessions are dealt with on an individual basis by instructors. I would encourage the senate to explore whether medical documentation is needed for short term illness, such as, flu, migraine, food poisoning. In the off-campus medical community, requests for medical notes are subject to fees charged for services not covered under the Medical Services Plan of BC, which may impact students who receive medical services on campus in the future.

*Thank you for hearing me out yesterday and helping me in this situation. I was able to connect with the undergrad academic advisor, and he was able to help me schedule a deferred exam. You were right, there is always hope!*



Medical notes, letters/referrals from counseling professions or professional statements of supports are acceptable forms of documentation; however, students are increasingly being asked to submit additional medical documentation, which potentially can be intrusive on a student's privacy. As I have talked to university staff who work closely with and support students in the RAC process, they question why the medical documentation is sometimes insufficient? I have no direct answer to this question but I believe the differences in how RACs are processed and determined among faculties and departments has something to do with the acceptance or rejection of sensitive medical documentation.

The process is not centralized, this means a student could be making requests to various departments and faculties at the same time. As a result, there is no institutional view or record of the student's request for concessions throughout the academic term to assess whether more supports may be needed. In response to rejecting a student's request a faculty or department may suggest the student drop courses or voluntarily withdraw from the program to address their personal challenges. On the flip side, maintaining some type of academic activity may be seen as a tool to support a student's mental health and well being as suggested by professional medical staff at the university. Whether it be counselors, medical professionals, faculty members or staff we all are wanting the student to succeed and I believe a centralized approach can assist in that process.

Dr. Nancy Wright has been doing extensive work in reviewing the RAC process and has made recommendations to the Senate Committee on Academic Standards, including to move to a centralized system for course concessions, particularly to manage requests for course concessions after grades are submitted through an online forum. I wholeheartedly support this initiative in hopes that it would streamline the process to reduce the confusion experienced by students and make a clear differentiation between concessions made during the term and after grades are submitted. I would recommend that in-class concessions likewise be recorded in the centralized system to accurately capture all course concessions requested by the student throughout the course of their time at the university.

# GRADUATE STUDENTS

# 40 YEARS OF SERVICE

The Ombuds office was contacted by 53 graduate students during 2018. Without fail, students sought advice or coaching to address the struggles they are experiencing in their supervisory relationship. Representatives from the Graduate Student Society have conducted their own survey of graduate students and have confirmed this challenge in their findings. The challenges revolve around the need for support in direction and progression of their thesis or dissertation as well as how to deal with the situation when the student/supervisor relationship fails.

It's been two years since the Faculty of Graduate Studies approved the Graduate Supervision Policy (*the policy*) in February 2017. As the Ombuds, I see the value of this policy as it clearly defines the roles of all those involved. The policy provides time lines for essential program components to be in place, such as, ensuring that a supervisory committee is nominated within three terms of program registration.

As I meet with graduate students to discuss options for addressing their concerns, I find that access to consultation and confidential advice, as per section 51 of the supervision policy, aside from that which they receive from their supervisor provides a valuable opportunity for students to discuss their concerns without fear of retribution. Since working at the Ombuds office, I noticed graduate students express a desire to have their concerns addressed but often prefer the resolution to be done anonymously. Depending on the nature of the issue it may be difficult for a student to remain anonymous. The policy does encourage students to use an advocate for support but is silent as to who an advocate can possibly be.

## I RECOMMEND

that the policy include wording that provides suggestions or ideas of who could be an advocate to point graduate students in the right direction.

*" I wanted to thank you for all of your appeal help over the past couple months. I really appreciate everything you helped me out with! I also just wanted to let you know that my second appeal was approved and I'm all registered and returning to UVic in September!*

The policy is still fairly new and will take time for current and future students to become aware and familiar with the policy. A great resource of orientating students is the graduate student handbook. Section 5.9 of the policy mandated faculties and departments to have a graduate student handbook in place that describes policies and procedures surrounding all program requirements accessible to all graduate students.

*I am happy to report that 82% of departments with graduate programs have a graduate handbook on their websites and another 16% are in the process of developing their handbooks.*

The Student Recruitment & Global Engagement Division of Student Affairs is piloting a pre-arrival online program module to orientate undergraduate students to the university resources and services prior to the start of the term. The project appears to be an effective gateway of disseminating vital information. Currently, this pilot project is not available to graduate students. The university is now in the process of implementing its 2018-2023 strategic framework with the strategy to "Provide resources and develop targeted initiatives to recruit and support a diverse and talented community of researchers, including graduate students and post-doctoral fellows (*A Strategic Framework for the University of Victoria: 2018-2023*)."

*As more graduate students are recruited to the university campus in years to come, increased investment in graduate supports is needed to support graduate students.*

## I RECOMMEND

that a similar online pre-arrival program be developed as an additional resource to orientate and support graduate students in their academic life.



The original ombudsman concept was developed in Sweden. The word ombudsman translated to English meant, "citizen's defender tasked with the job to protect individual citizens against the excesses of bureaucracy, and this root meaning continues today in public sector ombudsman offices" (*Association of Canadian College and University Ombudspersons*). The Ombudsperson Office was instituted at the University of Victoria in 1978 as a three month experiment with Patricia Beatty-Guenter as the first Ombudsperson. With no specific mandate, the first Ombuds "adopted an independent and impartial approach, on the Swedish ombudsman model, and pursued a longer-term objective of full university recognition" (*UVic Office of the Ombudsperson, 2008*). In 2003 an Equity and Fairness review resulted in a shift in the funding from primarily the student societies to a shared funding approach between the student societies and UVic that supported a full time position beginning in 2004.

**IN THE PAST 10 YEARS, MEMBERS OF THE UNIVERSITY COMMUNITY HAVE MADE A TOTAL OF 4,399 INQUIRIES SEEKING ASSISTANCE FROM THE OMBUDSPERSON.**

In most cases, students received advice. The office mandate includes providing information or guidance to help students pro actively problem-solve their issues. As my predecessor Martine Conway states in her 2011 report

*While less visible, advice by the Ombudsperson is just as integral to effective and constructive resolution. Students seek information and an independent perspective about the process to follow, criteria that apply, and how to interact within the process. They gain a better understanding of decisions made (especially important where there is no ground for further appeal), or tools to address and resolve outstanding concerns (UVic Office of the Ombudsperson, 2017)*

The commitment to fairness is evident by the willingness of the university to work with the Ombuds to improve individual and systemic problems that impact students since the Ombudsperson's office inception. As a result, meaningful changes occurred which continue to impact students today.

## KEY ACCOMPLISHMENTS BY PREVIOUS OMBUDSPERSONS:



• **Presentation to the Ministry of Advanced Education on behalf of single parents that led to change in BC's student financial aid system, recognizing the needs of single parents (Bruce Kilpatrick).**



• **Improved senate appeal procedures focused on the right for students to hear evidence provided by department or faculty (Rick Cooper).**



• **Participation in the creation of the first policy on sexual harassment and first sexual harassment office position (Joy 11/ington & Carol Hubberstey).**



• **Participated in the creation of the Fee Reduction Appeals Committee. (Charlene Simon)**



• **Successfully recommended reminders to all students about degree requirements and sessional standing regulations (Martine Conway).**



• **Successfully recommended students have access to water or snacks during final exams (Martine Conway).**

# MANDATE & OTHER ACTIVITIES

## OFFICE MANDATE & STRUCTURE

The Ombuds office at UVic is an independent, impartial and confidential resource for all members of the university community on student-related fairness questions. In parallel with the educational mission of the university, the Ombudsperson provides students with tools to understand policies and procedures, make informed decisions, access recourses, self-advocate, identify resources, and learn constructive approaches for raising and resolving concerns.

The Ombudsperson seeks to ensure that the principles of fairness and natural justice are observed, and to help resolve issues at the lowest appropriate level. Students may access the office at any stage in a problem or dispute. The Ombudsperson may also facilitate communication between students and staff or faculty, investigate, recommend, or bring individual or systemic issues to the attention of relevant authorities. The Ombuds office acts as a reflective lens to improve procedures and practices.

The office is funded by direct contributions from undergraduate and graduate students, and a grant from the university administration. It is staffed by one full-time ombudsperson. The ombudsperson reports to the Ombudsperson Advisory Committee, with representation from undergraduate and graduate students, the Faculty Association, the Professional Employee Association and UVic senior administration and senate. *(Because of confidentiality requirements, committee members do not have access to individual case information.)*

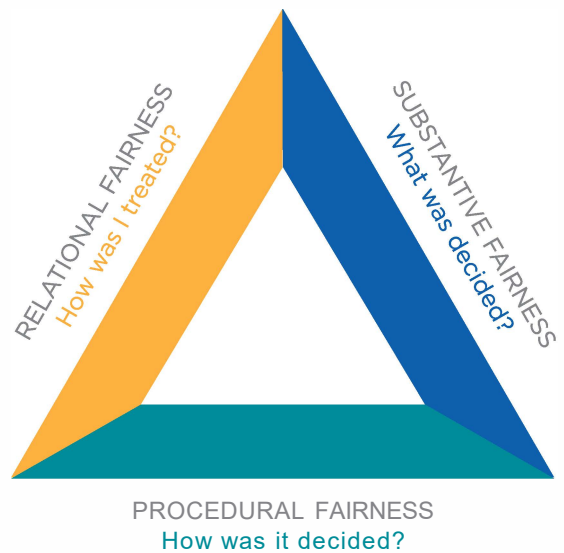
## PROFESSIONAL DEVELOPMENT & ACTIVITIES

In 2018, interim Ombudsperson Maureen Campbell attended the Association of Canadian College and University Ombudspersons (ACCUO) Western Regional Meeting. The meeting was held in Kelowna BC where Maureen participated in various topics focused on best practices for Ombudspersons in post secondary institutions. In September 2018, Annette Fraser attended the Fairness in Practice workshop and Fairness Matters webinar presented by the BC Ombudsperson Office. The workshop explored the principles of administrative fairness and effective complaint resolution. The webinar focused on the essentials of fair treatment in public service delivery and how to build and maintain positive relationships with the public.

## OUTREACH, COMMUNICATION & COMMITTEE WORK

The Ombuds office supported the student societies' undergraduate and graduate student orientation fairs by providing informative promotional material about the Ombuds office. As the new Ombudsperson, Annette looks forward to personally participating in student orientation activities and events in 2019. Annette met with university president, Jamie Cassels, and various faculty and university leadership teams which has been valuable in becoming familiar with the university administrative practices and services provided to the students. The Ombudsperson is part of UVic's Advisory Committee on Academic Accommodation and Access for Students with Disabilities.

### THE FAIRNESS TRIANGLE



*Three Aspects of Fairness: The Fairness Triangle (Ombudsman Saskatchewan, 2072)*

''' *We organized our thoughts, thank you for the form, as it helped us speak with more clarity and purpose. We went to the chair and he was calm and apologetic. We both feel like he is going to act on our concerns.*



# memo

**Date:** April 24, 2019

**To:** Carrie Andersen, 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**

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The attached semi-annual report to Senate on campus development is provided for review and information to Senate at its May 3, 2019 meeting.



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Valerie Kuehne  
*Vice-President, Academic and Provost*



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Gayle Gorrill  
*Vice-President Finance and Operations*



## Semi-Annual Report to Senate on Campus Development

### Executive Summary

The University of Victoria continues to be engaged in two significant capital projects and a number of smaller initiatives this spring. These include new student housing, the Campus Greenway, Transportation Demand Management, the Language Revitalization Pole, the District Energy Plant, lab renewals in the Faculty of Science, planning for an addition to the Engineering and Computer Science Building, planning for the new National Centre for Indigenous Law and Reconciliation, and seismic upgrades to the MacLaurin Building.

The first major capital project is the development of new student housing and dining facilities on campus. UVic's number one capital priority is self-funded student housing that will provide a minimum of 600 additional beds on campus. The project includes a total of 782 beds (620 net new) and also includes a new 600-seat dining hall that will replace the existing Cadboro Commons dining facilities. Two new 225-seat lecture theater classrooms as well as conference space are also included.

Municipal approvals are expected to be completed in 2019, with construction commencing in the spring of 2020. In order to accelerate construction of the project by approximately 16 months, a modular dining facility will be temporarily located in Parking Lot B to serve students living on campus. Early site preparation will begin in May 2019 with deconstruction of pedestrian walkways, utility upgrades, roadworks and landscape changes.

The second major capital project is the development of a landscape plan and design guidelines to implement the Campus Greenway (previously named "Grand Promenade"), a "Big Move" identified in the 2016 Campus Plan. PWL Partnership Landscape Architects have been engaged to work with Campus Planning and Sustainability on this project. The Campus Greenway will support the Strategic Framework goals of an extraordinary academic environment and a vibrant and sustainable campus that nurtures student experience and well-being. The draft landscape plan was presented to the Campus Planning Committee (CPC) in April 2019. The landscape plan will be revised over the summer of 2019, with the final plan expected to be completed by October 2019.

In fall of 2018, UVic was asked to be the permanent host of the Language Revitalization Pole commissioned by the First Nations Education Foundation (FNEF) to mark the UN International Year of Indigenous Languages. The pole will be located near UVic's MacLaurin Building as a centrepiece of the year and a significant point of reflection for UVic's ongoing commitment to the work of decolonizing and Indigenizing the university. Depending on the success of the FNEF's fundraising, the pole is expected to be unveiled in November 2019.

Work is also proceeding on several other capital projects, including new construction and building renovations. The construction of the new District Energy Plant has been completed and the system, to centrally heat the campus, is currently undergoing commissioning. It is expected to be operational in the summer of 2019. The Petch, Cunningham and Elliot Building renewals, which include \$20M from government for lab and building infrastructure upgrades, are now complete. The university is pursuing capital funding for the Engineering/Computer Science Building expansion, and the National Centre for Indigenous Law and Reconciliation. The seismic upgrade construction of the MacLaurin Building D-Wing project began in January 2019. The project is expected to be completed in September 2021 using a phased-construction approach.



## 1. New Student Housing and Dining – Update & Schematic Design

The university's number one capital priority is student housing that would be self-funded with debt financing accessed from the Province and the UVic Foundation, and provide at least 600 additional beds on campus. UVic 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. Building 2 will require the deconstruction of the existing Cadboro Commons Building and will include two new 225-seat lecture theatre classrooms, conference space and 385 new housing beds. In order to accelerate the construction schedule, the project now includes the provision of a modular dining facility that will be located in Parking Lot B. The modular dining facility will allow both buildings to be completed and operational by early 2023.



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

The project presents excellent opportunities for improvements that support Campus Plan priorities. The site analysis demonstrated that the housing precinct could be further improved by providing a north/south pathway, which 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 successful development of taller buildings on these sites. The buildings will be designed and constructed to achieve both LEED Gold and Passive House certification, making them the first building project of its kind in Canada.

In November 2018, the Office of Campus Planning and Sustainability (OCPS) also engaged with the campus and neighbouring communities on the proposed building and landscape designs. Also in November, the Government of British Columbia announced the approval of \$123M in financing



from the BC Student Housing Loan Program. The proposed building and landscape designs were submitted for a Development Variance Permit (DVP) application to the District of Saanich in December 2018. An updated DVP application will be submitted in May 2019. Early site preparation will begin in May of 2019 with the deconstruction of Craigdarroch and Lansdowne pedestrian bridges, utility upgrades, roadworks, and the landscape changes. Municipal approvals are expected to be completed in 2019 with construction commencing in the spring of 2020.

More information can be found at [uvic.ca/new-student-housing](http://uvic.ca/new-student-housing).

## 2. Campus Greenway Landscape Plan

The proposed landscape plan will guide the implementation of the Campus Greenway, 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 built 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 October 2018, engagements with the campus community began 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. In the winter of 2019, the project team began drafting the landscape plan to address academic and social interactions, ecosystem restoration, campus gateway improvements, crossings and pathway improvements, and the overall identity of the Greenway (“the Heart”). Following additional consultation and feedback, a finalized Campus Greenway Landscape Plan is expected to be completed in October 2019, with a phased implementation approach being conducted pending approval.

More information: [uvic.ca/campusgreenway](http://uvic.ca/campusgreenway)

## 3. Campus Travel Survey & Transportation Demand Management (TDM)

The Sustainability Action Plan includes the goal to increase the university’s transportation modal split to 70% sustainable travel modes and 30% single occupancy vehicle travel. The Campus Travel Survey conducted in 2018 showed moderate improvement to a 62:38 modal split (previously 60:40). In order to work towards achieving the goal, changes to the university’s transportation demand management policies and programs may be required. The CPC supported several guiding principles for improvements including the strategic implementation of “push” policies (disincentives) for single occupancy vehicle travel that balance with “pull” policies (incentives) for sustainable travel through the Travel Choices program. The CPC also supported the strategic management of the demand and costs for new parking supply to support campus growth by employing TDM measures effectively.

## 4. Language Revitalization Pole

To mark the UN International Year of Indigenous Languages, the First Nations Education Foundation (FNEF) has commissioned a Language Revitalization Pole from Nuu-chah-nulth carver Tim Paul. In the fall of 2018, the FNEF asked the university to host the pole permanently on campus given UVic’s leadership in Indigenous Language Revitalization programs and our ongoing



commitment to respect and reconciliation. The pole is to be carved from an 800-year old, 23-metre-high red cedar tree that was felled during a windstorm 50 years ago near Bamfield. When completed, the pole is expected to be between 18m and 21m in height. Due to its size and prominence, potential sites within the quadrangle were evaluated. The proposed location is at the west edge of the quadrangle adjacent to the MacLaurin Building, home to UVic's Faculty of Education. The site, commonly referred to as the ziggurat or pyramid, is identified as a public plaza in the 2016 Campus Plan, and is in need of rejuvenation. The Language Revitalization Pole would be the centerpiece of the plaza with new paving, Indigenous planting and seating in the vicinity. The proposed site was presented to the campus community at an Open House in March 2019 and to the CPC in April 2019.

The FNEF is fundraising to cover the costs for the pole, foundations, and maintenance, with the university allocating funding towards the landscape improvements. Pending the success of the FNEF's fundraising, the university will develop working drawings and tender package. It is expected the pole would be raised in November 2019.

### 5. District Energy Plant

The construction of the District Energy Plant is complete and the centralized heating system is now undergoing commissioning. The project site is located at the southwest corner of Parking Lot 6, which is south of the Visual Arts Building and west of the Interfaith Chapel. The new building houses 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 McKinnon Building and at Cadboro Commons.

The project has met the Leadership in Energy and Environmental Design (LEED) Gold certification. The building is expected to be operational in summer 2019.

### 6. Science Building Renewals

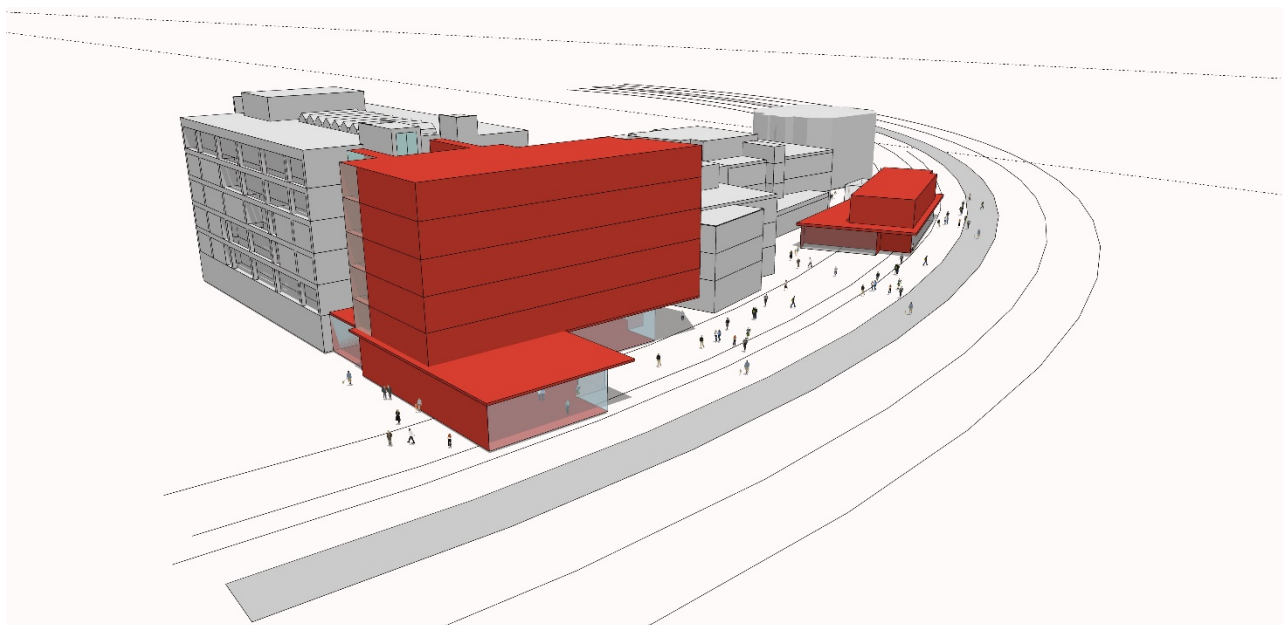
Renewals to science buildings include \$20M from government for lab and building infrastructure upgrades. The Petch, Cunningham and Elliott Buildings received cooling and mechanical system upgrades for lab spaces. Construction was completed in March 2019.

### 7. Expansion of Engineering Computer Science Building for Civil Engineering Program

The 2018/19 Five-Year Capital plan set capital planning priorities for the university and included as UVic's second priority, after student housing, an addition to the Engineering/Computer Science Building (ECS) in order to support the expansion of programs in engineering and computer science.

In April 2019, the updated details on building height were presented to the CPC. Key changes in the revised program include the addition of a 6th storey to the proposed ECS expansion area and the addition of a lower level to the proposed high-bay Research and Structures Lab building. The proposed lower level is still pending confirmation of funding and technical feasibility analysis. The new floor areas of the ECS expansion and High Bay Structures are 5,445 m<sup>2</sup> and 1,427 m<sup>2</sup>, respectively.





*Updated rendering of ECS and high-bay Research and Structures Lab, including proposed 6th storey*

The university is pursuing the required capital funding for this project. Once this funding is secure, the university will engage an architect to develop the design and to engage with the campus community and its neighbours.

#### 8. National Centre for Indigenous Law and Reconciliation

The 2017/2018 Five-Year Capital plan set capital planning priorities for the university and supported the construction of an Indigenous Legal Lodge, now being referred to as the National Centre for Indigenous Law and Reconciliation. The expansion and renovation to the Fraser Building will house the classrooms and offices for the world's first joint degree in Canadian Common Law and Indigenous Legal Orders (JD/JID) and the Indigenous Law Research Unit. The university has engaged with Urban Arts Architecture to complete the feasibility and concept design study. Through consultation with campus and neighbouring Indigenous communities, the building will be designed to reflect Coast Salish culture while being a welcoming environment for all Indigenous communities.

In March 2019, the university received \$9.1M in funding support from the Federal Government for the National Centre. In addition, the JD/JID program has received funding from the BC Government, Vancity, and the McConnell Foundation. The university is seeking the additional capital funding required for the project and will then engage an architectural team to develop the building design and continue campus and Indigenous engagement.

#### 9. MacLaurin Building

The MacLaurin Building D-Wing seismic upgrade construction began in January 2019. The MacLaurin Building is one of the university's oldest structures and 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 did not proceed. Through the support of provincial funding, the D-Wing seismic upgrade work can now be completed.

The targeted completion date is September 2021, as the construction process 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 workflow.



**Date:** April 13, 2019  
**To:** Senate  
**From:** Senate Committee on Academic Standards  
**Re:** **Proposed Revisions to Undergraduate Grading Scale**

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In the fall of 2017, the Senate Committee on Academic Standards reviewed the annual report on undergraduate grading patterns. During a discussion of the report, committee members noted an inconsistency between the undergraduate grading scale, which states that B range grades will normally be achieved by the largest number of students, and the grading report, which showed that in the past five years the largest number of students have received A range grades. The undergraduate grading scale indicates that A range grades will normally be achieved by a minority of students. A suggestion was made at the meeting to consider removing from the undergraduate grading scale expectations regarding the proportion of students who will receive a particular grade. Committee members expressed support for the suggestion and requested that some background review and research be undertaken.

#### Background and Previous Senate Decisions

The grading descriptors in the undergraduate grading scale were revised in the May 2014 calendar, subsequent to the implementation of percentage grading. The proposal made to Senate in December 2013 by the Senate Committee on Academic Standards, directly addressed the inclusion of a statement regarding the proportion of students who would receive a particular grade. It stated:

*A proposal was taken to SCAS at its meeting of September 12, 2013. There was general support for the descriptors, with minor revisions. There was also a recommendation from SCAS to retain with the descriptors, the current language with respect to the proportion of students generally anticipated to receive a grade within a particular level. SCAS expressed that a statement with respect to distribution of grades was an important piece of information not only for students, but for instructors and chairs, with respect to ensuring equitable and meaningful grading practices.*

When the proposal was presented to Senate, members of Senate noted the discrepancy between the grading descriptors and actual practice. At that time, it was explained that the descriptors sent an important message about expectations with respect to grading.

At the same time the proposal regarding grading descriptors was sent to Senate in December 2013, the Senate Committee on Academic Standards was in the early phases of a larger review of grading patterns at the university. This review, which wrapped with a report to Senate in November 2016, resulted in a number of recommendations. Many of these recommendations, all of which are set out below, have now been or are in the process of being implemented. A handful of recommendations are outstanding and require further attention.

Recommendations:

1. More information should be provided to faculty members, Chairs/Directors and Deans about grading patterns for individual courses, units and faculties.
  - a. Information regarding grading trends should be made available to instructors at the time they submit their grades. (As these recommendations were developed, a change was made to FAST to provide information regarding grade distribution for a course available to instructors at the time grades are submitted.)
  - b. Grading workshops should be offered for instructors and Chairs/Directors. (Learning and Teaching Support and Innovation now regularly holds [workshops for Instructors and Chairs/Directors](#))
2. All instructors, Chairs/Directors and Deans should review grading information and patterns at their unit and faculty level.
3. All units should take the opportunity to review and discuss the academic regulations related to grading. They should engage in a discussion of the grading information and patterns for their unit, guided by the discussion questions outlined in this report.
4. Chairs/Directors and Deans should provide guidance and direction to their unit regarding grading issues, in accordance with their responsibility and authority for grading.
  - a. A toolkit should to be developed to assist Chairs/Directors in carrying out responsibilities and facilitating discussion in their units. (Learning and Teaching Support and Innovation has now developed the [Grading Toolkit Resources](#)).
  - b. A document outlining the authority of Chairs/Directors and Deans should be prepared and distributed by the Office of the Vice-President Academic and Provost. This document should include information about authority, responsibilities and mechanisms for accountability.
5. Senate should re-examine the grading scale to confirm that the expectations for grade distribution are appropriate at each year level.

The final recommendation was a re-examination of the grading scale to confirm that expectations for grade distribution are appropriate at each year level. While the committee could undertake a larger review of grade distribution and set expectations at each year level, this review would be complex and require a detailed understanding of grading considerations in each Faculty. During the larger review of grading patterns, the committee supported an approach that left specific decisions about the appropriateness of grading with individual Faculties.

At the SCAS February 2018 meeting, there was again a discussion to remove expectations regarding the proportion of students who would receive a particular grade. After a review of the background and historical information, members expressed support for moving ahead with a proposal to remove both the A range and B range statements.

At the March 2018 meeting, the committee approved a consultation memo outlining the proposed revisions to the undergraduate grading scale to be circulated to the following groups for feedback – Deans' Council, Chairs and Directors, Senate Committee on Learning and Teaching, and student members of Senate.

The feedback received was mixed. Some respondents felt the statement was incorrect and needed to be removed while others expressed significant concern that the removal would exacerbate issues of grade inflation. In an effort to guide instructors on grading and the use of larger grading palettes in assessing work, SCAS decided to examine the Learning and Teaching Support and Innovation's (LTSI) development of a Grading Toolkit before making a decision. The toolkit was intended to assist instructors as well as Chairs and Directors in carrying out responsibilities in relation to grading.

At the January 2019 meeting, the Learning and Teaching Support and Innovation presented their Grading Toolkit. SCAS determined that the Toolkit provided excellent guidance to instructors regarding fair and appropriate assessment. Nevertheless, the committee discussed the remaining need for clear guidelines outlining the authority of Chairs/Directors and Deans in changing assessment outcomes in individual sections, still to be developed by the Office of the Vice-President Academic and Provost, as well as ongoing supports through the Learning and Teaching Support and Innovation office for Chairs/Directors and Deans to guide unit-level discussions about discipline specific assessment standards. The committee continues to affirm the importance of pro-active guidance regarding assessment standards as more fair to students than last-minute adjustments to final grades imposed by Chairs/Directors on instructors.

During the February, March and April 2019 SCAS meetings, the committee renewed the discussion about removing the additional descriptors to the A and B range calendar entries. Noting that there are varying standards in different Faculties and Departments, the committee understood the statements were often inaccurate and may be misinterpreted. The main concerns brought forward were the appropriateness of aspirational statements in a university grading scale contrasted with the reliance of Chairs and Directors on these grade range statements as a

guide for instructors on assessment standards in their unit and in the prevention of grade inflation.

At the April 2019 meeting, a final decision was made by the Senate Committee on Academic Standards to remove the statement in the B range but retain the statement in the A range. Chairs, program directors and instructors on SCAS affirmed that having a statement regarding the A range in the calendar is a useful measure to temper student expectations and to guide new instructors in the assessment culture of many units. This decision is consistent with a November 2018 affirmation by SCAS to retain the current alerts for anomalous assessments in individual course sections in SAS Reporting Portal. These include flagging sections in which over 33% of students are assigned an A+ and sections in which over 50% of students are assigned an A.

**MOTION:**

That the Senate approve the proposed revisions to the Undergraduate and Law Grading Scales as shown in the attached documents.

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

Neil Burford, Faculty of Science

Gillian Calder, Faculty of Law

Nathan Daisley, Student Senator

Kathy Gaul, Faculty of Education

Jordan Gilson, Student Senator

Wendy Taylor, Registrar

Robert Hancock, Convocation Senator

Catherine Harding, Faculty of Fine Arts

Cindy Holder, Associate Dean, Academic Advising (Humanities, Science and Social Sciences)

Steve Evans, VPAC designate

Michele Martin, Division of Medical Sciences

Norah McRae, Executive Director Coop & Career Services

Michael Nowlin, Faculty of Humanities

Richard Rush, Division of Continuing Studies

Sabrina Jackson, Director, Graduate Admissions and Records

Esther Sangster-Gormley, Faculty of Human and Social Development

Henning Struchtrup, Faculty of Engineering

Ken Thornicroft, Peter B. Gustavson School of Business

Nancy Wright, AVP Academic Planning

Claire Wood, UVSS representative

Annabelle Bernard Fournier, GSS representative

Ada Saab (Secretary), Acting Associate University Secretary



Passing Grades	Grade Point Value	Percentage *	Description
A+ A A-	9 8 7	90 – 100 85 – 89 80 – 84	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
B+ B B-	6 5 4	77 – 79 73 – 76 70 – 72	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. <del>Normally achieved by the largest number of students.</del>
C+ C	3 2	65 – 69 60 – 64	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
D	1	50 – 59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
COM	Excluded Grade	N/A	<b>Complete</b> (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.
			<b>Continuing</b> . Denotes the first half of a full-year course.
Failing Grades	Grade Point Value	Percentage *	Description
E	0	0 – 49	Conditional supplemental. Supplemental examinations are not offered by all departments and the allowable percentage may vary by program (e.g. 35-49). Students will be advised whether supplemental will be offered and if the percentage range varies when assessment techniques are announced at the beginning of the course.
F	0	0 – 49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.
N	0	0 – 49	Did not write examination or complete course requirements by the end of term or session; no supplemental.
N/X	Excluded Grade	N/A	Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
F/X	Excluded Grade	N/A	<b>Unsatisfactory</b> performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.

Temporary Grades	Grade Point Value	Percentage *	Description
INC	N/A	N/A	<b>Incomplete.</b> Used only for those credit courses designated by the Senate, to be replaced with a final grade by June 1 for Winter Session courses and by October 1 for Summer Session courses. Such courses are identified in the course listings.
DEF	N/A	N/A	<b>Deferred status</b> granted. Used only when deferred status has been granted because of illness, an accident or family affliction. See "Deferred Status" (page 48).
INP	N/A	N/A	<b>In Progress.</b> Used only for courses designated by Senate, to be replaced with a final grade by the end of the next Winter Session except for TIED courses (identified in the Calendar). In TIED courses the INP must be replaced with a final grade by the end of the subsequent term (including Summer Session) or, where a COOP Work Term, or other activity approved by the academic unit, intervenes, within eight months. If a student fails to complete the second course of a TIED course sequence, then the final grade will be N.
CIC	N/A	N/A	<b>Co-op Interrupted Course.</b> See General Regulations: Undergraduate Co-op" (page 64).
<b>Grade Note</b>			<b>Note</b>
AEG	N/A	N/A	<b>Aegrotat.</b> Transcript notation accompanying a letter grade, assigned where documented illness or similar affliction affected the student's performance or prevented completion of all course work.
WE	N/A	N/A	<b>Withdrawal under extenuating circumstances.</b> The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.

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

Passing Grades	Grade Point Value	Percentage *	Description
A+ A A-	9 8 7	90 – 100 85 – 89 80 – 84	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
B+ B B-	6 5 4	77 – 79 73 – 76 70 – 72	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. <del>Normally achieved by the largest number of students.</del>
C+ C	3 2	65 – 69 60 – 64	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
D	1	50 – 59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
COM	Excluded Grade	N/A	<b>Complete</b> (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.
CTN	Excluded Grade	N/A	<b>Continuing</b> . Denotes the first half of a full-year course.
Failing Grades	Grade Point Value	Percentage *	Description
F	0	0 – 49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.
N	0	0 – 49	Did not write examination or complete course requirements by the end of term or session; no supplemental.
N/X	Excluded Grade	N/A	Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
F/X	Excluded Grade	N/A	<b>Unsatisfactory</b> performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
Temporary/Grade Note	Grade Point Value	Percentage *	Description
DEF	N/A	N/A	<b>Deferred status</b> granted. Used only when deferred status has been granted because of illness, an accident or family affliction. See "Deferred Status" (page 48).

WE	N/A	N/A	<b>Withdrawal under extenuating circumstances.</b> The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.
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\* The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9 point GPA/letter grade system. The 9 point GPA system is the sole basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding.



**Date:** April 8, 2019  
**To:** Members of Senate  
**From:** Senate Committee on Admission, Re-registration and Transfer  
**Re:** **Qualifying Year – Graduate Admissions Option**

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At its meeting of February 7<sup>th</sup>, 2019, the Senate Committee on Admission, Re-registration and Transfer (SCART) considered a proposal from David Capson, Dean of Graduate Studies regarding the Qualifying Year – Graduate Admissions Option.

SCART supported the attached proposal and voted to endorse the academic calendar changes proposed by the Faculty of Graduate Studies.

The proposal was then referred to the Senate Committee on Academic Standards (SCAS) for further consultation. SCAS considered the proposal at its meeting of March 15<sup>th</sup>, 2019 and expresses no academic standards concerns.

**Recommended Motion:**

*That Senate approve the proposed changes to the "Other Admissions" section (as included in the attached) and that these revisions be published in the September 2019 edition of the graduate academic calendar.*

Respectfully submitted,

2018/2019 Senate Committee on Admission, Re-Registration and Transfer

Dr. Sandra Hundza, Chair, Faculty of Education

Mr. Pierre-Paul Angelblazer, UVSS Student Representative

Ms. Tricia Best, Associate Director, International Student Services

Ms. Sue Butler, Computer Science Academic Advising

Ms. Adrienne Graham, Student Senator

Dr. Garry Gray, Faculty of Social Sciences

Ms. Nicole Greengoe, Registrar

Dr. Cindy Holder, Associate Dean Academic Advising Faculties of Science, Social Sciences and Humanities

Mr. Cameron Leckenby, Student Senator

Mr. Joel Lynn, Executive Director, Student Services

Ms. Emma Mason, Counselling Services

Dr. Stephen Tax, Peter B. Gustavson School of Business

Dr. Diana Varela, Faculty of Science

Dr. Scott Woodcock, Faculty of Humanities

Ms. Laurie Barnas, Associate Registrar, Secretary



University  
of Victoria

Senate Committee on  
Academic Standards

**MEMO**

**Date:** March 19, 2019

**To:** Sandra Hundza, Chair, Senate Committee on Admission, Re-registration and Transfer

**From:** Ada Saab   
Acting Associate University Secretary

**Re:** **Qualifying Year – Graduate Admissions Option**

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At its meeting on March 15, 2019 the Senate Committee on Academic Standards considered a proposal to the Senate Committee on Admission, Re-registration and Transfer (SCART) regarding a proposal to eliminate the “Qualifying Year” as an admissions category to the Faculty of Graduate Studies. Committee members had no concerns related to the academic standards of the proposal.





## MEMORANDUM

Date: January 30, 2019

To: Sandra Hundza, Chair, Senate Committee on Admission, Re-registration and Transfer  
From: David Capson, Dean of Graduate Studies  
cc: Sabrina Jackson, Acting Director, Graduate Admissions and Records

Re: Qualifying Year – Graduate Admissions Option

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**Summary:** It is proposed, after consultation with and at the request of Graduate Admissions and Records, to eliminate the “Qualifying Year” as a mode of entry into Graduate School as it is a seldom-utilized pathway with a relatively large administrative burden.

**General Background:** As of September 2016, the graduate academic calendar has contained two admissions options for applicants whose academic background (in this case a three-year baccalaureate degree) does not qualify them for entry to the Faculty of Graduate Studies:

1. Independent Upgrading: applicant is responsible for completing additional coursework prior to admission;
2. Qualifying Year: applicant is guaranteed admission following a deferred entry point and the completion of a prescribed number of undergraduate courses during a set period of time. A separate application to undergraduate, non-degree studies is required.

Independent upgrading continues to be a popular option for students and the admission process is streamlined from both the faculty and Graduate Admissions and Records perspective. By contrast, the Qualifying Year’s administrative complexity has resulted in a lack of uptake from academic units.

**History and Usage:** These options were developed jointly between the Dean of Graduate Studies’ office and Graduate Admissions and Records. Since the Qualifying Year’s inception, graduate admissions officers have forwarded forty-five eligible applicants to the academic units for review. Of these, none have been selected for admission.

Since the Qualifying Year option was introduced, Graduate Admissions and Records has received few enquiries into the process. In all these cases, the complexity around undergraduate enrolment, additional application fees and the uncertainty of deferring an entry point to a term where the number of applications is yet unknown has resulted in the academic units withdrawing their support. There have been only two occasions upon which potential supervisors have expressed interest in supporting a prescribed Qualifying Year but, in both cases, the applicants’ admission GPAs fell below the minimum requirements.

**Proposal:** In consultation with Graduate Admission and Records, it is proposed effective September 1, 2019 to remove the Qualifying Year admissions option from the graduate academic calendar, and clarify the Independent upgrading option. Note that the use of the term “Independent Upgrading” is consistent with other sections on p25 of the Graduate Calendar.

**Recommended Motion**

That the Senate Committee on Admission, Reregistration & Transfer propose and recommend that the Senate approve the proposed changes to the “Other Admissions” section (as included below) and that these revisions be published in the September 2019 edition of the graduate academic calendar.

**Proposed Calendar Change**

<p><b>OTHER ADMISSIONS</b></p> <p><b>Admission with a three-year undergraduate degree</b></p> <p>The Faculty of Graduate Studies at the University of Victoria recognizes that some educational systems prepare their students for graduate-level study through a three-year degree program. Students whose domestic or international baccalaureate degrees would qualify them for entry to a UVic equivalent Master's program in their educational system may apply directly for admission to the Faculty of Graduate Studies.</p> <p>Applicants who have completed a three-year undergraduate degree that would not qualify them for graduate studies in their educational system but who meet all other admission requirements may be considered for entry to a Master's program with the support of the academic unit and the Dean of Graduate Studies after a <del>prescribed</del> <u>Qualifying Year or equivalent</u>:</p> <p><b>1. Qualifying Year</b></p> <p><del>Upon the recommendation of the academic unit, the Dean of Graduate Studies may approve provisional entry to the Faculty of Graduate Studies for students with a three-year baccalaureate degree that would not qualify them for entry to a UVic equivalent Master's program in their educational system who have achieved an overall grade point average of 5.0 (B or equivalent) in the last year (15 units) of study. Admission is provisional to the completion as a non-degree undergraduate student of an additional 15 units of course work numbered at the 300, 400, or graduate level prescribed by the academic unit and relevant to the intended field of study. The course work must be completed within the time frame specified by the academic unit (normally not less than 2 terms or more than 6 terms) with an average of not less than 5.0 (B), although the academic unit may require higher minimum grades for the program or for specific courses.</del></p> <p>Further, also upon the recommendation of the academic unit, eligible course work (see Independent Upgrading, below) completed with an average of not less than 5.0 (or equivalent) may be counted for credit toward the qualifying year.</p>	<p><b>OTHER ADMISSIONS</b></p> <p><b>Admission with a three-year undergraduate degree</b></p> <p>The Faculty of Graduate Studies at the University of Victoria recognizes that some educational systems prepare their students for graduate-level study through a three-year degree program. Students whose domestic or international baccalaureate degrees would qualify them for entry to a UVic equivalent Master's program in their educational system may apply directly for admission to the Faculty of Graduate Studies.</p> <p>Applicants who have completed a three-year undergraduate degree that would not qualify them for graduate studies in their educational system but who meet all other admission requirements may be considered for entry to a Master's program with the support of the academic unit and the Dean of Graduate Studies after <u>completing Independent Upgrading</u>:</p> <p><b>Independent Upgrading following a three-year Baccalaureate degree</b></p> <p>Applicants with a three-year baccalaureate degree that would not qualify them for entry to a UVic equivalent Master's program in their educational system may independently complete an additional year (15 units) of senior level undergraduate or graduate level course work relevant to the intended field of study with an average of not less than 5.0 (B) or equivalent in the last two years (30 units).</p> <p>A student proposing to undertake independent upgrading <u>must</u> consult the academic unit concerned <u>before undertaking independent study as a non-degree student</u>, as admission to the Faculty of Graduate Studies after a year of independent study is not guaranteed.</p> <p><u>Students who have completed elsewhere an additional year of independent study as above may apply directly; however, students are encouraged to consult the academic unit concerned first as neither the academic unit nor the Faculty of Graduate Studies is obliged to accept these additional courses as qualifying for admission.</u></p> <p><u>All such</u> recommendations must be approved by the Dean of Graduate Studies.</p>
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<p><del>None of the courses taken for credit toward the qualifying year may be considered for credit toward the graduate program.</del></p> <p><b>2-Independent Upgrading following a three-year Baccalaureate degree</b></p> <p>Applicants with a three-year baccalaureate degree that would not qualify them for entry to a UVic equivalent Master's program in their educational system may independently complete an additional year (15 units) of senior level undergraduate or graduate level course work relevant to the intended field of study with an average of not less than 5.0 (B) or equivalent in the last two years (30 units).</p> <p>A student proposing to undertake independent upgrading <del>should</del> consult the academic unit concerned, as admission to the Faculty of Graduate Studies is not guaranteed. <del>Such</del> recommendations must be approved by the Dean of Graduate Studies.</p> <p>None of the courses taken for credit for the purpose of independent upgrading may be considered for credit toward the graduate program.</p>	<p>None of the courses taken for credit for the purpose of independent upgrading may be considered for credit toward the graduate program.</p>
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Please do not hesitate to contact me with any questions regarding this proposal.



**Date:** April 15, 2019

**To:** Members of Senate

**From:** Senate Committee on Admission, Re-registration and Transfer

**Re:** **Request to change admission requirements to BEng/BSeng programs in the Faculty of Engineering**

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At its meeting of March 21<sup>st</sup>, 2019, the Senate Committee on Admission, Re-registration and Transfer (SCART) considered a proposal from Dr. LillAnne Jackson, Associate Dean Undergraduate Programs, Faculty of Engineering.

SCART recommended some minor changes for clarity, which have been addressed on the proposal dated March 28<sup>th</sup>, 2019. With these revisions complete, SCART supports the attached proposal and has voted to endorse the proposed revised admission requirements.

The proposal was then referred to the Senate Committee on Academic Standards (SCAS) for further consultation. SCAS considered the proposal at its meeting of April 8, 2019 and expresses no academic standards concerns.

### **Recommended Motion:**

*That Senate approve the enclosed high school admission requirements for the Faculty of Engineering Bachelor of Engineering and Bachelor of Software Engineering programs (effective September 2020) and that these requirements be published in the September 2019 edition of the undergraduate academic calendar.*

Respectfully submitted,  
2018/2019 Senate Committee on Admission, Re-Registration and Transfer  
Dr. Sandra Hundza, Chair, Faculty of Education  
Mr. Pierre-Paul Angelblazer, UVSS Student Representative  
Ms. Tricia Best, Associate Director, International Student Services  
Ms. Sue Butler, Computer Science Academic Advising  
Ms. Adrienne Graham, Student Senator  
Dr. Garry Gray, Faculty of Social Sciences  
Ms. Nicole Greengoe, Registrar  
Dr. Cindy Holder, Associate Dean Academic Advising Faculties of Science, Social Sciences and Humanities  
Mr. Cameron Leckenby, Student Senator  
Mr. Joel Lynn, Executive Director, Student Services  
Ms. Emma Mason, Counselling Services  
Dr. Stephen Tax, Peter B. Gustavson School of Business  
Dr. Diana Varela, Faculty of Science  
Dr. Scott Woodcock, Faculty of Humanities  
Ms. Laurie Barnas, Associate Registrar, Secretary





**Date:** April 9, 2019

**To:** Sandra Hundza, Chair, Senate Committee on Admission, Re-registration and Transfer

**From:** Ada Saab   
Acting Associate University Secretary

**Re: Request to change admission requirements to BEng/BSEng programs in the Faculty of Engineering**

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At its meeting on April 8, 2019 the Senate Committee on Academic Standards considered a proposal to the Senate Committee on Admission, Re-registration and Transfer (SCART) regarding a proposal from the Associate Dean, Undergraduate Programs, Faculty of Engineering, to change the admission standards for the BEng/BSEng programs. Committee members had no concerns related to the academic standards of the proposal.





# MEMO

## Engineering Undergraduate Office

PO Box 1700, STN CSC  
Victoria, British Columbia, V8W 2Y2  
Tel: 250-721-6023  
Email: engr@uvic.ca  
Web: www.uvic.ca/engineering

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**DATE:** March 28<sup>th</sup>, 2019  
**TO:** Senate Committee on Admission, Re-registration & Transfer (SCART) and  
Senate Committee on Academic Standards (SCAS)  
**FROM:** Dr. LillAnne Jackson, Associate Dean Undergraduate Programs, Faculty of Engineering  
**RE:** **Admission to BEng/BSEng programs in Faculty of Engineering**

This is a request from the Faculty Meeting of the Faculty of Engineering to change the admission standards for the BEng/BSEng programs:

### CURRENT

- English 12 or English 12 First Peoples with at least 67%
- Pre-Calculus 12 with at least 73%
- Physics 12
- One Approved Academic 12 Course

### PROPOSED CHANGE

- English Studies 12 or English 12 First Peoples with at least 67%
- Pre-Calculus 12 with at least 73%
- Physics 12 or Chemistry 12
- One Approved Academic 12 Course

### DATA AND CONTEXT

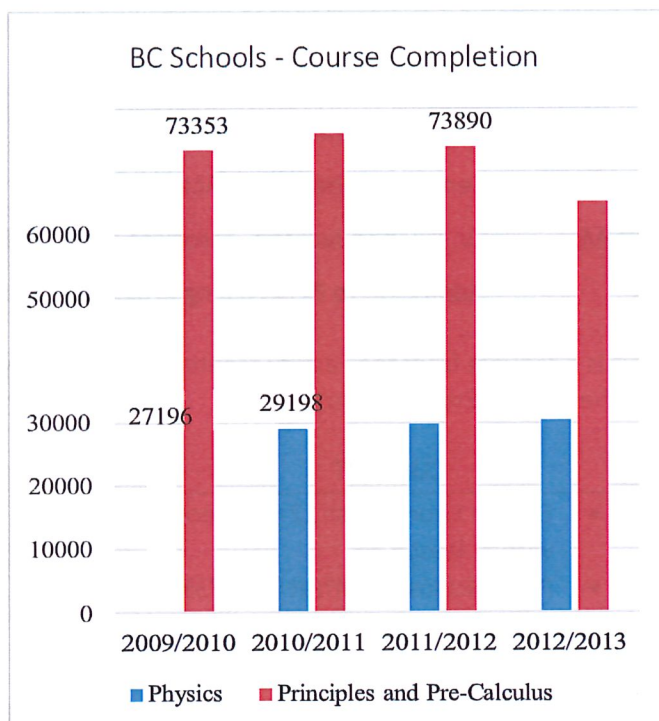
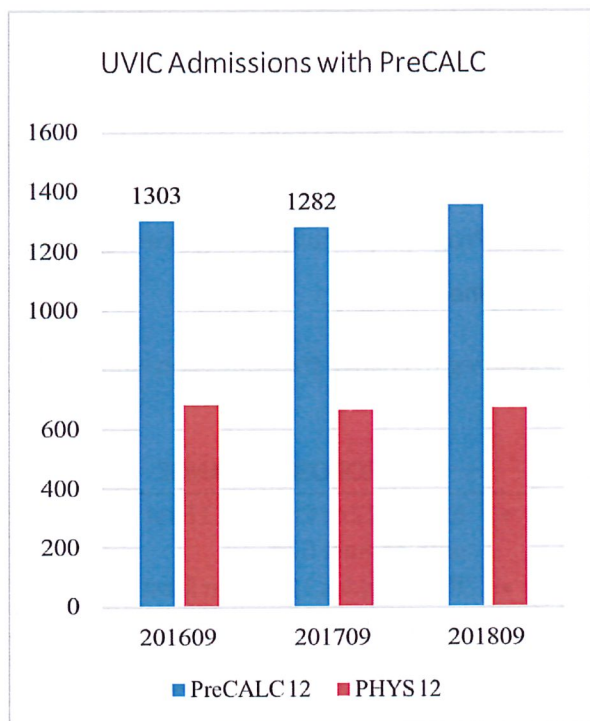
- Physics 12 is not *required* as a pre-requisite for any coursework in the BEng/BSEng curriculum.
- Two courses that are in the BEng/BSEng programs' common 1st year curriculum, PHYS 110 and CHEM 150 have *recommended* science pre-requisites:
  - CHEM 150: Chemistry 12 recommended prior to CHEM 150.
  - PHYS 110: A background equivalent to BC Physics 12 strongly recommended.
- The current mix of BEng/BSEng programming includes skills from both Chemistry and Physics.
- Criteria for discipline declaration is not changing: completion of 12.0 units of relevant course work, have a minimum GPA  $\geq 3.0$  and no course grade less than C.
- Critically, the Physics 12 admission requirement places a significant restriction on the applicant pool for the BEng/BSEng programs. Two pieces of data demonstrate potential doubling of applicants:
  - UVIC Admissions with Pre-Calc 12 and Physics 12: Data provided by [stadmin@uvic.ca](mailto:stadmin@uvic.ca) from UVIC admitted students in 201609, 201709 and 201809: approximately half of the students that present Pre-calculus 12 also present Physics 12.





# MEMO

- o BC Schools Course Completion: Public data available for 2009 to 2013. At that time BC curriculum transitioned to include the Pre-calculus 12 course and the BEng/BSEng programs required either Principles of Mathematics 12 or Pre-Calculus 12 as its mathematics requirement. Less than half the students with the required mathematics have Physics 12.  
<https://catalogue.data.gov.bc.ca/dataset/bc-schools-course-enrolment-and-completion-by-school>



Regards,

LillAnne Jackson, PhD  
Associate Dean Undergraduate Programs  
Faculty of Engineering





**Date:** April 15, 2019

**To:** Members of Senate

**From:** Dr. Sandra Hundza  
Chair, Senate Committee on Admission, Re-registration and Transfer

**Re:** **Request to change Year 1 admission requirements for Bachelor of Science (BSc) Kinesiology Program**

At its meeting of March 21<sup>st</sup>, 2019, the Senate Committee on Admission, Re-registration and Transfer (SCART) considered a proposal from Dr. John Meldrum, Director of the School of Exercise Science, Physical and Health Education, Faculty of Education.

SCART supports the attached proposal and has voted to endorse the proposed admission requirements.

The proposal was then referred to the Senate Committee on Academic Standards (SCAS) for further consultation. SCAS considered the proposal at its meeting of April 8, 2019 and expresses no academic standards concerns.

**Recommended Motion:**

*That Senate approve the enclosed Year 1 admission requirements for the Faculty of Education, BSc Kinesiology program (effective September 2020) and that these requirements be published in the September 2019 edition of the undergraduate academic calendar.*

**2018/2019 Senate Committee on Admission, Re-Registration and Transfer**

Dr. Sandra Hundza, Chair, Faculty of Education  
Mr. Pierre-Paul Angelblazer, UVSS Student Representative  
Ms. Tricia Best, Associate Director,  
International Student Services Ms. Sue Butler,  
Computer Science Academic Advising  
Ms. Adrienne Graham,  
Student Senator Dr. Garry  
Gray, Faculty of Social  
Sciences Ms. Nicole  
Greengoe, Registrar  
Dr. Cindy Holder, Associate Dean Academic Advising  
Faculties of Science, Social Sciences and Humanities  
Mr. Cameron Leckenby, Student Senator  
Mr. Joel Lynn, Executive Director,  
Student Services Ms. Emma Mason,  
Counselling Services  
Dr. Stephen Tax, Peter B. Gustavson  
School of Business Dr. Diana Varela,  
Faculty of Science  
Dr. Scott Woodcock, Faculty of Humanities  
Ms. Laurie Barnas, Associate Registrar, Secretary



University  
of Victoria

Senate Committee on  
Academic Standards

**MEMO**

**Date:** April 9, 2019

**To:** Sandra Hundza, Chair, Senate Committee on Admission, Re-registration and Transfer

**From:** Ada Saab   
Acting Associate University Secretary

**Re:** **Request to change Year 1 admission requirements for Bachelor of Science (BSc) Kinesiology Program**

At its meeting on April 8, 2019 the Senate Committee on Academic Standards considered a proposal to the Senate Committee on Admission, Re-registration and Transfer (SCART) regarding a proposal for changes to Year 1 admission requirements for the Faculty of Education, Bachelor of Science Kinesiology program. Committee members had no concerns related to the academic standards of the proposal.





Faculty of Education | School of Exercise Science, Physical and Health Education  
McKinnon 120 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada  
T 250-721-8373 | F 250-721-6601 | [uvic.ca/education/exercise/](http://uvic.ca/education/exercise/)

## MEMO

Date: February 14<sup>th</sup>, 2019

To: The Senate Committee on Admission, Re-registration and Transfer

From: Dr. John Meldrum, Director of the School of Exercise Science, Physical and Health Education  
Re: Proposed changes to Year 1 admission requirements for the Faculty of Education, Bachelor of Science (BSc) Kinesiology Program

### ***Background and Proposal***

In 2017, Senate approved 1<sup>st</sup> year entry to Bachelor of Science (BSc) Kinesiology program offered by the School of Exercise Science, Physical and Health Education. The admission requirements established at that time were:

#### **Required Grade 11 Courses**

- English 11 or English 11: First Peoples
- Pre-calculus 11
- Two courses chosen from Biology 11, Chemistry 11 or Physics 11
- Social Studies 11

#### **Required Grade 12 Courses**

- English 12 or English 12: First Peoples
- Pre-calculus 12
- Two courses chosen from Biology 12, Chemistry 12 or Physics 12

Minimum admission average of at least 80%.

Subsequently, the new BC high school curriculum (2018 Graduation Program) was introduced, including a title change from Biology 12 to Anatomy and Physiology 12. In addition, anticipated changes within the UVic Kinesiology program curriculum, require that minor changes to these admission requirements be made.

It is proposed that Anatomy and Physiology 12 become a specific (instead of optional) requirement for admission to the Kinesiology program along with one additional science course chosen from Chemistry 12 or Physics 12.



Further, it is proposed that Life Sciences 11 (formerly Biology 11) be removed as an optional grade 11 course for admission. Instead, Chemistry 11 and Physics 11 will become specific admission requirements.

### ***Rationale***

Rationale supporting these changes to the secondary school admission requirements to the Bachelor of Science (BSc) Kinesiology program include:

- Anatomy and Physiology 12 is directly applicable to the content of the Kinesiology program and, in particular, provides better preparation for success in EPHE 141, EPHE 241 and EPHE 242.
- Taking Anatomy and Physiology 12 would allow students an advanced opportunity to explore if Kinesiology is truly a suitable area of interest for further study.
- The content of Life Sciences 11 (formerly Biology 11) is limited to the study of plants and evolution and is not integral to the required graduation competencies of the Kinesiology program.
- Requiring Chemistry 11 and Physics 11 for admission ensures that all applicants will have a sound basic knowledge of these science areas, while still providing an option for further study at the grade 12 level.

### ***Recommended Motion***

That Senate approve new Year 1 admission requirements for the Faculty of Education, BSc Kinesiology program effective for September 2020 entry, to be published in the September 2019 edition of the undergraduate academic calendar.

**Year 1 Admission Requirements: BC/Yukon Secondary School Graduation are as follows:**

#### **Required Grade 11 Courses**

- approved English 11
- Pre-calculus 11
- Chemistry 11
- Physics 11
- approved social studies 11 or 12

#### **Required Grade 12 Courses**

- English Studies 12 or English First Peoples 12 with at least 67%
- Pre-calculus 12
- Anatomy and Physiology 12
- One course chosen from Chemistry 12 or Physics 12 (Physics 12 recommended)

Minimum admission average of at least 80%.



**Date:** April 15, 2019

**To:** Members of Senate

**From:** Dr. Sandra Hundza  
Chair, Senate Committee on Admission, Re-registration and Transfer

**Re:** **Request to change Year 2 admission requirements for Bachelor of Science (BSc) Kinesiology Program**

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At its meeting of March 21<sup>st</sup>, 2019, the Senate Committee on Admission, Re-registration and Transfer (SCART) considered a proposal from Dr. John Meldrum, Director of the School of Exercise Science, Physical and Health Education, Faculty of Education.

SCART supports the attached proposal and has voted to endorse the proposed admission requirements.

The proposal was then referred to the Senate Committee on Academic Standards (SCAS) for further consultation. SCAS considered the proposal at its meeting of April 8, 2019 and expresses no academic standards concerns.

**Recommended Motion:**

*That Senate approve the enclosed Year 2 admission requirements for the Faculty of Education, BSc Kinesiology program (effective September 2020) and that these requirements be published in the September 2019 edition of the undergraduate academic calendar.*

**2018/2019 Senate Committee on Admission, Re-Registration and Transfer**

Dr. Sandra Hundza, Chair, Faculty of Education  
 Mr. Pierre-Paul Angelblazer, UVSS Student Representative  
 Ms. Tricia Best, Associate Director, International Student Services  
 Ms. Sue Butler, Computer Science Academic Advising  
 Ms. Adrienne Graham, Student Senator  
 Dr. Garry Gray, Faculty of Social Sciences  
 Ms. Nicole Greengoe, Registrar  
 Dr. Cindy Holder, Associate Dean Academic Advising Faculties of Science, Social Sciences and Humanities  
 Mr. Cameron Leckenby, Student Senator  
 Mr. Joel Lynn, Executive Director, Student Services  
 Ms. Emma Mason, Counselling Services  
 Dr. Stephen Tax, Peter B. Gustavson School of Business  
 Dr. Diana Varela, Faculty of Science  
 Dr. Scott Woodcock, Faculty of Humanities  
 Ms. Laurie Barnas, Associate Registrar, Secretary



University  
of Victoria

Senate Committee on  
Academic Standards

**MEMO**

**Date:** April 9, 2019

**To:** Sandra Hundza, Chair, Senate Committee on Admission, Re-registration and Transfer

**From:** Ada Saab   
Acting Associate University Secretary

**Re: Request to change Year 2 admission requirements for Bachelor of Science (BSc) Kinesiology Program**

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At its meeting on April 8, 2019 the Senate Committee on Academic Standards considered a proposal to the Senate Committee on Admission, Re-registration and Transfer (SCART) regarding a proposal for changes to Year 2 admission requirements for the Faculty of Education, Bachelor of Science Kinesiology program. Committee members had no concerns related to the academic standards of the proposal.



Faculty of Education | School of Exercise Science, Physical and Health Education  
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T 250-721-8373 | F 250-721-6601 | [uvic.ca/education/exercise/](http://uvic.ca/education/exercise/)

## MEMO

Date: February 14<sup>th</sup>, 2019

To: The Senate Committee on Admission, Re-registration and Transfer

From: Dr. John Meldrum, Director of the School of Exercise Science, Physical and Health Education  
Re: Proposed changes to Year 2 admission requirements for the Faculty of Education, Bachelor of Science (BSc) Kinesiology Program

### **Background**

In 2017, Senate approved 1<sup>st</sup> year entry to the School of Exercise Science, Physical and Health Education Bachelor of Science (BSc) Kinesiology program. Entry at 2<sup>nd</sup> year or higher is still available to postsecondary students, however. Applicants wishing to enter this program after Year 1 must first complete 12 or more units of prescribed courses while registered in another faculty or while attending another postsecondary institution. The current admission requirements are as follows:

### **Entry to Year 2**

The requirements for admission to Year 2 or higher of the BSc Kinesiology program are:

1. at least 12 units of credit, including:
  - a minimum of 6 units of science (from BIOL, CHEM, MATH, PHYS, STAT 255, EPHE 141, 241, 242)
  - 3 units of English
  - ENGL 135 or ENGR 110; and
  - one of ENGL 146, 147, 225, ENGR 120
  - Note: An ACWR-designated 10L (i.e., 100 level) 1.5 unit transfer credit will be accepted in lieu of 1.5 units of English required for application to, and as part of, the Kinesiology program.
  - EPHE 143
2. a minimum grade point average of 5.0 ("B" average) on the most recent session. For students currently registered in less than 12 units, the GPA will be determined by using a combination of the GPA achieved in the current session and the GPA from the previous session applied to the number of units required to reach the 12 units. Achieving the minimum GPA for the program does not ensure acceptance.
3. all requirements for admission must be completed by April 30 and documented by May 31

Subsequently, new BC high school curriculum (2018 Graduation Program) as well changes within the Kinesiology program have compelled minor changes to Year 1 entry requirements as well as 2<sup>nd</sup> year or higher level admission requirements. A proposal for changes to year 1 admission requirements has been submitted concurrently.

### ***Proposed Changes and Rationale***

Proposed changes to 2<sup>nd</sup> year or higher level admission requirements and the rationale include:

- **EPHE 141 and EPHE 242** – successful completion of these courses is the foundation for future coursework and will assist students to seamlessly transition into the recommended sequence of courses in the program. They will also allow students the opportunity to explore if Kinesiology is truly an area of interest for further study.
- **Math 100 or 102 or 109** – EPHE 341 is a 3<sup>rd</sup> year program requirement with MATH 100 or 102 or 109, PHYS 110, and EPHE 201 as prerequisites. Students are left with a heavy workload in their year of entry into the program when none of these courses are completed prior to entry. If the math course has already been successfully completed, students will be better-positioned for success upon joining the program.
- **1.5 units of English** – reducing the number of units of English from 3.0 to 1.5, will offer students more flexibility to explore other elective options at an early stage of the program, as well as provide a planned pathway into upper level courses (based on their intended upper level focus)
- **3.0 units of Science** – currently students must present with 6.0 units of science courses for admission to Year 2 or higher of the BSc Kinesiology program. The proposed EPHE 141, EPHE 241 and Math 100 or 102 or 109 admission requirements will replace some of these courses and the number of other required Science units should be correspondingly reduced.

In summary, these proposed changes to the admission requirements will:

- Better prepare students for success and retention in the program
- Provide students with a more seamless transition into all levels of the program
- Engage and expose students to course content directly relevant to their proposed area of study earlier in their academic experience.

### ***Recommended Motion***

That Senate approve new Year 2 or higher admission requirements for the Faculty of Education, BSc Kinesiology program effective for September 2020 entry, to be published in the September 2019 edition of the undergraduate academic calendar.

### **Year 2 Entry**

The requirements for admission to Year 2 or higher of the BSc Kinesiology program are:

1. At least 12 units of credit, including:
  - 1.5 units each of
    - EPHE 141
    - EPHE 242
    - EPHE 143
    - Math 100 or 102 or 109
  - Additional 3.0 units of science (from BIOL, CHEM, MATH, PHYS, STAT 255, EPHE 241)
  - 1.5 units of ENGL 135 or ENGR 110 or any ACWR-designated 10L course that meets the AWR requirement)
  - 1.5 units of additional course work

2. a minimum grade point average of 5.0 ("B" average) on the most recent 12 units. Achieving the minimum course grades or GPA for the program does not ensure acceptance.
3. all requirements for admission must be complete by April 30.



**Date:** April 18, 2019

**To:** Senate

**From:** Senate Committee on Agenda and Governance

**Re:** **Appointments to the 2019/2020 Senate Standing Committees**

The Senate Committee on Agenda and Governance nominations sub-committee met on April 18, 2019 to consider appointments to the 2019/2020 Senate committees.

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

Most new members are being appointed for 3-year terms from July 1, 2019 to June 30, 2022. Committee chairs and student members are being appointed for one-year terms from July 1, 2019 to June 30, 2020.

Motion: That Senate approve the appointments to the 2019/2020 Senate standing committees for the terms indicated in the attached document.

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

/attachment

2019- 2020 Senate Committees

Senate Committee on Academic Standards

Name	Faculty or Department	Term
<b>Neil Burford (S) (Chair)</b>	<b>Science</b>	<b>2021 (2018)</b>
<b>Martha McGinnis (S)</b>	<b>Graduate Studies</b>	<b>2022 (2019)</b>
Gillian Calder (S)	Law	2021 (2015)
<b>Alexandra D’Arcy (S)</b>	<b>Humanities</b>	<b>2022 (2019)</b>
Janni Aragon (S)	Social Sciences	2021 (2018)
Ken Thornicroft (NS)	Business	2020 (2017)
<b>Tanya Muir (NS)</b>	<b>Continuing Studies</b>	<b>2022 (2019)</b>
Kathy Gaul (NS)	Education	2020 (2017)
Henning Struchtrup (S)	Engineering	2020 (2017)
Catherine Harding (NS)	Fine Arts	2020 (2017)
Esther Sangster-Gormley (NS)	Human & Social Development	2021 (2018)
Michele Martin (NS)	Medical Sciences	2021 (2015)
<b>Caoimhe Laird (S)</b>	<b>Student Senator</b>	<b>2020 (2019)</b>
<b>Sarina de Havelyn (S)</b>	<b>Student Senator</b>	<b>2020 (2019)</b>
TBD (NS)	Student Representative (UVSS)	2020 (2019)
TBD (NS)	Student Representative (GSS)	2020 (2019)
Robert Hancock (S)	Convocation Senator	2021 (2018)
Stephen Evans (NS)	Vice-President Academic and Provost’s designate	(ex officio)
<b>Susan Lewis (NS)</b>	<b>Acting Associate Vice-President Planning (President’s nominee)</b>	<b>(ex officio)</b>
Andrea Giles (NS)	Acting Executive Director, Cooperative Education and Career Services	(ex officio)
Sabrina Jackson (NS)	Acting Director, Graduate Admissions and Records	(ex officio)
Wendy Taylor (NS)	Acting Registrar	(ex officio)
Laurie Barnas (NS)	Associate Registrar	(ex officio)
Cindy Holder (NS)	Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)	(ex officio)
Ada Saab (Secretary)	Acting Associate University Secretary	



Senate Committee on Admission, Re-registration And Transfer

Name	Faculty or Department	Term
<b>Sandra Hundza (S) (Chair)</b>	<b>Education</b>	<b>2020 (2017)</b>
TBD (NS)	TBD	2022 (2019)
<b>Diana Varela (S)</b> (Fraser Hof replacing Diana while she is on leave Jul 1 – Dec 31, 2019)	<b>Science</b>	<b>2020 (2014)</b>
Stephen Tax (NS)	Business	2020 (2014)
<b>Phalguni Mukhopadhyaya (S)</b>	<b>Engineering</b>	<b>2022 (2019)</b>
<b>Laura Cowan (S)</b>	<b>Science</b>	<b>2022 (2019)</b>
<b>Anne Bruce (NS)</b>	<b>HSD</b>	<b>2022 (2019)</b>
<b>Kathy Sanford (NS)</b>	<b>Education</b>	<b>2022 (2019)</b>
<b>Marshal Scott-Bigsby (S)</b>	<b>Student Senator</b>	<b>2020 (2019)</b>
<b>Eslam Mehina (S)</b>	<b>Student Senator</b>	<b>2020 (2019)</b>
TBD (NS)	Student Representative (UVSS)	2020 (2019)
Joel Lynn (NS)	Executive Director, Student Services (President's nominee)	(ex officio)
Cindy Holder (NS)	Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)	(ex officio)
Trisha Best	Director or equivalent of International Student Services	(ex officio)
Sue Butler (NS)	Director or equivalent of an Advising Centre	(ex officio)
Emma Mason (NS)	Representative from Counselling Services	(ex officio)
Wendy Taylor (NS)	Acting Registrar	(ex officio)
TBD	Representative to the BC Council on Admission and Transfer, Transfer and Articulation Committee	(ex officio)
Tricia Best (NS)	International Student Services	(ex officio)
Laurie Barnas (Secretary)	Associate Registrar	
Patricia Konkin (Recording Secretary)	Undergraduate Admissions and Records	

Senate Committee on Agenda and Governance

Name	Faculty or Department	Term
Jamie Cassels (Chair) (S)	Chair of Senate	(ex officio)
Dean Seeman (S)	Librarian	2021 (2018)
Aaron Devor (S)	Social Sciences	2020 (2017)
TBD	TBD	2022 (2019)
Robin Hicks (S)	Science	2021 (2015)
Annalee Lepp (S)	Humanities	2020 (2014)
<b>(Alivia) Tianyi Wang (S)</b>	<b>Student Senator</b>	<b>2020 (2019)</b>
Chandra Beaveridge (S)	Convocation Senator	2021 (2018)
Susan Lewis (S)	Vice-Chair of Senate	(ex officio)
Valerie Kuehne (S)	Vice-President Academic and Provost	(ex officio)
Carrie Andersen (S)	University Secretary	(ex officio)
Ada Saab (Secretary)	Acting Associate University Secretary	

Senate Committee on Appeals

Name	Faculty or Department	Term
<b>Michelle Lawrence (Chair) (NS)</b> (Mark Gillen replacing Michelle while she is on leave Jan 1 – Jun 30, 2020)	<b>Law</b>	<b>2021 (2018)</b>
<b>Mauricio Garcia-Barrera (S) (Vice-Chair)</b>	<b>Graduate Studies</b>	<b>2021 (2018)</b>
<b>CindyAnn Rose-Redwood (S)</b>	<b>Social Sciences</b>	<b>2022 (2019)</b>
Neil Burford (S)	Science	2021 (2018)
<b>Dale Ganley (NS)</b>	<b>Business</b>	<b>2022 (2017)</b>
Jillian Roberts (NS)	Education	2020 (2017)
<b>Poman So (NS)</b>	<b>Engineering</b>	<b>2022 (2016)</b>
Stephen Ross (NS)	Humanities	2021 (2015)
<b>Susan Strega (S)</b>	<b>HSD</b>	<b>2022 (2019)</b>
Carolyn Butler-Palmer (S)	Fine Arts	2021 (2015)
<b>Caelen Cook (S)</b>	<b>Student Senator</b>	<b>2020 (2019)</b>
<b>Eslam Mehina (S)</b>	<b>Student Senator</b>	<b>2020 (2019)</b>
<b>Marshall Scott-Bigsby (S)</b>	<b>Student Senator</b>	<b>2020 (2019)</b>
TBD (NS)	Student Representative (GSS)	2020 (2019)
Ada Saab (Secretary)	Acting Associate University Secretary	

Senate Committee on Awards

Name	Faculty or Department	Term
<b>Annalee Lepp (S) (Chair)</b>	<b>Humanities</b>	<b>2020 (2017)</b>
Brock Smith (S)	Business	2021 (2018)
Linda Welling (S)	Social Sciences	2020 (2017)
<b>Charlotte Schallié (NS)</b>	<b>Graduate Studies</b>	<b>2022 (2016)</b>
Ciel Watt (NS)	Alumni Association	2020 (2017)
Helga Hallgrimsdottir (S)	Human and Social Development	2021 (2015)
<b>Dawit Weldemichael (S)</b>	<b>Student Senator</b>	<b>2020 (2019)</b>
TBD (NS)	Student Representative (GSS)	2020 (2019)
Marsha Runtz (NS)	Chair, Faculty of Graduate Studies Awards Committee	(ex officio)
Yvonne Rondeau (NS)	Scholarships Officer, Faculty of Graduate Studies	(ex officio)
Wendy Taylor (NS)	Acting Registrar	(ex officio)
Anne Cirillo (NS)	President's nominee	(ex officio)
Donja Roberts (NS)	Acting Director, Student Awards and Financial Aid	(ex officio)
Lauren Hume (Secretary)	Student Awards & Financial Aid	

Senate Committee on Continuing Studies

Name	Faculty or Department	Term
Jo-Anne Clarke (Chair) (S)	Dean, Continuing Studies	(ex officio)
Sang Nam (NS)	Business	2020 (2017)
<b>James Nahachewsky (NS)</b>	<b>Education</b>	<b>2022 (2016)</b>
Poman So (NS)	Engineering	2021 (2015)
Carolyn Butler-Palmer (S)	Fine Arts	2021 (2015)
Esther Sangster-Gormley (NS)	HSD	2020 (2014)
Penny Bryden (NS)	Humanities	2021 (2015)
Mark Gillen (S)	Law	2021 (2018)
Mark Laidlaw (S)	Science	2020 (2017)
Kenneth Stewart (NS)	Social Sciences	2021 (2015)
TBD (S)	Student Senator	2020 (2019)
TBD (NS)	Student Representative (UVSS)	2020 (2019)
TBD (NS)	Student Representative (GSS)	2020 (2019)
<b>Christina Johnson (NS)</b>	<b>Student Representative from diploma or certificate program in Continuing Studies</b>	<b>2020 (2017)</b>
<b>Wendy Gedney (NS)</b>	<b>Alumni Association</b>	<b>2022 (2016)</b>
<b>Chandra Beaveridge (S)</b>	<b>Convocation Senator</b>	<b>2021 (2019)</b>
<b>Susan Lewis (NS)</b>	<b>Acting Associate Vice-President Academic Planning (President's Nominee)</b>	<b>(ex officio)</b>
Kirsten Kopp (Secretary)	Continuing Studies	

Senate Committee on Curriculum

Name	Faculty or Department	Term
<b>Tim Haskett (Chair) (S)</b>	<b>Humanities</b>	<b>2020 (2011)</b>
TBD (S) (Vice-Chair)	TBD	2022 (2019)
Chris Graham (NS)	Business	(ex officio)
Cathy McGregor (NS)	Education	(ex officio)
LillAnne Jackson (NS)	Engineering	(ex officio)
Eva Baboula (NS)	Fine Arts	(ex officio)
Steve Evans (NS)	Graduate Studies	(ex officio)
Esther Sangster-Gormley (NS)	HSD	(ex officio)
Lisa SurrIDGE (NS)	Humanities	(ex officio)
Freya Kodar (NS)	Law	(ex officio)
Rosaline Canessa (NS)	Social Sciences	(ex officio)
Robin Hicks (S)	Science	(ex officio)
Gary MacGillivray (NS)	President's nominee	(ex officio)
<b>Neil Burford (S)</b>	<b>Chair, Senate Committee on Academic Standards</b>	<b>(ex officio)</b>
<b>Sarina de Havelyn (S)</b>	<b>Student Senator from the Senate Committee on Academic Standards</b>	<b>(ex officio)</b>
Gordon Fulton (NS)	Vice-President Academic and Provost designate	(ex officio)
Asia Longphee (NS)	Calendar Editor	(ex officio)
Andrea Giles (NS)	Cooperative Education and Career Services	(ex officio)
Wendy Taylor (NS)	Acting Registrar	(ex officio)
Sabrina Jackson (NS)	Acting Director, Graduate Admissions and Records	(ex officio)
Laurie Barnas (NS)	Associate Registrar	(ex officio)
Ada Saab (NS)	Acting Associate University Secretary	(ex officio)
James Wigginton (Secretary)	Registrar Representative	

Senate Committee on Honorary Degrees and Other Forms of Recognition

Name	Faculty or Department	Term
Shelagh Rogers (Chair) (S)	Chancellor	(ex officio)
Kieka Mynhardt (NS)	Science	2021 (2018)
Andrea Walsh (NS)	Social Sciences	2020 (2017)
<b>Joseph Salem (S)</b>	<b>Fine Arts</b>	<b>2022 (2016)</b>
<b>Elena Pnevmonidou (NS)</b>	<b>Humanities</b>	<b>2022 (2019)</b>
Brock Smith (S)	Business	2020 (2017)
<b>Michael Masson (NS)</b>	<b>Social Sciences</b>	<b>2020 (2016)</b>
<b>Sean Oliver (S)</b>	<b>Student Senator</b>	<b>2020 (2019)</b>
Glenda Wyatt (NS)	Alumni Association	2020 (2017)
Jamie Cassels (S)	Chair of Senate	(ex officio)
Ian Case (NS)	Director, University Ceremonies and Events	(ex officio)
Ada Saab (Secretary)	Acting Associate University Secretary	

Senate Committee on Learning and Teaching

Name	Faculty or Department	Term
<b>Erica Woodin (S) (Chair)</b>	<b>Social Sciences</b>	<b>2021 (2018)</b>
Jason Colby (S)	Humanities	2021 (2018)
<b>TBD</b>	<b>Fine Arts</b>	<b>2022 (2019)</b>
Cedric Littlewood (NS)	Graduate Studies	2021 (2016)
<b>Brian Leacock (S)</b>	<b>Business</b>	<b>2022 (2019)</b>
<b>Laura Vizina (NS)</b>	<b>Continuing Studies</b>	<b>2022 (2016)</b>
Monica Prendergast (S)	Education	2020 (2017)
Michael McGuire (NS)	Engineering	2021 (2018)
<b>Rebecca Warburton (S)</b>	<b>HSD</b>	<b>2020 (2016)</b>
Tim Richards (NS)	Law	2020 (2016)
TBD	Medical Sciences	2022 (2019)
Mark Laidlaw (S)	Science	2020 (2017)
<b>Almudena Antiman (S)</b>	<b>Student Senator</b>	<b>2020 (2019)</b>
<b>Megan Ingram (S)</b>	<b>Student Senator</b>	<b>2020 (2019)</b>
TBD (NS)	Student Representative (UVSS)	2020 (2019)
TBD (NS)	Student Representative (UVSS)	2020 (2019)
TBD (NS)	Student Representative (GSS)	2020 (2019)
Jennifer Whately (NS)	Alumni Association	2021 (2018)
TBD (NS)	Library, (FALC)	2022 (2019)
David Alexander (S)	Convocation Senator	2021 (2018)
Justin Harrison (NS)	University Librarian Designate	(ex officio)
Wency Lum (NS)	Chief Information Officer	(ex officio)
Andrea Giles (NS)	Acting Executive Director, Cooperative Education and Career Services	(ex officio)
Laurene Sheilds (NS)	Executive Director, Learning and Teaching Support Innovation	(ex officio)
Mariel Miller (NS)	Technology Integrated Learning Centre	(ex officio)
<b>Susan Lewis (NS)</b>	<b>Acting Associate Vice-President Academic Planning (President's nominee)</b>	<b>(ex officio)</b>
Ada Saab (Secretary)	Acting Associate University Secretary	



Senate Committee on Libraries

Name	Faculty or Department	Term
<b>Simon Devereaux (NS) (Chair)</b>	<b>Humanities</b>	<b>2022 (2016)</b>
<b>Elena Pnevmonidou (NS)</b>	<b>Graduate Studies</b>	<b>2022 (2016)</b>
Richard Marcy (S)	HSD	2021 (2018)
Sylvia Pantaleo (NS)	Education	2020 (2017)
<b>Richard Rush (NS)</b>	<b>Continuing Studies</b>	<b>2022 (2019)</b>
Peter Driessen (NS)	Engineering	2021 (2018)
Kirk McNally (NS)	Fine Arts	2020 (2017)
TBD	Social Sciences	2022 (2019)
Hao Zhang (NS)	Business	2020 (2017)
Robert Howell (NS)	Law	2020 (2016)
TBD	Medical Sciences	2022 (2019)
Louise Page (NS)	Science	2020 (2017)
<b>Lulu Wise (S)</b>	<b>Student Senator</b>	<b>2020 (2019)</b>
TBD (NS)	Student Representative (GSS)	2020 (2019)
Andrew Rowe (NS)	Representative of Council of Centre Directors	2021 (2018)
Pia Russell (NS)	Librarian selected by Faculty Association Librarians' Committee (FALC)	2020 (2017)
Kim Nayyer (NS)	Associate University Librarian	(ex-officio)
Lisa Goddard (NS)	Associate University Librarian	(ex-officio)
Lisa Petrachenko (NS)	Associate University Librarian	(ex officio)
Hélène Cazes (NS)	President's nominee	(ex officio)
Wency Lum (NS)	Chief Information Officer	(ex officio)
Jonathan Bengtson (S)	University Librarian	(ex officio)
Sheila Cresswell (Secretary)	University Librarian's Office	

Senate Committee on Planning

Name	Faculty or Department	Term
Susan Lewis (Chair) (S)	Acting Associate Vice-President Academic Planning	(ex officio)
Sang Nam (NS)	Business	2021 (2015)
<b>Graham McDonough (NS)</b>	<b>Education</b>	<b>2022 (2016)</b>
Dan Russek (NS)	Humanities	2021 (2018)
TBD (NS)	Fine Arts	2022 (2019)
<b>Abdul Roudsari (NS)</b>	<b>HSD</b>	<b>2022 (2016)</b>
<b>Ralf St. Clair (S)</b>	<b>Dean</b>	<b>2020 (2014)</b>
Robin Hicks (S)	Science	2020 (2017)
Rishi Gupta (NS)	Engineering	2020 (2017)
Gillian Calder (S)	Law	2020 (2014)
Mauricio Garcia-Barrera (S)	Graduate Studies	2020 (2017)
Patrick Nahirney (NS)	Medical Sciences	2020 (2014)
Jo-Anne Clarke (S)	Continuing Studies	2020 (2017)
Nilanjana Roy (NS)	Social Sciences	2021 (2018)
<b>Kai Richins (S)</b>	<b>Student Senator</b>	<b>2020 (2019)</b>
TBD (NS)	Student Representative (GSS)	2020 (2019)
Merwan Engineer (NS)	President's nominee	(ex officio)
Wendy Taylor (NS)	Acting Registrar	(ex officio)
Andrea Giles (NS)	Cooperative Education and Career Services	(ex officio)
Valerie Kuehne (S)	Vice-President Academic and Provost	(ex officio)
David Castle (S)	Vice-President Research	(ex officio)
David Capson (S)	Dean, Faculty of Graduate Studies	(ex officio)
Ada Saab (NS)	Acting Associate University Secretary	(ex officio)
Sandra Duggan (Secretary)	Office of the Vice-President Academic and Provost	

Senate Committee on University Budget

Name	Faculty or Department	Term
<b>Frank Van Veggel (NS) (Chair)</b>	<b>Science</b>	<b>2020 (2017)</b>
Patrick Boyle (S)	Fine Arts	2021 (2018)
Helga Thorson (NS)	Humanities	2020 (2017)
Helen Kurki (S)	Social Sciences	2020 (2017)
Jen Baggs (NS)	Business	2021 (2018)
Jodi Streelasky (NS)	Education	2021 (2018)
<b>Graham Voss (NS)</b>	<b>Social Sciences</b>	<b>2022 (2019)</b>
<b>Dawit Weldenmichael (S)</b>	<b>Student Senator</b>	<b>2020 (2019)</b>
<b>Carolyn Russell (S)</b>	<b>Convocation Senator</b>	<b>2021 (2019)</b>
Jamie Cassels (S)	Chair of Senate	(ex officio)
Ada Saab (Secretary)	Acting Associate University Secretary	



**Date:** April 18, 2019  
**To:** Members of Senate  
**From:** Senate Committee on Appeals  
**Re:** **2018/2019 Annual Report**

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The terms of reference for the Senate Committee on Appeals require that the Chair provide an annual report to Senate at its May meeting. This report covers the 2018/2019 academic year.

### **Appeals Received**

The Senate Committee on Appeals received 10 appeals in 2018/2019.

#### Non-Academic Misconduct Appeals

One appeal concerned a decision by the President to suspend a student for non-academic misconduct, the particulars of which included allegations of sexual misconduct. The parties relied on the provisions of the Resolution of Non-Academic Misconduct Allegations Policy to guide the appeal. The Hearing Panel considered issues of procedural fairness in the investigative process as well as the reasonableness of the suspension itself. In the result, the appeal was denied and the suspension was upheld.

#### Academic Appeals

The remaining appeals concern academic matters:

1. The first case involved a request for academic concessions on medical grounds and for other extenuating circumstances. The Hearing Panel conducted the appeal on the basis of written materials. It allowed the appeal in part.
2. The second case involved a request for academic concessions, albeit in this instance for course work that the student had been completed prior to graduation. The Hearing Panel conducted the appeal on the basis of written materials. It denied the appeal.
3. The third case involved a request to belatedly drop a course without penalty, due to an apparent error in the registration process. The Hearing Panel conducted the appeal on the basis of written materials. It allowed the appeal. As set out below, the Hearing Panel formed the view at the conclusion of this matter that the university's policy on academic concessions would benefit from review and possible revision.
4. The fourth case involved the denial of a co-op term pre-requisite waiver. The Hearing Panel conducted the appeal on the basis of written materials. It allowed the appeal.

5. The fifth case involved a request to transfer between programs within the same faculty. The parties reached a mediated agreement, and the matter did not proceed to hearing as a result.
6. The sixth case involves a request for academic concessions based on medical grounds. This matter is ongoing.
7. The seventh case involves a student who was denied a request for academic accommodation. This matter is ongoing.
8. The eighth case involves a faculty's grade conversion process for exchange terms. This matter is ongoing.
9. The ninth case involves a purported violation of the Policy on Academic Integrity for conduct that allegedly occurred in the course of an exam. This matter is ongoing.

The outcomes of all ongoing cases will be included in the 2019/2020 Annual Report.

## **Recommendations**

### Academic Concessions

As noted above, a Hearing Panel concluded that the university's Policy on Academic Concessions should be reviewed and possibly revised. It found that the language of the policy is unduly restrictive and poorly framed, and that provision should be expressly made for additional extenuating circumstances.

A similar recommendation is included in the 2015/16 Annual Report of Prof. Mark Gillen, then Chair of the Senate Committee on Appeals.

### Workload of Senate Appeals Committee

Below is a chart showing the number of appeals filed in recent years:

Year	Number of appeals
2018/2019	10
2017/2018	2
2016/2017	4
2015/2016	1
2014/2015	1
2013/2014	0

It is apparent from these numbers that there has been a marked increase in the workload of the Senate Appeals Committee and those staff members within the University Secretary's office responsible for supporting the work of this committee.

Preliminary investigations have not revealed a clear cause for this increase, and continued monitoring is required. In the meantime, we will explore means by which we might streamline our administrative processes. We also will consider the potential of additional alternative dispute resolution processes.

We made a request to the Senate Committee on Agenda and Governance for the participation of additional student Senators in hearing panels, to support our increased workload this past year. Similar support might be requested in future years, if the number of appeals remains at the current level.

I thank all members of the Senate Committee on Appeals. The work of this committee is very important to the just operation of the university and your contributions are greatly appreciated.

Respectively submitted,

**2018/2019 Senate Committee on Appeals**

Michelle Lawrence, Chair, Faculty of Law  
Doug Baer, Vice-Chair, Faculty of Social Science  
Neil Bulford, Faculty of Science  
Carolyn Butler-Palmer, Faculty of Fine Arts  
Lynda Gagné, Faculty of Human and Social Development  
Dale Ganley, Peter B. Gustavson School of Business  
Mauricio Garcia-Barrera, Faculty of Graduate Studies  
Maan Hani, Student Representative (GSS)  
Adair Ng, Student Senator  
Jillian Roberts, Faculty of Education  
Stephen Ross, Faculty of Humanities  
Poman So, Faculty of Engineering  
Anona Wiebe, Student Senator  
Yu Ten (Jason) Wu, Student Senator  
Ada Saab (Secretary), Acting Associate University Secretary



**Date:** 16 April 2019  
**To:** Senate  
**From:** Senate Committee on Awards  
**Re:** **New and Revised Awards**

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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~~

### **SHEILA RYAN AND EILEEN RYAN UNDERGRADUATE AWARD IN NURSING\* (NEW-UG)**

One or more awards are given to undergraduate students in the School of Nursing, with preference to students who have demonstrated financial need. Undergraduate students registered in at least 4.50 academic units are eligible for this scholarship. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the School of Nursing.

### **SHEILA RYAN AND EILEEN RYAN GRADUATE AWARD IN NURSING\* (NEW-GS)**

One or more awards are given to graduate students in the School of Nursing, with preference to students who have demonstrated financial need. Graduate student applications must be submitted to the Faculty of Graduate Studies by June 15. Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Nursing.

### **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, whose~~ Whose advisor/ and/or department chair and international collaborator have both committed funding to the student's' research opportunity.

Applicants must provide:

a) Documentation ~~Fill out a form~~ that itemizes the cost of the trip and verifies other levels of support; and

b) ~~Provide a~~ 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 or JCURA; or

c) A presentation at an external conference.

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.

### **SILBERBERG FAMILY MEMORIAL AWARD\* (NEW-UG)**

One or more awards are given to undergraduate students to assist with the travel costs of the I-witness Field School (travel to, from and within Europe). Students must submit a statement of no more than 500 words to the Department of Germanic and Slavic Studies by March 1 describing their reasons for wanting to participate in the Field School and what they hope to learn from the experience. The students will be selected by the Director of the I-witness Field School.

### **FRANCES TRAPP (BROWN) CAMERON MEMORIAL BURSARY IN VISUAL ARTS\* (REVISED-UG)**

A bursary is awarded to a student in ~~who is entering second year of~~ the Visual Arts program. Preference will be given to a graduate of Victoria High School.

### **HAZEL T. KNOX MEMORIAL BURSARY\* (REVISED-UG)**

One or more bursaries are awarded annually to ~~deserving and promising~~ undergraduate students ~~in an honours program and continuing into the~~ entering third or fourth year at the University of Victoria. ~~If funds permit, additional awards of a similar nature will be made by the Senate Committee on Awards.~~



### **L.E. FRANCES DRUCE AWARD BURSARY IN SCIENCE\* (REVISED-GS)**

One or more awards are given ~~bursaries are awarded~~ to women undergraduate or graduate students in the Faculty of Science. Preference is given to students with demonstrated financial need. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Science.

### **ELIZABETH BUCKLEY SCHOOL AWARD (NEW-UG)**

One or more awards are given to undergraduate entering or continuing students with a physical disability or learning disability. Preference will be given to students with demonstrated financial need.

### **ANTONY LEGDON EDUCATION AWARD (NEW-UG/GS)**

One award of \$1,500 is given to an undergraduate or graduate student in the Faculty of Education who focuses on special education studies. Preference will be given to a student with demonstrated financial need. Approval of the recipient will be made by either the Faculty of Graduate Studies Graduate Awards Committee or the Senate Committee on Awards, upon the recommendation of the Faculty of Education.

The award is disbursed to an undergraduate or graduate student in alternating years starting in 2020 with an undergraduate student.

### **ALFRED JOSEPH MEMORIAL AWARD\* (NEW-UG)**

One award is given to an Indigenous undergraduate student entering the Faculty of Law who has 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. Preference will be given to a student in the JID program. Approval of the recipient will be made by the Senate Committee on Awards upon recommendation of the Faculty of Law.

### **VICTORIA B4B ENTREPRENEURSHIP AWARD (NEW-UG)**

One award of \$1,000 to be given to a graduating Bachelor of Commerce student from the Peter B. Gustavson School of Business who has completed the Entrepreneurship Specialization and demonstrates a strong interest in entrepreneurship and/or small business. Preference is given to a student who has launched, or wishes to launch, a business in the Greater Victoria Area. Students will be nominated in their final semester (May to August) by the Entrepreneurship professors. The nomination and selection will be evaluated on the following criteria:

- venture viability;
- likelihood of venture launch;
- student or student team capability and commitment to the venture, and;
- academic performance in the Bachelor of Commerce Entrepreneurship Specialization.

Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business.

### **DR. MARION PORATH LEGACY SCHOLARSHIP IN EDUCATION (NEW-GS)**

One scholarship of at least \$2,500 is awarded to an academically outstanding graduate student in Educational Psychology and Leadership Studies in the Faculty of Education who provides service to the educational community and does research in one of the following areas:

- High ability or gifted and talented students;
- Socio-cultural views of intelligence.

Preference will be given to students conducting research in the area of high ability or gifted and talented students. Applications must be accompanied by a letter of recommendation from a community/volunteer group providing evidence of the exceptional contributions the applicant has made. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Educational Psychology, and Leadership Studies Department.

### **JOYCE CLEARIHUE GRADUATE CO-OP SCHOLARSHIP\* (REVISED-GS)**

One or more scholarships are awarded to graduate students who completed a co-op term that involved the restoration and preservation of forests. Eligible students will have completed the work term in the academic year (~~September~~ May to ~~August~~ April) prior to the disbursement of the scholarship. Preference will be given to students with demonstrated financial need. Approval Selection of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee.

### **CHEMISTRY HONOURS SCHOLARSHIP (NEW-UG)**

One or more scholarships are awarded to academically outstanding honours students entering third or fourth year in the Department of Chemistry.

### **HEALTH INFORMATION SCIENCE SCHOLARSHIP (NEW-UG)**

One or more scholarships of \$1,000 each are awarded to academically outstanding entering or continuing undergraduate students in the Health Information Science program.

### **UVIC RETIREES ASSOCIATION AWARD\* (NEW-GS)**

One or more awards are given to academically outstanding graduate students, with preference to PhD students, whose area of study is focused on adults aged 55+ and who are working with the Institute on Aging and Lifelong Health. Selection of the recipient will be based on a statement that explains the intent and impact of their research (max 500 words). Preference will be given to a students who have received no other awards or whose total award funding in the academic year does not exceed \$5,000. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Institute on Aging and Lifelong Health.

### **EX-MLAS OF B.C. STUDENT SCHOLARSHIP\* (NEW-GS)**

One or more scholarships are awarded to graduate students who have demonstrated an interest in future public service, either elected or appointed, through work they are doing on a specific research project, such as their Master's or PhD project or thesis.

Applicants must be currently registered in ADMN/CD/MADR 598 or 599 or ADMN 699 and have made substantial progress on their research beyond the proposal stage.

Students must submit an application form and a 500 word statement of intent. The statement must outline the applicant's interest in a career in the public sector, either elected or appointed, and a description of their research, progress thus far, and projected defense date. Applications are available from the School of Public Administration office and are due by June 15.

Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Public Administration.

### **CORRINA EWAN MEMORIAL SCHOLARSHIP\* (NEW-UG/GS)**

One or more scholarships are awarded to academically outstanding undergraduate or graduate students in Chemistry with superior lab skills who are planning to pursue a career in either secondary or post-secondary education. Application forms are available at the Department of Chemistry and must be submitted by May 31. Approval of the undergraduate recipients will be made by the Senate Committee on Awards. Approval of the graduate recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Chemistry

### **AVIS RASMUSSEN AWARD\* (NEW-UG/GS)**

One or more awards are given to mature graduate students (students who have been out of school for four years) in the Department of Visual Arts who focus on painting, drawing or print-making. For graduate students, preference is for entering students. If there are no graduate students who are eligible then one or more awards are given to undergraduate students aged 23 or over in the Department of Visual Arts with a focus on painting, drawing or print-making. Approval of the recipient(s) will be made by either the Faculty of Graduate Studies Graduate Awards Committee or the Senate Committee on Awards upon the recommendation of the Department of Visual Arts.

### **STÓ:LŌ LEGACY SCHOLARSHIP (REVISED-UG/GS)**

One or more scholarships to a total value of \$5,000 per annum are awarded to registered members of any Sto:lo 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 degree program (undergraduate or graduate) 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 affirming the students' commitment and capacity to

complete their academic program and, where applicable, their community engagement. Undergraduate recipients will be approved by the Senate Committee on Awards, upon the recommendation of the Department of History and the Indigenous Studies Program. Graduate recipients will be approved by the Faculty of Graduate Studies Graduate Awards Committee, upon the recommendation of the Department of History.

### **RON C. WELLS GEOLOGICAL AWARD (NEW-UG)**

One or more awards are given to undergraduate students entering third or fourth year in the School of Earth and Ocean Sciences who have a focus on geology. Preference will be given to students with an interest in mineral resources. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School of Earth and Ocean Sciences.

### **DAVID F. & MARY J. NORTON INDIGENOUS GOVERNANCE LEADERSHIP FELLOWSHIP\* (REVISED-GS)**

~~One or more fellowships, of at least \$5,000 each, are to be awarded to First Nations, Metis or Inuit PhD students pursuing graduate degrees in the Faculty of Human and Social Development in the latter stages of thesis or dissertation preparation. Students may receive this fellowship more than once. Approval program of Indigenous Governance. Norton Fellowships are to be for one four month term (Sep-Dec, Jan-Apr, May-Aug) with a stipend of at least \$5000 payable in four installments during the course of a term. Norton Fellowships are not divisible. No student is to receive a Norton Fellowship for less than \$5000 a term. The fellowships are intended for students in the latter stages of thesis or dissertation preparation. The award is renewable for a second term. Selection of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee on the recommendation of the Faculty of Human and Social Development Indigenous Governance Program.~~

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:** 12 April 2019  
**To:** Senate  
**From:** Senate Committee on Curriculum  
**Re:** **2019/2020 Cycle 2 Curriculum Submissions**

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**2019/2020 Cycle 2 Curriculum Submissions**

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

On the left hand side, click on the link '2018 - 2019 Senate Meeting Agendas and Materials' then select the folder 'Curriculum Changes effective September 1, 2019'.

Motion: That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the 2019-2020 academic calendar, effective September 1, 2019.

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

2018/2019 Senate Committee on Curriculum

Tim Haskett, Chair, Faculty of Humanities  
Eva Baboula, Faculty of Fine Arts  
Laurie Barnas, Associate Registrar  
Sara Beam, Chair, Senate Committee on Academic Standards  
Rosaline Canessa, Faculty of Social Sciences  
Steve Evans, Faculty of Graduate Studies  
Gordon Fulton, Designate for Vice-President Academic & Provost  
Andrea Giles, Co-operative Education & Career Services  
Jordan Gilson, Student Senator  
Chris Graham, Peter B. Gustavson School of Business  
Robin Hicks, Faculty of Science  
LillAnne Jackson, Faculty of Engineering  
Sabrina Jackson, Acting Director, Graduate Admission and Records  
Freya Kodar, Faculty of Law  
Asia Longphee, UVic Calendar Editor  
Gary MacGillvray, President's Nominee  
Michele Martin, Division of Medical Sciences  
Catherine McGregor, Faculty of Education  
Ada Saab, Acting Associate University Secretary  
Esther Sangster-Gormley, Faculty of Human and Social Development  
Lisa Surridge, Faculty of Humanities  
Wendy Taylor, Acting Registrar  
James Wigginton (Secretary), Office of the Registrar



**Date:** April 16, 2019  
**To:** Senate  
**From:** Senate Committee on Learning and Teaching  
**Re:** **2018/2019 Annual Report**

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The Terms of Reference for the Senate Committee on Learning and Teaching define its scope and relationship with Senate and other Senate committees. Each spring the committee presents an annual report to Senate on its business and proceedings over the previous academic year.

The Senate Committee on Learning and Teaching met on October 4, 2018, December 11, 2018, February 11, 2019, and April 4, 2019. Over the course of the year, the committee considered a variety of issues:

#### K-12 Curriculum Modernization Working Group Recommendations

At the October 2018 meeting, committee members received a presentation from the K-12 Curriculum Modernization Working Group, which was undertaking work to consider institutional-level recommendations regarding the new admission and curriculum standards as a result of the K-12 curriculum modernization at the Secondary level. At the February 2018 meeting, committee members provided feedback on a draft report and recommendations from representatives of the working group, which focused on the definition of key terms, development of learning outcomes, and the understanding of the literacy and numeracy assessments.

#### Grading Toolkit

At the December 2018 meeting, committee members provided input on the development of a grading toolkit developed by Learning and Teaching Support and Innovation. The toolkit is designed to support instructors and Teaching Assistants in their grading assessment as well as Chairs and Directors in supporting instructors when grading issues arise. The committee gave feedback on the on toolkit's methods and the process planned for broader communication.

#### Learning Analytics

At the December 2018 meeting, committee members were presented with the concept of learning analytics and the difference between descriptive, predictive and adaptive data as well as the benefits and challenges of each. The committee discussed how to approach an institutional principle concerning the data already currently collected and the clarity for it to be used as a method to achieve student success. At the April 2019 meeting, the

committee discussed the current data collected by CourseSpaces, how it might be used by instructors, including the possible issues of privacy in regards to this data. Work will continue on this issue in the fall.

### Teaching Excellence

At the December 2018 meeting, a subcommittee on Teaching Excellence was formed to examine questions related to the assessment of teaching excellence at UVic. The subcommittee met four times, conducted much work via email, and benefited from staff support and research provided by the Division of Learning and Teaching Support and Innovation (LTSI). The subcommittee produced a summary report for the committee and this year's subcommittee work has laid the groundwork for next year's subcommittee to produce recommendations for SCLT and Senate. As the landscape related to SET (student evaluation of teaching) in Canada is changing rapidly in the wake of the 2018 Ryerson arbitration order [1], the subcommittee commissioned a survey which has been distributed to a variety of Learning and Teaching Centres across Canada in an effort to understand the variety of processes and views at comparative institutions. Work will continue over the summer to examine these results.

[1] <https://www.canlii.org/en/on/onla/doc/2018/2018canlii58446/2018canlii58446.html>

### Definition of Research-Enriched Learning

At the February 2019 meeting, the committee gave substantial feedback to the Associate Vice President Academic Planning on the definition of research-enriched learning.

### Report from the Division of Learning and Teaching Support and Innovation

The committee received regular reports from the Executive Director of Learning and Teaching Support and Innovation on the major initiatives being undertaken by the unit.

Respectfully submitted,

### 2018/2019 Senate Committee on Learning and Teaching

David Leach, Chair, Faculty of Fine Arts

David Alexander, Convocation Senator

Juliette Blake Jacob, UVSS representative

Jason Colby, Faculty of Humanities

Kate Fairley, UVSS representative

Dale Ganley, Peter B. Gustavson School of Business

Andrea Giles, Acting Executive Director, Cooperative Education and Career Services

Justin Harrison, University Librarian Designate

Mark Laidlaw, Faculty of Science

Isabella Lee, Student Senator

Cedric Littlewood, Faculty of Graduate Studies  
Wency Lum, Chief Information Officer  
Kurt McBurney, Division of Medical Sciences  
Michael McGuire, Faculty of Engineering  
Mariel Miller, Technology Integrated Learning  
Monica Prendergast, Faculty of Education  
Rebecca Raworth, MacPherson Library  
Tim Richards, Faculty of Law  
Laurene Sheilds, Executive Director, Learning and Teaching Support and Innovation  
Laura Vizina, Division of Continuing Studies  
Rebecca Warburton, Faculty of Human and Social Development  
Jennifer Whately, Alumni Association  
Erica Woodin, Faculty of Social Sciences  
Nancy Wright, Associate Vice-President Academic Planning (President's nominee)  
Ada Saab (Secretary), Acting Associate University Secretary





## Senate Committee on Libraries

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**Date:** 8 April 2019

**To:** Kathy MacDonald, Office of the University Secretary

**From:** Simon Devereaux, Chair, Senate Committee on Libraries

**Re:** 2018-19 Annual Report of the Senate Committee on Libraries

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The Senate Committee on Libraries (SCL) met five times during the 2018-19 academic year, and we have two more meetings scheduled before breaking for the summer. The SCL continues to maintain oversight of the wide array of services provided by the University of Victoria Libraries. Some of these services are new; others undergo regular review and adaptation in response to new technologies and the evolving expectations of stakeholders.

The polices and services reviewed this past year include:

1. The Libraries are pursuing rationalization and preservation strategies via the *Shared Print Archive Network* (SPAN), which is being devised in conjunction with fellow members of the Council of Prairie & Pacific University Libraries (COPPUL).
2. *Web Archiving* practices, given the fluidity and impermanence of conventional websites, as well as the continuing pressures upon shelf space and consequent impetus towards the digitization of collections.
3. An ongoing review of *journal usage*, in conjunction with the Canadian Research Knowledge Network (CRKN) with a view to focussing journal subscriptions upon genuinely indispensable titles, rather than the increasingly unsustainable largescale bundles which consortia seek to prescribe.
4. The ongoing development of *Research Data Management* (RDM) strategies with a view to facilitating those largescale data systems which are increasingly central to modern research methods and outputs. A detailed list of recommendations for implementation by both the Libraries and the University was reviewed in October 2018, and the results of a campus-wide survey of knowledge and practices was reviewed at the December meeting.

5. A systemic review of the role of *Departmental Library Faculty Representatives* (DLFR) across the university.
6. A detailed review of present and prospective publishing activities by (and in conjunction with) the Libraries under the rubric of *KULA: Knowledge Creation, Dissemination, and Preservation Studies* (kula.uvic.ca).
7. A detailed review of current progress on the contribution of the Libraries to the university's *Indigenous Plan* was presented at the December meeting. The February meeting also received and reviewed a presentation on Digital Ethics and Reconciliation, with a view to devising preservation and presentation strategies that will respect the rights and priorities of indigenous communities.
8. A detailed review of *Social Media* systems and practices in the Libraries was presented to, and reviewed by, the February meeting.
9. A detailed review of the many strategies pursued by the Libraries to promote *Student Success*, including extensive renovations to the space allocated to Special Collections & Archives, the Reserves Room, and the Learning Commons, as well as the provision a widening variety of technical and instructional resources.

The SCL notes with gratitude the extensive work and detailed presentations received this year from Lisa Abram, Shailoo Bedi, Lisa Goddard, Matt Huculak, Inba Kehoe, Shahira Khair, Kim Nayyer, Lisa Petrachenko, Jacqueline Quinless, Caron Rollins, Karine St Onge, and Kevin Tunnicliffe.

We also noted with regret the impending departure of Kim Nayyer to a new appointment at Cornell University, wishing her the very best in her future endeavours.

The work of the SCL could not proceed without the ongoing labour and contribution of many members of the library administration. In addition to the people noted above, I would like to acknowledge Wency Lum (Chief Information Officer), Sheila Cresswell (Secretary in the University Librarian's Office), and University Librarian Jonathan Bengtson. As Chair of the SCL, and on behalf of the university community, I thank them all for their continuing service.

## Membership

During the 2018-19 academic year, the Senate Committee on Libraries (SCL) comprised the following members:

### Faculty Representatives

Simon Devereaux, Humanities (Chair)  
Miranda Angus, Continuing Studies  
Peter Driessen, Engineering  
Robert Howell, Law  
Jamie Lawson, Social Sciences (on leave  
Sept-Dec 2018)  
Myles Mailet, Graduate Students' Society  
Richard Marcy, Human & Social  
Development  
Kirk McNally, Fine Arts  
Adair Ng, Student Senator  
Louise Page, Science (on leave Sept-Dec  
2018)  
Sylvia Pantaleo, Education  
Elena Pnevmonidou, Grad Studies  
Andrew Rowe, Council for Centre  
Directors  
Pia Russell, Libraries  
Leigh Anne Swayne, Medical Sciences  
Hao Zhang, Business

### Ex-officio members

Jonathan Bengtson, University Librarian  
Lisa Goddard, Associate University  
Librarian (Digital Scholarship &  
Strategy)  
Kim Nayyer, Associate University  
Librarian (Law)  
Lisa Petrachenko, Associate University  
Librarian (Learning & Research  
Resources)  
Wency Lum, Chief Information Officer  
Helene Cazes, President's Nominee  
Sheila Cresswell, Secretary (University  
Librarian's Office)



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Simon Devereaux, Chair SCL (2018-19)



University  
of Victoria

**Associate Vice-President Academic Planning**

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E-mail avpap@uvic.ca Web <http://web.uvic.ca/vpac>

**MEMO**

Date: April 16, 2019  
To: The Secretary of Senate  
From: Dr. Nancy Wright, Chair, Senate Committee on Planning  
Re: **Annual Report of the Senate Committee on Planning for 2018-19**

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

*The Committee shall:*

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

The voting members of the Senate Committee on Planning for 2018-19 were:

Dr. N. Wright	Associate Vice-President Academic Planning, Chair
Dr. V. Kuehne	Vice-President Academic and Provost
Dr. D. Castle	Vice-President Research
Dr. M. Engineer	Department of Economics
Dr. S. Nam	Peter B. Gustavson School of Business
Dr. G. McDonough	Department of Curriculum and Instruction
Dr. N. Roy	Department of Economics
Dr. V. Wyatt	Department of History in Art
Dr. A. Roudsari	Department of Health Information Science
Dr. R. St. Clair	Deans' Representative
Dr. R. Hicks	Faculty of Science
Dr. M. Garcia-Barrera	Department of Psychology
Ms. G. Calder	Faculty of Law
Dr. D. Capson	Faculty of Graduate Studies
Dr. D. Russek	Department of Hispanic and Italian Studies
Dr. P. Nahirney	Medical Sciences
Dr. J. Clarke	Division of Continuing Studies
Dr. R. Gupta	Faculty of Engineering
Ms. A. Kirby	Undergraduate Representative and Student Senator
Ms. C. Osborne	Graduate Student Representative

Ex officio, non-voting members include the following additional members:

Ms. W. Taylor	Acting, Registrar
Ms. A. Saab	Acting, Associate University Secretary
Ms. A. Giles	Director, Operations, Co-op. Education & Career Services

The 2018-19 Report covers the activities of the Committee in the period from its meeting October 2, 2018, through its meeting on April 2, 2019. During this period, the Committee held seven meetings.

**ACTION ITEMS APPROVED BY SENATE:**

1. That the Senate Committee on Planning recommends that Senate approve the renewal of Approved Centre Status for the Centre for Indigenous Research and Community-Led Engagement (CIRCLE) for the period June 1, 2018 through May 31, 2023, as described in the memo dated March 23, 2018.

[Approved by Senate at its meeting on May 4, 2018]

2. That the Senate Committee on Planning recommends that Senate approve, and recommend to the Board of Governors that it also approve, the change of the name of "Theatre History" to "Theatre Studies" for the Department of Theatre's MA program, as described in the memo dated December 5, 2017.

[Approved by Senate at its meeting on May 4, 2018]

3. That the Senate Committee on Planning recommends that Senate approve, and recommend to the Board of Governors that it also approve, the change of the name "PhD in Theatre History" to "PhD in Theatre", as described in the memo dated December 5, 2017.

[Approved by Senate at its meeting on May 4, 2018]

4. That the Senate Committee on Planning recommends that Senate approve, and recommend to the Board of Governors that it also approve, that the existing curriculum for the PhD in Theatre History become a stream identified as a "Theatre Studies Stream" within the PhD in Theatre.

[Approved by Senate at its meeting on May 4, 2018]

5. That the Senate Committee on Planning recommends that Senate approve, and recommend to the Board of Governors that it also approve, a stream in Applied Theatre be added to the newly renamed PhD in Theatre, as described in the document "Applied Theatre PhD Stream".

[Approved by Senate at its meeting on May 4, 2018]

6. That the Senate Committee on Planning recommends 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.

[Approved by Senate at its meeting on November 2, 2018]

7. That the Senate Committee on Planning recommends 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.

[Approved by Senate at its meeting on November 2, 2018]

8. That the Senate Committee on Planning recommends 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.

[Approved by Senate at its meeting on November 2, 2018]

9. That the Senate Committee on Planning recommends 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.

[Approved by Senate at its meeting on November 2, 2018]

10. That the Senate Committee on Planning recommends 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.

[Approved by Senate at its meeting on November 2, 2018]

11. That the Senate Committee on Planning recommends 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.

[Approved by Senate at its meeting on November 2, 2018]

12. That the Senate Committee on Planning recommends 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.

[Approved by Senate at its meeting on December 7, 2018]

13. That the Senate Committee on Planning recommends 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.

[Approved by Senate at its meeting on December 7, 2018]

14. That the Senate Committee on Planning recommends 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.

[Approved by Senate at its meeting on December 7, 2018]

15. That the Senate Committee on Planning recommends that Senate approve the proposal to change the name of the Software Engineering CSC Degree Option to "Software Systems", as described in the memorandum dated November 9, 2018.

[Approved by Senate at its meeting on January 11, 2019]

16. That the Senate Committee on Planning recommends that Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Diploma in Fine Arts, as described in the memorandum dated October 16, 2018.

[Approved by Senate at its meeting on January 11, 2019]

17. That the Senate Committee on Planning recommends that Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Minor in Data Science, as described in the document "Minor in Data Science", and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

[Approved by Senate at its meeting on January 11, 2019]

18. That the Senate Committee on Planning recommends that Senate approve, and recommend to the Board of Governors that it also approve, the major program changes to the MPA Program – Thesis Option (On Campus) and Course-Based Option (Online), as described in the memorandum dated October 22, 2018.

[Approved by Senate at its meeting on January 11, 2019]

19. That the Senate Committee on Planning recommends that Senate approve, and recommend to the Board of Governors that it also approve, the establishment of a Professional Specialization Certificate in Visitor and Community Engagement, as described in the document “Professional Specialization Certificate in Visitor and Community Engagement”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

[Approved by Senate at its meeting on January 11, 2019]

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

[Approved by Senate at its meeting on March 1, 2019]

21. That the Senate Committee on Planning recommends that Senate approve the proposed major modification of the Diploma in Intercultural Education, as described in the memorandum dated January 1, 2019.

[Approved by Senate at its meeting on March 1, 2019]

22. That the Senate Committee on Planning recommends that Senate approve, and recommend to the Board of Governors that it also approve, the establishment of a Cultural, Social and Political Thought Option, as described in the document “Addition of CSPT Option to Germanic and Slavic Studies Master’s Program”

[Approved by Senate at its meeting on March 1, 2019]

23. That the Senate Committee on Planning recommends that Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the addition of a new stream in the Politics of Global Challenges program in the existing Master of Arts in Political Science, as described in the document “New Stream in the Politics of Global Challenges in the Existing Master of Arts in Political Science”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

[Approved by Senate at its meeting on March 1, 2019]

24. That the Senate Committee on Planning recommends that Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the addition of a major research project option in the Master of Arts in Political Science, as described in the document “Major Research Project Option in the Master of Arts in Political Science”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

[Approved by Senate at its meeting on March 1, 2019]

25. That the Senate Committee on Planning recommends that Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Major and Minor programs in Mediterranean Studies, as described in the memorandum dated December 6, 2018.

[Approved by Senate at its meeting on March 1, 2019]

26. That the Senate Committee on Planning recommends that Senate approve, and recommend to the Board of Governors that it also approve, discontinuation of the Entrepreneurship Certificate and Diploma programs, as described in the memorandum dated January 11, 2019.

[Approved by Senate at its meeting on March 1, 2019]

27. That the Senate Committee on Planning recommends that Senate approve the renewal of Approved Centre Status for the Institute for Integrated Energy Systems (IESVic) for the period April 1, 2019 through March 31, 2024.

[Approved by Senate at its meeting on March 1, 2019]

28. That the Senate Committee on Planning recommends that Senate approve the extension of Approved Centre Status for the Institute on Aging and Lifelong Health (IALH) until October 31, 2019.

[Approved by Senate at its meeting on March 1, 2019]

29. That Senate approve, and recommend to the Board of Governors that it also approve the proposal to change the name of the Bachelor of Music Major in History and Literature to "Major in Musicology and Sound Studies", as described in the memorandum dated February 13, 2019.

[Approved by Senate at its meeting on April 5, 2019]

30. That Senate approve, and recommend to the Board of Governors that it also approve the proposal for the addition of a Cultural, Social and Political Thought (CSPT) Option within the Master of Arts in French, as described in the document "Addition of a CSPT Option within the French Graduate Program".

[Approved by Senate at its meeting on April 5, 2019]

31. That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Major in Physical and Health Education in the Bachelor of Recreation and Health Education program, as described in the document "New Major in Physical and Health Education in the Recreation and Health Education Program", and that this approval be withdrawn should the program not be offered within five years of the granting of the approval.

[Approved by Senate at its meeting on April 5, 2019]

32. That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to change the name of the Professional Specialization Certificate in Special Education to "Professional Specialization Certificate in Special and Inclusive Education", as described in the memorandum dated January 11, 2019.

[Approved by Senate at its meeting on April 5, 2019]

33. That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to change the name of the diploma in Special Education to "Diploma in Special and Inclusive Education", as described in the memorandum dated January 11, 2019.



[Approved by Senate at its meeting on April 5, 2019]

34. That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to change the name of the Physics and Ocean Sciences (Ocean-Atmosphere Dynamics) program to "Physics and Ocean-Atmosphere Sciences", as described in the memorandum dated January 8, 2019.

[Approved by Senate at its meeting on April 5, 2019]

35. That Senate approve, and recommend to the Board of Governors that it also approve the proposal to establish new Honours and Major within the existing Chemistry and Earth and Ocean Sciences combined program, as described in the document "Honours in Chemistry and Ocean Sciences/Major in Chemistry and Ocean Sciences", and that this approval be withdrawn should the programs not be offered within five years of the granting of approval.

[Approved by Senate at its meeting on April 5, 2019]

36. That Senate approve, and recommend to the Board of Governors that it also approve the proposal to establish an Honours program within the existing Chemistry for Medical Sciences (ChemMedSci) program, as described in the document "Honours within the Existing Chemistry for Medical Sciences (ChemMedSci) Program", and that this approval be withdrawn should the programs not be offered within five years of the granting of approval.

[Approved by Senate at its meeting on April 5, 2019]

**ACTION ITEMS THAT ARE PENDING REVIEW BY SENATE in 2018-2019:**

1. That Senate approve the proposed major change in the Master of Arts in the Community Development Program, as described in the memorandum dated January 11, 2019.
2. That Senate approve the proposed program change to the PhD in Public Administration, as described in the memorandum dated January 11, 2019.
3. That Senate that approve and recommend to the Board of Governors, that it also approve the proposal to discontinue the Master of Arts in the Dispute Resolution Program, as described in the memorandum dated December 19, 2018.
4. That Senate approve and recommend to the Board of Governors that it also approve the discontinuation of the DHUM Graduate Certificate in Digital Humanities, as described in the memorandum dated February 14, 2019.
5. That Senate approve and recommend to the Board of Governors that it also approve the name change of the Master of Arts in Indigenous Communities Counselling to "Indigenous Communities Counselling Psychology", as described in the memorandum dated December 4, 2018.
6. That Senate approve and recommend to the Board of Governors that it also approve, the establishment of a Master of Engineering (MEng) program in Industrial Ecology, as described in the document "Master of Engineering (MEng) Program in Industrial Ecology", and that this approval be withdrawn should the program not be offered within five years of the granting of approval. Once Senate and the Board of Governors have approved the proposal, the proposal must be approved by the Secretariat of the Ministry of Advanced Education.
7. That Senate approve the renewal of Approved Centre Status for the Institute on Aging and Lifelong Health (IALH) for the period November 1, 2019 through October 31, 2024.
8. That Senate approve the renewal of Approved Centre Status for the Centre for Biomedical Research (CFBR) for the period July 1, 2019 through June 30, 2021.

**ACTION ITEMS THAT ARE PENDING REVIEW BY SENATE COMMITTEE ON PLANNING 2018-2019:**

There are no pending items for review by Senate Committee on Planning 2018-2019.

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

1. On June 26, 2018 the proposed Master of Management Degree was submitted to the Ministry of Advanced Education, Skills and Training for review and approval.

**FULL PROGRAM PROPOSALS STATUS REPORT:**

1. On February 22, 2018 the proposed Joint Degree Program: Juris Doctor and Juris Indigenarum Doctor was submitted to the Ministry of Advanced Education, Skills and Training for review and approval. On June 9, 2018 the Ministry of Advanced Education, Skills and Training granted the University of Victoria approval to offer the Juris Doctor I Juris Indigenarum Doctor degree.
2. On March 29, 2019 the Ministry of Advanced Education, Skills and Training granted the University of Victoria approval to offer the Master of Engineering in Applied Data Science degree.
3. On January 29, 2019 the Degree Quality Assessment Board confirmed that a Decision Note has been drafted concerning the proposed Master of Management Degree. The proposal was originally posted to the Post-secondary Institution Proposal System (PSIPS) website on June 26, 2018 and is in the process of being approved by the Minister.

**OTHER BUSINESS:**

1. The Quality Assurance Process Audit (QAPA) is an external review process to ensure that public post-secondary institutions periodically conduct rigorous, ongoing program and institutional quality assessment. All B.C. public institutions participate in the QAPA once every eight years. On December 11-12, 2018 the University of Victoria underwent a QAPA site-visit conducted by a panel chosen by the Degree Quality Assessment Board (DQAB) branch of the Ministry of Advanced Education, Skills and Training. The response to the QAPA Panel Report was submitted to DQAB on April 12, 2019.

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



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Dr. Nancy Wright  
Chair, Senate Committee on Planning



**Date:** April 16, 2019  
**To:** Senate  
**From:** Senate Committee on Planning  
**Re:** **Proposed Major Change in the Master of Arts in the Community Development Program**

---

At its meeting on April 2, 2019, the Senate Committee on Planning considered the proposed major change in the Master of Arts in Community Development program, as described in the memorandum dated January 11, 2019.

The following motion is recommended:

That Senate approve the proposed major change in the Master of Arts in the Community Development Program, as described in the memorandum dated January 11, 2019.

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

Wendy Taylor, Acting Registrar

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

Ann Stahl, 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

David Capson, Faculty of Graduate Studies

Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost





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HSD Room A302 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada  
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To: Dr. Nancy Wright, AVP Academic Planning, Office of the Vice-President Academic and Provost  
From: Dr. Astrid Brousselle, Director, School of Public Administration  
Date: January 11, 2019  
Re: **Major Changes in the MA in Community Development Program**

---

**Program History:** The MA in Community Development program was designed for distance learners who work full-time in non-government, non-profit community organizations, while maintaining their studies. The School accepted its first MACD students in May 2010. Each year, 21-23 students start the program in May. There are currently 53 students active and 72 students have graduated.

In 2016, the School underwent an External Academic Review, including a review of the MA in Community Development. As a result, over the past year, the School conducted a thorough program review and update of the MACD program and its courses and how best to serve the needs of this student group.

The MACD program currently requires 19.5 units total: 9 required courses, plus one elective and CD 598 (4.5 units), a major project which they defend upon completion. To give students more flexibility in their course selection to better suit their personal and workplace interests, the School has streamlined content from four of the required courses into two required courses. These two new efficiently blended courses will contain the most vital information while cutting down on some duplication. The revised program will be 16.5 units total: 6 required courses, 2 electives and CD 598.

To fulfil elective requirements under the revised program, a course which is currently required (CD 506 [1.5] Enterprise Development for Community Benefit) will become a regularly scheduled elective (along with other electives, including CD, ADMN or other approved electives.)

The proposed program will be introduced in May 2020. The School is seeking approval for entry in the September 2019 calendar, which will allow us time to fully inform potential applicants to the May 2020 cohort. For two years (2020-21, 2021-22), the current and proposed program schedules will overlap. However, as the program is run on a cohort model, this will not be disruptive to the normal course delivery schedule of any cohort. Students who enter up to May 2019 will be able to complete the program requirements under the current calendar requirements.

**Signed approvals:** The following have signed this document to approve the School of Public Administration proposal, outlined above.

Original signed by Astrid Brousselle  
\_\_\_\_\_  
Dr. Astrid Brousselle, Director of the School of Public Administration

Date: Jan 11<sup>th</sup>, 2019

Original signed by Esther Sangster-Gormley  
\_\_\_\_\_  
Dr. Esther Sangster-Gormley FHSD Curriculum Committee

Date: Jan 14, 2019

Original signed by Tricia Marck  
\_\_\_\_\_  
Dr. Tricia Marck, Dean, Faculty of Human and Social Development

Date: 14 Jan 2019

Original signed by David Capson  
\_\_\_\_\_  
Dr. David Capson, Dean of Graduate Studies

Date: Mar. 15/2019

# Proposed MACD Program Changes as of May 2020 Intake

- Total number of units: 16.5, includes a capstone project (4.5 units)
- Cohorts 1-3 in residence at same time
- The two electives will include CD 506, other CD, ADMIN or other approved courses.

1 <sup>st</sup> Academic Term—Summer	2 <sup>nd</sup> term Fall	3 <sup>rd</sup> term - Spring	4 <sup>th</sup> term - Summer	5 <sup>th</sup> term – Fall	6 <sup>th</sup> term - Spring	7 <sup>th</sup> term - Summer
CD 501 (1.5) Anchoring a Change Agenda: Foundations	CD 512 (1.5) Program and Project Design, Management and Evaluation	CD 505 (1.5) Community-Based Research: Foundations	<b>NEW CD 531 (1.5)</b> <b>Leadership and Transformation</b> (Blend CD 510 & 525)			CD 526 (1.5) Agenda for social change: moving forward
<b>NEW CD 530 (1.5)</b> <b>System Thinking for Social Change</b> (Blend CD 504 & 524)	Elective (1.5)	Elective (1.5)				
2-week on campus residential session			1-2-week on campus residential session			1-week on campus residential session
		CD 598 Master's Project (4.5)	CD 598 Master's Project (4.5)	CD 598 Master's Project (4.5)	CD 598 Master's Project (4.5)	CD 598 Master's Project (4.5)



**Date:** April 16, 2019

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposed Program Change in the PhD in Public Administration**

At its meeting on April 2, 2019, the Senate Committee on Planning considered the proposed program change in the PhD in Public Administration, as described in the memorandum dated January 11, 2019.

The following motion is recommended:

That Senate approve the proposed program change to the PhD in Public Administration, as described in the memorandum dated January 11, 2019.

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

Wendy Taylor, Acting Registrar

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

Ann Stahl, 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

David Capson, Faculty of Graduate Studies

Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost



# MEMO

## School of Public Administration

3800 Finnerty Rd  
Victoria, BC V8P 5C2  
Telephone 250.721.8056  
padirect@uvic.ca | publicadmin.uvic.ca

DATE: Dr. Nancy Wright, AVP Academic Planning, Office of the Vice-President Academic and Provost  
TO: Dr. Astrid Brousselle, Director, School of Public Administration  
FROM: 11 January 2018  
RE: Proposal for program change: PhD in Public Administration

In response to its recent external academic program review, the School of Public Administration is undertaking changes to its graduate curricula to improve student experiences and enhance research. The proposed changes to the PhD program will also strengthen the program's relevance to the broad and changing field of public administration and capitalise on the breadth of faculty expertise.

### PhD Program Inception, Admissions, and Student Progression

Since establishment of the formal PhD in Public Administration in 2006, 26 students have been admitted with 15 graduating. Among the 11 students admitted but not graduated, 9 have completed all required courses and advanced to candidacy; one withdrew with permission in fall 2010 after having completed one half of the necessary course work; one is deceased. The proposed program changes will therefore have no effect on current students of the PhD program.

### Rationale for Proposed Changes

Public administration is an interdisciplinary field that is, at its best, responsive to complex changes that impact society and the organisations that attend it. The changes proposed for the PhD program will provide a foundation for understanding policy and governance frameworks, research methods and methodologies needed for advanced study, and create space for investigation into an area of focus chosen by the student. Given the expertise within the School and at the University, we envision that future PhD students may choose to study areas such as program and/ or policy evaluation, dispute resolution, or sustainable development, to name just a few possibilities.

The proposed PhD program will retain several aspects of the original program, but will streamline content (by reducing the number of core courses) and allow greater flexibility for students (by requiring an additional elective course). A table providing a very high-level overview of the parallels is provided below:

Original program	Proposed program
Four core courses (6.0 units)	Two core courses (3.0 units)
Two methodology courses (3.0 units)	Two methodology courses (3.0 units)
One elective course (1.5 units)	Two elective courses (3.0 units)
Doctoral seminar (0 unit)	Doctoral seminar (0 unit)
Candidacy examination (3.0 units)	Candidacy examination (3.0 units)
Dissertation (30.0 units)	Dissertation (30.0 units)





Changes to the program will allow students to benefit from the broad expertise of our faculty members, and at the same time permit a greater number of faculty members to engage PhD students in research. These adjustments will lead to greater links between teaching and research, and to expanded research capacity for the School as a whole.

**Implementation of Changes**

Program changes were approved by the School's Governing Community (council of all faculty members) in June 2018. To ensure accurate information is provided to potential PhD applicants, the School has prepared the updated information for inclusion in the fall 2019 academic calendar, with admission under the renewed requirements in fall 2020.

**Consultation Regarding Changes**

The School has consulted with the Department of Political Science in bringing forward this proposal for program changes. Evidence of consultation is provided with the calendar change documentation

**Approval**

The \_\_\_\_\_ to the PhD in Public Administration.

Original signed by Astrid Brousselle

\_\_\_\_\_  
Dr. Astrid Brousselle,  
Director, School of Public Administration

*January 11<sup>th</sup>, 2019*  
Date

Original signed by Esther Sangster-Gormley

\_\_\_\_\_  
Dr. Esther Sangster-Gormley,  
Chair, FHSD Curriculum Committee

*Jan 14, 2019*  
Date

Original signed by Tricia Marck

\_\_\_\_\_  
Dr. Tricia Marck,  
Dean, Faculty of Human and Social Development

*14 Jan 2019*  
Date

Original signed by David Capson

\_\_\_\_\_  
Dr. David Capson  
Dean, Faculty of Graduate Studies

*March 14, 2019*  
Date



**Date:** April 16, 2019  
**To:** Senate  
**From:** Senate Committee on Planning  
**Re:** **Proposal to Discontinue the Master of Arts in the Dispute Resolution Program**

---

At its meeting on April 2, 2019, the Senate Committee on Planning considered the proposal to discontinue the Master of Arts in Dispute Resolution Program, as described in the memorandum dated December 19, 2018.

The following motion is recommended:

That Senate approve and recommend to the Board of Governors, that it also approve the proposal to discontinue the Master of Arts in Dispute Resolution Program, as described in the memorandum dated December 19, 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

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Sang Nam, Peter B. Gustavson School of Business

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Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost



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To: Dr. Nancy Wright, AVP Academic Planning, Office of the Vice-President Academic and Provost  
From: Dr. Astrid Brousselle, Director, School of Public Administration  
Date: December 19, 2018  
Re: **Discontinuation of the MA in Dispute Resolution Program**

---

**Program History:** The first intake of students in the MA in Dispute Resolution Program (MADR Program) was May 1998, when it was introduced as an Interdisciplinary MA, offered through the Faculty of Human and Social Development, but housed in the Faculty of Law Building. For ten years, the intake was @ 8-10 students per year. In 2008, the School of Public Administration agreed to become the academic home for this program. Enrolments were boosted to an average of 20-25 students per intake from 2008 to 2016. In 2017, in response to an External Review of the School's programs which suggested a need to review priorities in light of resources, the School stopped accepting applications to the program.

Since 2008, 129 students have graduated from this program. Currently, there are 23 students enrolled, all of whom have completed their required course work and are completing a project or thesis under the supervision of School faculty.

**Rationale for proposed discontinuation: When the School assumed responsibility for the MADR Program, there were 1.45 faculty associated with the program (one regular faculty member and a .45 position held by the Lam Chair in Law and Social Policy).** In addition to faculty/teaching resources, there was a part-time program assistant position for the MADR Program but it was cut after two years and the administrative support workload was transferred to other SPA staff.

The School adjusted the MADR program to better fit into its existing teaching resources, while trying to maintain the mandate of the MADR program. This met with limited success as we blended curriculum and classes between the MPA On-Campus and the MADR program.

In 2016, the School underwent an External Review and, based on the recommendations of the review team, conducted an internal review of the School's curricula, competency framework, mandate and priorities. The School determined that it needed to limit its offerings. Given the reduced resources for the program (the Lam Chair is no longer available), the School decided in 2017 to suspend new enrolments in the MADR Program.

By discontinuing the MADR program, the School expects to:

1. Better align its activities with the strategic priorities of the University and HSD
2. Better align teaching resources with existing program commitments at the graduate and undergraduate levels
3. Reduce supervision loads for School faculty – at the present time, our graduate supervision loads are among the highest in the University
4. Anticipate future School teaching capacity (the School will lose 2.6 FTE by July 2021)
5. Meet our graduate student FTE target (the School has been over the target consistently in the past)

**Effects on current students' ability to meet their requirements:** As of Fall 2018, 23 students are still enrolled in the MADR Program (two of whom defended their project this fall, leaving 21 active students). The School will continue to provide the project or thesis supervision until these students complete their degrees.

**Implementation Date:** This program will be deleted from the September 2019 calendar and we will not accept any further students. The courses that comprise the MADR offerings will continue to exist for the time being. We anticipate being able to offer occasional elective courses from among those course offerings.

**Approval by the School:** The discontinuation of the MADR program was approved at the SPA Governing Council meeting held November 6, 2018. This was approved by the HSD Curriculum Committee on December 5, 2018 and is on the agenda of the Faculty of Graduate Studies Executive Committee for February 11, 2019.

**Letters of support from other departments affected by this change:**

- Faculty of Law
- Co-operative Education

**Signed approvals:** The following have signed this document to approve the School of Public Administration proposal, outlined above.

Original signed by Astrid Brousselle

Dr. Astrid Brousselle, Director of the School of Public Administration

Date: Dec 20<sup>th</sup>, 2018

Original signed by Esther Sangster-Gormley

Dr. Esther Sangster-Gormley, Chair, FHSD Curriculum Committee

Date: Jan 14, 2019

Original signed by Tricia Marck

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

Date: 14 Jan 2019

Original signed by David Capson

Dr. David Capson, Dean, Faculty of Graduate Studies

Date: Mar. 15/2019



School of Public Administration | Undergraduate and Graduate Programs  
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# Memorandum

To: Freya Kodar, Associate Dean, Administration and Research, Faculty of Law  
[Law.assocdean.adm@uvic.ca](mailto:Law.assocdean.adm@uvic.ca)  
From: Heather Kirkham, Program Manager, School of Public Administration ([hkirkham@uvic.ca](mailto:hkirkham@uvic.ca))  
Date: November 2, 2018  
Re: **Consultation about discontinuation of MA in Dispute Resolution – Crosslisted LAW courses**

---

The School of Public Administration is proposing to discontinue offering the MA in Dispute Resolution Program in Cycle 2 of the 2018-19 curriculum change process. In 2017, the School of Public Administration suspended admissions to the MADR program. Now, based on an External Program Review (2016) and a subsequent careful internal review and evaluation of our priorities, mandate and resources, the School has taken the decision to discontinue offering this program. This timing coincides with when the funding for the Lam Chair in Law and Public Policy was no longer available. Mr. Jerry McHale, holder of the Lam Chair, was the instructor for DR 503/LAW 372 during his appointment.

There are two Faculty of Law courses which are cross-listed with MADR (DR) courses:

DR 503 (1.5) Public Policy, Law and Dispute Resolution <ul style="list-style-type: none"><li>• Required MADR course</li></ul>	LAW 372 (1.5) Public Policy, Law and Dispute Resolution <ul style="list-style-type: none"><li>• Elective Law course</li></ul>
DR 507 (1.5) International Human Rights and Dispute Resolution <ul style="list-style-type: none"><li>• Elective MADR course</li></ul>	LAW 373 (1.5) International Human Rights and Dispute Resolution <ul style="list-style-type: none"><li>• Elective Law course</li></ul>

Since the School of Public Administration suspended MADR enrolments in 2017, we have not offered DR 503. The cross-listed course, LAW 372, continues to be offered and is taught by a sessional instructor. Since Spring 2016, a Law faculty member has taught DR 507/LAW 373.

The School of Public Administration will no longer offer DR 503 or DR 507. However, the Faculty of Law will continue to offer LAW 372 and LAW 373.

Please advise us if you have any concerns or questions. I look forward to receiving your letter of response.

Sincerely,

Original signed by Heather Kirkham

Heather Kirkham  
Program Manager

Copied to: Dr. Astrid Brousselle, Director, School of Public Administration  
Dr. Rich Marcy, Chair, Curriculum Committee  
Dr. Jim McDavid, Graduate Advisor

**Consultation Response from the Faculty Law from:**

**From:** Freya Kodar - Associate Dean of Law <[law.assocdean.adm@uvic.ca](mailto:law.assocdean.adm@uvic.ca)>

**Sent:** November 19, 2018 4:16 PM

**To:** Heather Kirkham <[hkirkham@uvic.ca](mailto:hkirkham@uvic.ca)>

**Subject:** RE: G-MADR-SEP19-CON.docx

Hi Heather,

I've just realized that LAW has three courses that are cross-listed DR courses:

DR 503 - Public Policy, Law & Dispute Resolution (LAW 372)

DR 507 – International Human Rights and Dispute Resolution (LAW 373)

DR 516 – Access to Justice (LAW 325)

I expect that we will continue to offer all three.

Freya

---

**From:** Freya Kodar - Associate Dean of Law

**Sent:** November 6, 2018 8:18 AM

**To:** Heather Kirkham <[hkirkham@uvic.ca](mailto:hkirkham@uvic.ca)>

**Subject:** Re: G-MADR-SEP19-CON.docx

Dear Heather,

Thank you for consulting us about the proposal to discontinue the MA in Dispute Resolution.

We do not have any concerns about this, and will continue to offer the two courses that were cross-listed with MADR (DR) courses: LAW 372 and LAW 373.

Freya

---

Freya Kodar  
Associate Dean, Administration and Research  
Faculty of Law, University of Victoria  
Room 225 – Murray and Anne Fraser Building  
PO Box 1700, STN CSC  
Victoria BC V8W 2Y2  
Tel: 250-721-8190



# Memorandum

To: Andrea Giles, Associate Director, Co-operative Education ([agiles@uvic.ca](mailto:agiles@uvic.ca))  
Claudia Sperling, Program Manager, Co-operative Education ([csperlin@uvic.ca](mailto:csperlin@uvic.ca))  
From: Heather Kirkham, Program Manager, School of Public Administration ([hkirkham@uvic.ca](mailto:hkirkham@uvic.ca))  
Date: October 31, 2018  
Re: **Consultation with Co-operative Education about discontinuation of the MA in Dispute Resolution**

---

The School of Public Administration is proposing to discontinue offering the MA in Dispute Resolution Program in Cycle 2 of the 2018-19 curriculum change process.

In 2017, the School of Public Administration suspended admissions to the MADR program. Now, based on an External Program Review (2016) and a subsequent careful internal review and evaluation of our priorities, mandate and resources, the School has taken the decision to discontinue offering this program.

Students in the MADR program could opt to participate in the Co-op Program and the Public Administration Co-op Coordinator served this program and was successful in making placements for the MADR students. The last intake of new students was in September 2016, so the students from that and previous cohorts would have completed their Co-op program by this time. There are 23 students still registered in the program (completing their thesis or project), but none are seeking Co-op positions and it is unlikely that any will do so in the future.

The MADR students were very well served by the Co-op Coordinator (Barb Svec), although their career needs and goals were somewhat different from the MPA students. The School appreciated Barb's efforts on behalf of the students in this program.

Please advise us if you have any concerns or questions. I look forward to receiving your letter of response.

Sincerely,

Original signed by Heather Kirkham

Heather Kirkham  
Program Manager

Copied to: Dr. Astrid Brousselle, Director, School of Public Administration  
Dr. Rich Marcy, Chair, Curriculum Committee  
Dr. Jim McDavid, Graduate Advisor  
Helen Kobrc, SPA Co-op Coordinator



**DATE:** November 1, 2018  
**TO:** Heather Kirkham, Program Manager, School of Public Administration  
**FROM:** Andrea Giles, Acting Executive Director, Claudia Sperling, Program Manager, Optional and Professional Co-op Programs  
**RE:** **Consultation with Co-operative Education about discontinuation of the MA in Dispute Resolution**

---

Thank you for your memo of October 31, 2018 where you outlined the School of Public Administration's decision to discontinue offering the MA in Dispute Resolution Program in Cycle 2 of the 2018-19 curriculum change process. We appreciate that a careful internal review and evaluation of your priorities, mandate and resources were undertaken before making the decision to discontinue the program. We are in support of this decision.

We are pleased to have supported 324 student co-op work term opportunities over the period of time that the MA in Dispute Resolution Program was viable. While there are still 23 students registered in the program (completing their thesis or project), we understand that currently none are seeking Co-op positions and it is unlikely that any will do so in the future. However, should a student in this final cohort indicate that they may wish to compete a work term, we are happy to support them in their work search.

We have no concerns or questions regarding this program discontinuance. We look forward to continuing to provide co-operative education programming for your students in the Public Administration streams in your School.

Sincerely,

Original signed by Andrea Giles

Andrea Giles, Acting Executive Director

Copied to: Dr. Astrid Brousselle, Director, School of Public Administration  
Dr. Rich Marcy, Chair, Curriculum Committee  
Dr. Jim McDavid, Graduate Advisor

Claudia Sperling, Program Manager, Optional and Professional Co-op Programs  
Helen Kobrc, SPA Co-op Coordinator





**Date:** April 16, 2019  
**To:** Senate  
**From:** Senate Committee on Planning  
**Re:** **Proposal to Discontinue the Graduate Certificate in Digital Humanities**

---

At its meeting on April 2, 2019, the Senate Committee on Planning considered the proposal to discontinue the Graduate Certificate in Digital Humanities, as described in the memorandum dated February 14, 2019.

The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve the discontinuation of the Graduate Certificate in Digital Humanities, as described in the memorandum dated February 14, 2019.

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

Wendy Taylor, Acting Registrar

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

Ann Stahl, 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

David Capson, Faculty of Graduate Studies

Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost



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www.uvic.ca/humanities

## MEMO

---

<b>To:</b>	Nancy Wright (Chair, Senate Committee on Academic Planning) David Capson (Dean, Faculty of Graduate Studies)
<b>From:</b>	Dr. Chris Goto-Jones (Dean, Faculty of Humanities) Dr. Margaret Cameron (Associate Dean Research)
<b>Date:</b>	February 14, 2019
<b>Re:</b>	Proposal to discontinue the DHUM Graduate Certificate in Digital Humanities

---

Senate approved the Graduate Certificate in Digital Humanities (DHUM Certificate) in 2013 and it was first offered in May 2014. New admissions into the DHUM Certificate were suspended in the 2016/17 academic year and continue to be suspended.

The DHUM Certificate did not attract a significant cohort of students. Program enrolments were:

- 34 students applied for admission (5 rejected the admissions offer).
- 26 students in total registered in the DHUM certificate.
- 21 students graduated with the certificate with only 5 withdrawing.

The Faculty of Humanities requests the discontinuance of the DHUM Certificate because it does not have sufficient faculty expertise and capacity to offer the program with its current curriculum as part of its regular course and program offerings. In addition, changes in the academic disciplines relevant to the program, including Computer Science, make the curriculum obsolete.

Only one student who enrolled has not completed the program requirements. The Program Director Jentry Sayers has made provisions to enable that student to complete the program by enrolling in a Directed Studies course or to use transfer credits.

The discontinuation was approved by the Humanities' Faculty Council on January 8, 2019.

**Original signed by Chris Goto-Jones**

Dr. Chris Goto-Jones

Dean, Faculty of Humanities



**Date:** April 16, 2019

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to Change the Name of the Master of Arts in Indigenous Communities Counselling to the Master of Arts in Indigenous Communities Counselling Psychology**

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At its meeting on April 2, 2019, the Senate Committee on Planning considered the proposal to change the name of the Master of Arts in Indigenous Communities Counselling to "Indigenous Communities Counselling Psychology", as described in the memorandum dated December 4, 2018.

The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve the name change of the Master of Arts in Indigenous Communities Counselling to the Master of Arts in Indigenous Communities Counselling Psychology, as described in the memorandum dated December 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

Wendy Taylor, Acting Registrar

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

Ann Stahl, 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

David Capson, Faculty of Graduate Studies

Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost



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**Memorandum to Propose a Significant Change to a Program**  
(for Indigenous Communities Counselling MA degree)

To: Education Dean Ralf St. Clair  
Graduate Studies Dean David Capson

From: EPLS Chair Tim Black  
Dr. Anne Marshall (Acting Advisor for Indigenous Communities  
Counselling MA degree program)

Date: December 4, 2018

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The Department of Educational Psychology and Leadership Studies is proposing a name change for the above graduate degree program to **"Indigenous Communities Counselling Psychology"** (from Indigenous Communities Counselling).

The Indigenous Communities Counselling MA degree program was approved by Senate on March 1, 2013. Since that time, one cohort of 13 students has completed the program. There are currently no students registered in this degree – the next cohort is scheduled to commence on September 1, 2019.

EPLS proposed that the degree name be changed to **"Indigenous Communities Counselling Psychology"** because it is based on a counselling psychology theory framework, similar to the long-established Counselling Psychology MA degree in EPLS. In order to meet the program accreditation standards required by the national Council on Accreditation of Counsellor Education Programs (CACEP), the program structure in both degrees is similar (see attached list of program courses). Both Indigenous and "western" theory, content, resources, and applications are included in the Indigenous Communities Counselling course curricula. The (on-campus) Counselling Psychology program in EPLS has been approved for accreditation since May 1, 2017. Once a second cohort of the Indigenous Communities Counselling program has graduated, the EPLS department can apply for accreditation status for that degree. Since counselling psychology theory and practice is required for both degree programs for accreditation purposes, both degrees should have "counselling psychology" in the title.

Initial drafts of the Indigenous Communities Counselling program proposal did indeed have "Indigenous Communities Counselling Psychology" as the proposed name of the new degree. At some point during the numerous interactions of the proposal, "Psychology" was omitted from the degree title in error and was not included in the degree proposal that was approved in 2013.

The counselling psychology faculty in EPLS brought the proposed degree name change to the EPLS Graduate Programs Committee on April 13<sup>th</sup>, 2018 and was subsequently approved. The proposed change was then brought forward and approved at the EPLS Department Meeting on May 11<sup>th</sup>, 2018. \*

The program goals, courses, and content remain the same in the Indigenous Communities Counselling program. The proposed change addresses an unintended error in degree and **program title** only.

No other academic units are affected by the proposed change.

Original signed by Tim Black

Dr. Tim Black, Chair, EPLS

Dec 4, 2018  
Date

Original signed by Michelle Wiebe

Dr. Michelle Wiebe, Acting Chair, Faculty of  
Education Graduate Curriculum Committee

Jan. 21, 2019  
Date

Original signed by Ralf St. Clair

Dr. Ralf St. Clair, Dean, Faculty of Education

21 Jan 2019  
Date

\* APPROVED BY EDUC FACULTY COUNCIL JANUARY 22/19.



**Date:** April 16, 2019

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to Establish a Master of Engineering (MEng) Program in Industrial Ecology**

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At its meeting on April 2, 2019, the Senate Committee on Planning considered the proposal to establish a Master of Engineering (MEng) Program in Industrial Ecology, as described in the document "Master of Engineering (MEng) Program in Industrial Ecology".

The following motion is recommended:

That Senate approve, and recommend to the Board of Governors that it also approve, the establishment of a Master of Engineering (MEng) program in Industrial Ecology, as described in the document "Master of Engineering (MEng) Program in Industrial Ecology", and that this approval be withdrawn should the program not be offered within five years of the granting of approval. Once Senate and the Board of Governors have approved the proposal, the proposal must be approved by the Secretariat of the Ministry of Advanced Education.

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

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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

Ann Stahl, 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

David Capson, Faculty of Graduate Studies

Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost

UNIVERSITY OF VICTORIA

# Master of Engineering (MEng) Program in Industrial Ecology

Dean's Name and Date of consultation with AVPAP: Peter Wild	Signature Dean: <i>SEE BELOW</i>
Contact Name and Number:	Dr. Chris Kennedy, Chair Department of Civil Engineering 250-472-4463
Date approved by Department: <i>Aug 15, 2018</i>	Original signed by Chris Kennedy
Date approved by Faculty: <i>Nov. 6, 2018</i>	Original signed by Peter Wild
Date approved by Graduate Studies (if applicable): <i>March 14, 2019</i>	Original signed by David Capson
Date submitted:	

April 6, 2019.

## MEng in Industrial Ecology (Full Proposal)

FULL PROPOSAL (up to 5,000 words plus appendices)	
<b>A. Identification of new Master's program</b>	
Name, Location, Academic units (Faculties, departments, or schools) offering the new Master's degree	Master of Engineering in Industrial Ecology (MEng) Location: Engineering Office Wing (EOW), Faculty of Engineering Academic Units Offering the Program: Faculty of Engineering, Faculty of Graduate Studies
Anticipated Master's degree start date	September 1, 2020
Name, title, phone number and e-mail address of contact person	Chris Kennedy Chair, Department of Civil Engineering Phone: 250- 472-4463; Email: cakenned@uvic.ca
<b>B. History and context of the Master's degree</b>	
<p><b>What is Industrial Ecology?</b></p> <p>Industrial Ecology is a brand of sustainability science. It provides systems-level methods and concepts for assessing the sustainability of engineering activities.</p> <p>While a variety of definitions of industrial ecology have been proposed, the most general is that of Robert White (1994) President of the U.S. National Academy of Engineering: "Industrial ecology is the study of the flows of materials and energy in industrial and consumer activities, of the effects of these flows on the environment, and of the influences of economic, political, regulatory, and social factors on the flow, use, and transformation of resources."</p> <p>Industrial Ecology is an interdisciplinary applied science. It is interdisciplinary in that industrial ecology applies principles of physics in understanding the impacts of engineering on the environment, mediated through socio-economic systems. It is an applied science, in the same sense of engineering, in that industrial ecology seeks to design processes differently to reduce environmental impacts.</p> <p><b>Context</b></p> <p>The Department of Civil Engineering at University of Victoria was founded in January 2016, with a mandate to provide leadership in education on sustainable, green civil engineering practices. The Department administers a BEng degree in Civil Engineering. Graduate research programs (MAsc and PhD) began in March 2017. We are aiming to launch</p>	



professional Masters degrees (MEng) consistent with the Department's green objectives. These objectives are reflected in the Department's vision statement:

*We are (re)engineering for a changing world. We aim to be the greenest civil engineering department in Canada addressing the most pressing global environmental and sustainability challenges through engineering design, science and practical solutions. Our research and graduate programs focus on green civil engineering solutions for Canada and beyond. Our undergraduate program teaches fundamental competencies supplemented with cutting-edge ideas from environmental science, building science and industrial ecology.*

We define green civil engineering as “managing, designing, constructing and maintaining the built and natural environment, using technologies and techniques that provide services to society, while working within the carrying capacity of local ecosystems and the planet.”

The genesis of the Department's green mandate was a stakeholder consultation process conducted by the Faculty of Engineering in 2011, when preparing to launch the undergraduate program in Civil Engineering. At this time, the Faculty consulted widely with industry, government and other academic units to help shape the new Bachelor of Engineering (BEng) program in Civil Engineering. The BEng program was initially introduced in the Department of Mechanical Engineering, but is now under the Department of Civil Engineering as planned.

Since its conception in 2012, the BEng program has been developed with a strong focus on teaching green, sustainable engineering practices, blended within a well-rounded civil engineering skill set. We recognize that the planning, design, construction and maintenance of civil engineered systems has enormous impacts on local and global environments. Faculty hiring, research and teaching activities are aligned towards cultivating students who will be leaders in addressing global environmental challenges. Teaching of sustainable development and environmental stewardship forms a core part of the BEng curriculum. This is achieved through courses such as Sustainable Development and Environmental Policy, which are foundational for later core technical courses blending green content into traditional civil engineering subject matter.

The BEng program in Civil Engineering has been in high demand. The program has attracted enthusiastic responses from the first year students enrolled in the Faculty of Engineering and has contributed to recent large increase in both applications for admission to the Faculty of Engineering and the number of women students admitted to first year engineering. In September 2016, the intake of second year students into the BEng program reached its planned target of 80 students. The BEng program was accredited by the Canadian Engineering Accreditation Board in 2017.

In 2017, the Department began its research intensive graduate degrees (MAsc and PhD) in Civil Engineering. These degrees provide advanced training of research students in Civil Engineering, with emphasis on the Department's four areas of research focus: Green Structures and Materials; Smart Buildings, Infrastructure and Cities; Industrial Ecology; and Sustainable Water. A set of approximately 20 graduate courses has been developed. Approximately 30 students registered in the MAsc and PhD degrees in 2017, including graduate students transferring from Mechanical Engineering. We expect the number of MAsc and PhD students (combined) to increase to at least 75. This is for an initially planned Department size of 15 faculty members, but may be higher in the long-run as the Department grows further.

The MAsc and PhD programs are research-intensive, sustainability-focused and interdisciplinary. They support research on the emerging environment and sustainability oriented civil engineering technologies and practices, which represent the future of Civil Engineering. We expect the research-based Civil Engineering programs will join the other strong academic programs at UVic to sustain and enhance our efforts to make UVic a leading university in Canada and globally on environmental research.

Over several years, the Department plans to roll out professional Masters of Engineering (MEng) programs that build upon the Department's research strengths. Unlike the MAsc degree in Civil Engineering, the MEng degree is largely coursework based, training engineers with enhanced specialized skills for future careers in industry or the public sector.

## MEng. Program in Industrial Ecology

Global society faces huge challenges providing the resources to support human welfare within the carrying capacity of the planet. Over the twentieth century, global consumption of raw materials rose at about double the rate of population growth. With such material use are associated environmental problems of waste production, local pollution, greenhouse gas emissions, biodiversity loss and further interference with natural ecosystems. The challenges of high resource consumption extend beyond the environment, impacting human societies in many ways. This is well described by the G-7 initiative on Resource Efficiency<sup>1</sup>:

*“Unsustainable consumption of natural resources and concomitant environmental degradation translates into increasing business risks through higher material costs, as well as supply uncertainties and disruptions. Against this background, improving resource efficiency and managing materials sustainably throughout their life cycles are important elements of delivering environmental and climate protection, employment, social benefits and sustainable green growth. Resource efficiency offers opportunities to reduce the burden on the environment while strengthening the sustainability, competitiveness and growth of the economy. This should be a part of broader strategies to promote sustainable materials management and material-cycle societies.”*

The field of industrial ecology has emerged as an influential brand of sustainability science, with aims of developing technological systems that support human well-being, while dramatically reducing the environmental impacts of resource use. Essentially, industrial ecology is the study of energy and material flows in industrial-societal systems, paralleling natural ecology which involves the study of energy and material flows in natural ecosystems. Over the past 25-years, research in industrial ecology has adopted and developed a variety of methods, including environmental life cycle assessment, material flow analysis, and environmental foot-printing (amongst others). Through these methods, industrial ecology is able to link environmental stresses to human driving factors, providing understanding of complex interactions and pointing the way to sustainable paths forward.

The impacts of work in industrial ecology are many. Examples include: development of the international standards for assessing life-cycle impacts of products and processes; inclusion of material flows in the environmental accounts of OECD nations; and standard approaches for inventorying greenhouse gas emissions of cities. Researchers in Industrial Ecology have extended input-output models to determine environmental impacts, such as biodiversity loss, from economic activities. They have produced most of the reports of the United Nations International Resource panel on topics such as resource decoupling, metals, biofuels, and global land use change; and contributed to many chapters of the IPCC’s 5th Assessment Report on climate change mitigation. Much of this work has also been published in leading scientific journals.

The field of industrial ecology is thus ideal for training engineering students with quantitative skills to address sustainable development in an interdisciplinary and policy relevant context.

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<sup>1</sup> Annex to the G-7 Leaders’ Declaration, Schloss Elmau, Germany, June 8, 2015 <https://www.whitehouse.gov/the-press-office/2015/06/08/annex-g-7-leaders-declaration>

### **C. Aims, goals and/or objectives**

#### **Distinctive characteristics**

The program in Industrial Ecology at University of Victoria will be the first such program in Canada, and one of very few in North America. There are about twenty full programs in Industrial Ecology worldwide; these include programs in leading technical schools in Holland, Norway and Sweden (such as NTNU, Chalmers, KTH, Leiden and Delft), and a growing number of programs in China. In North America, the Yale Centre for Industrial Ecology has been highly successful and there is also a certificate program at the University of Michigan. Industrial Ecology is also taught at several U.S. engineering schools, such as MIT, Carnegie Mellon University, Georgia Tech and Berkeley, although formal programs have not been established. A similar situation exists in Canada; research and teaching on Industrial Ecology can be found at several universities, such as Waterloo, Dalhousie, Université de Montréal and others, but full programs have not been developed.

Compared to international programs, distinctive features of the UVic program are:

- Locational advantage within North America (for domestic and international students from Asia)
- Course in professional skills development
- 1-year course-based program, rather than 2-years research based

#### **Anticipated contribution to the UVic, Faculty, and academic unit's strategic plans**

The establishment of the MEng program in Industrial Ecology at UVic will ensure the fulfillment of a number of the primary goals of UVic's Strategic Framework including:

- To offer programs in teaching and research of such quality as to place us in the appropriate level of a national and international set of comparable programs as judged by peer evaluation and accreditation.
- To be nationally and internationally competitive in the recruitment and retention of graduate students of the highest calibre.
- To make significant contribution to UVic's position as a leading research university focusing on issues of local, national and global importance, to encourage interdisciplinary research areas of high priority for society, and to promote and expand the mobilization of research knowledge for societal benefit.

The MEng program is designed to attract high quality students, with the intention that some may go on to contribute to research activities at UVic. The content of the MEng program is strongly aligned with two of UVic's eight areas of strategic research: Environment, Climate and Energy; and Physical Sciences and Engineering.

The MEng Program also fits with two of the Faculty's focus areas namely Green Cities and Energy Systems.

#### **Target audience, student and labour market demand**

Students taking the MEng degree will primarily have bachelors degrees in Civil/Environmental Engineering, or other areas of engineering (Chemical, Industrial, Mechanical, Systems, etc.). Students from other disciplines such as urban planning, geography, economics or natural sciences may also be eligible if they have suitable work experience and technical /mathematical skills.

Industrial ecologists are recognized as a profession by the US Department of Labor (<https://www.onetonline.org/link/summary/19-2041.03>). The tasks of the industrial ecologist are to:

- Identify environmental impacts caused by products, systems, or projects.

- Examine local, regional or global use and flow of materials or energy in industrial production processes.
- Identify or develop strategies or methods to minimize the environmental impact of industrial production processes.
- Analyze changes designed to improve the environmental performance of complex systems to avoid unintended negative consequences.
- Identify or compare the component parts or relationships between the parts of industrial, social, and natural systems.
- Redesign linear, or open loop, systems into cyclical, or closed loop, systems so that waste products become inputs for new processes, modeling natural ecosystems.
- Examine societal issues and their relationship with both technical systems and the environment

The US Department of Labor projects faster than average growth in jobs for industrial ecologists at 10 to 14% for the period 2016-2026.

Students graduating from the professional Master's program in Industrial Ecology are expected to attain employment in industry or with the public sector. Graduates from European programs in industrial ecology have gone on to careers in:

- Administration and management
- Environmental and management consultancy
- Industrial companies (e.g. product design, waste management)
- International organizations
- Quality assurance
- Service industry (e.g. tourism)
- Scientific Research
- Teaching

Graduated students will find career opportunities in industry, and academia, as well as in municipal, provincial and federal governments, both in Canada and internationally. While some MEng graduates may pursue research careers, and enter PhD programs, the MEng is primarily a qualification for employment in industry. The MEng program will directly support the BC government's efforts to grow skilled jobs. These programs will ensure that BC's growing and diversified economy is well supported by highly trained individuals in the areas of highest demand. The Top 60 Jobs by openings include Civil Engineering as well as Engineering Management as areas of focus – occupations that are filled by those who complete graduate programs in Civil Engineering. The labour market demand for Civil Engineering graduates is very strong – the employment rate after five years for bachelor's graduates is over 95% and earnings are among the highest out of any disciplinary area. Post-baccalaureate graduates from the MEng. programs would obtain labour market outcomes at, or in excess, of those with baccalaureate degrees. Critically, these graduates would address acute labour shortages in senior and management level positions openings that would not be filled by baccalaureate graduates.

Civil engineers both graduate and undergraduate are the dominant engineering practitioners employed by the construction industry, the largest industry in BC. Future construction projects in the resource sector will be supported by civil engineers. Construction projects include renewal and new construction of infrastructure such as highways, sewage systems, and public water supplies which are also the domain of civil engineering. The ongoing transition to renewable carbon-free energy systems is also supported by civil engineers who are involved in run of the river power projects, wind farms and retrofitting old buildings for improved energy efficiency. Building codes and the way cities are designed are changing to take into account new more sustainable lifestyles. The transition to a more sustainable society is creating many employment opportunities aimed at facilitating this transition.

Canada is the third largest exporter of consulting engineering services in the world and civil engineers are prominent in the consulting engineering industry. In BC a high proportion of the professional engineers registered with Engineers and Geoscientists of BC (EGBC) are civil engineers. Of the newly registered professional engineers in BC every year, in excess of 40% have foreign academic credentials. This means that we are not producing enough engineers in BC to supply our own requirements. The MEng program provides a means of training both domestic and international recruitments.

Another area of pressing need in BC for civil engineering expertise is in the area of remote community housing, and infrastructure such as drinking water. Many indigenous communities are in remote locations therefore Civil Engineering is a logical area for future growth in indigenous student enrollment in engineering.

According to a 2015 engineering labor market study by Engineers Canada, over the next ten years there will be 1000 civil engineering positions available in BC, split between replacements and new positions. The demand in BC is second only to Ontario with 1400 positions. The replacement demand is high because the average age of BC civil engineers, at 50, is the highest in Canada. For the next five years the labor market for civil engineers in BC will be the tightest in Canada.

**Include plans for student recruitment, retention, and success**

The plans for recruitment follow similar practices used by the MEng program in Telecommunications and Information Security (offered by the Faculty of Engineering):

- Make recruitment posters and send to selected universities (well ranked by QS and TIMES) in target countries (primarily in Asia, North & South America).
- Make publicity postcards for faculty members to bring to related conferences
- Personal connections (e.g., through the International Society for Industrial Ecology)
- Visits to local universities on overseas conference trips to publicize the program
- UVic alumni networks
- Website
- Good presence in social networks

Once funding is available for the program, a Chair in Industrial Ecology will be hired to champion the program and ensure its success. (The position will be generated from the MEng program and is not related to other positions in the Department). Hiring of the Chair will also ensure that research opportunities are available for top students in the program who may wish to go on to a PhD.

***D. Admission requirements***

Admission requirements for the program will meet or exceed the requirements of the Faculty of Graduate Studies. Details particular to this Program are summarized below.

Applicants will normally hold an undergraduate degree in Civil Engineering. The minimum requirement for admission to the MEng will be B+ (grade point average of 6.0 on the University of Victoria scale of 9.0) for the last two years of university work.

Applicants for admission whose first language is not English must meet the English Competency Requirement as specified by the Faculty of Graduate Studies. Currently, the minimum acceptable TOEFL (Test of English as a Foreign Language) score for the Program will be 575 on the paper-based test or 90 on the Internet-based test (the minimum score for each section is Writing: 20; Speaking: 20; Reading: 20; Listening: 20). A minimum acceptable IELTS score will be 6.5. Even with passing TOEFL/IELTS scores, students may be required to take English language courses in addition to their other course work.

The admissions selection process will be competitive. Not all students who meet the minimum requirements will be admitted. It is expected that around 10-15 students will be admitted to the Program each year. On-line applications will be submitted by following the links from the Faculty of Graduate Studies webpage. The Graduate Admissions and Records Office is the official depository for all applicant documentation. Additional information about graduate studies in the Program will be made available at the Faculty webpage.

Selection of students and the initiation of the admission process will be handled by the Civil Engineering Graduate Committee.

***E. Areas of specialization and evidence of adequate faculty complement (Include short faculty CV information in an appendix)***

Table 1 presents areas of research of the Civil Engineering faculty; these are areas in which faculty are qualified to teach graduate students and supervise MEng projects. As seen from Table 1, the total number of core faculty members as presently planned is 15.

With the arrival of Dr. McPherson in 2018, the Civil Engineering department has ~3 faculty who can support the core courses in the Program, as part of their graduate teaching responsibilities in Civil Engineering. This will give us sufficient capacity to launch the Program, but to sustain and expand it in the long-run (e.g., to manage study leaves) will require an additional hire; i.e. four CIVE faculty will be required in the long-run.

The budget for the Program supports hiring of a Chair of Industrial Ecology. The Chair will ideally have research skills in the areas of: i) life-cycle assessment and environmentally extended input-output analysis; or ii) integrated resource management, material flow analysis, industrial symbiosis, and recycling technology.

	Green Buildings	Smart Cities & Infrastructure	Industrial Ecology & Environmental Policy	Sustainable Water	Structures	Materials	Geotech
Bristow		•	•				
Dorea				•			
Evins	•	•					
Gleeson				•			
Gupta					•	•	
Kennedy		•	•				
Lin							•
Mukhopadhyaya	•				•		
Sun					•		
Zhou					•		
Buckley				•			
Froese	•	•					
McPherson			•				
Troy				•			
Committed Hire					•		
Chair of IE (not committed)			•				
Andrew Rowe (Mech)			•				
Adam Monahan (EOS)			•				
TBD (Env. Sci.)			•				

**Table 1: Areas of research of current faculty members and committed hire in Civil Engineering, plus other UVic faculty involved in the Industrial Ecology program.**

***F. Curriculum design***

The Program largely draws upon graduate-level courses in Civil Engineering that we have launched or intend to launch to support our research-stream students. Other courses in the program are already provided by other faculties and departments. A new course in Ecological Theory & Methods will be developed by Environmental Studies.

Core courses and choice electives are given below, with calendar descriptions in the Appendix.

**Deadlines and Program Length**

The entry point to the Program will be September only.

The Program length will normally be fixed at one year.

**Program Requirements**

The program will consist of a minimum of 15 units, normally with not less than 12.0 units of graduate course work, and a 3.0 unit project. Students also have the option of taking a 1.0 unit Professional Career Development course (ECE 592B), combined with a 2.0 unit project.

Coursework used for credit towards the MSc in Civil Engineering cannot also be credited toward the MEng, or vice versa.

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**Courses:**

- **Industrial Metabolism and Global Environmental Change (CIVE 510)**
- **Advanced Methods in Life Cycle Assessment (CIVE 511 – not taught yet)**
- **Industrial Symbiosis and Recycling Technologies (CIVE 512 – not taught yet) OR Systems and Complexity Modeling in Civil Engineering (CIVE New1)**
- **Urban Metabolism and Sustainable Cities (CIVE 513)**
- **Energy Systems and Exergy Analysis (MECH 542) OR Wind Power Systems (MECH 547)**
- **The Climate System (EOS 550) OR Ecological Theory & Methods (ES New1)**
- **Watershed & Ecosystem Economics (CIVE New2) OR a 500-level course from the School of Public Administration (ADMN 5XX)**
- **Free Elective**
- **MEng Project in Industrial Ecology (New) – can be taken combined with a professional development course (ECE 592B)**

The one-year program in Industrial Ecology includes eight courses and a project. Three of the core courses develop knowledge and skills for analyzing energy and material flows at the global (CIVE 510), urban (CIVE 513) and industrial park (CIVE 512) scales. These courses, along with a course in Life Cycle Assessment (CIVE 511), provide training in the analytical tools of Industrial Ecology. More in depth understanding of energy supply systems is provided through a course in Mechanical Engineering (MECH 542 or 547). Further courses broaden students scientific understanding of climate change and biodiversity / ecosystem functioning (EOS 550 or ES New), and provide the policy or economic context to Industrial Ecology. Students complete a term project in which they apply methods or principles from Industrial Ecology in the context of a product or process design, policy study, or another application. A free elective provides an opportunity to develop further knowledge or skills in support of the project (subject to approval by the Program Director).

**Schedule**

Fall	Spring	Summer
<b>CIVE 510</b> <b>CIVE 511</b> <b>CIVE New2 or ADMN 5XX</b> <b>EOS 550 or ES New1 or Free elective</b>	<b>CIVE 513</b> <b>CIVE 512 or CIVE New1</b> <b>MECH 542 or 547</b> <b>EOS 550 or ES New1 or Free elective</b>	<b>MEng project (3 units)</b> <b>or</b> <b>MEng project (2 units) &amp; ECE 292B (1 unit)</b>

**Delivery methods (e.g., plans for distance education, or computer assisted delivery) as appropriate to targeted student segments**

Delivery methods may include a variety of options depending on the course content and instructors' delivery; including any combination of classroom lectures, classroom tutorials, outside classroom projects, fieldwork and homework, etc., using the available teaching tools and techniques.

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

The Learning Outcomes for the Program are as follows.

Graduates of the MEng in Industrial Ecology will be able to:

1. Assemble and compute energy and material flows in industrial-society over a range of scales, from products and services to cities and economies
2. Frame, develop and apply systems approaches for determining the environmental and economic impacts of infrastructure, products, processes and services using appropriate spatial, temporal and life-cycle boundaries.
3. Plan and analyze systems for material reuse and recycling, displaying well developed understanding of the limitations and potential of circular economies.
4. Demonstrate a basic level of understanding of the scientific basis of environmental impacts of human activities (e.g., climate change, biodiversity loss, water stress and other impacted planetary boundaries), including appreciation of the complexity of ecological systems.
5. Explain how methods and tools of Industrial Ecology can be applied in business, economic or public policy contexts.

Outcomes 1 to 3 are primarily achieved through the four core courses, and the energy elective above. Outcome 4 is primarily achieved through the science elective. Outcome 5 is primarily achieved through the public admin. / economics elective.

#### **Integration of opportunities for experiential learning or other forms of civic engagement in the learning opportunity**

The MEng project has been designed with a high level of flexibility to allow students opportunity to engage in experiential learning or other activities. Students have the opportunity to undertake the project outside of UVic in a private company, the public sector, in the community, in the field, or at another university.

#### **Residency requirements and anticipated times to completion**

The MEng degree will be a fixed 1-year program, with a minimum 8-month residency.

#### **Policies on student evaluation, candidacy exams, and oral examinations**

Students will be evaluated in their course with the same rigor as research stream students pursuing MAsC or PhD degrees. All MEng projects will be evaluated by the project supervisor and an independent second reader who must be a UVic. faculty member.

No candidacy exams or oral exams are required.

#### **Plans for integration of teaching and research**

Students will have opportunity to undertake research-related activities within their courses (which will be shared with MAsC and PhD students) and in the project.

#### **Describe any plans to develop international or Indigenous opportunities or perspectives**

The MEng project has been designed with flexibility so that students could undertake it outside of Canada. Partnership will be pursued with other Schools of Industrial Ecology (e.g., Michigan, Yale, Leiden, Tsinghua and NTNU) to create exchange opportunities for students.

**G. Enrolment plan for the length of the Master’s degree(Include a table of anticipated annual intake and graduates including those in any existing programs)**

The MEng in Industrial Ecology is a one-year program. We anticipate an intake of ten students in the first year, growing to an intake of 15 students from year 3 onwards, as shown below.

	Year 1	Year 2	Year 3 onward
Approx. no. of students	10	10-15	15

**H. Funding plan for the length of the Master’s degree**

**Resources required for Faculty appointments**

The budget for the Program supports hiring of a Chair of Industrial Ecology.

**Resources required for Staff appointments**

An additional staff member for the CIVE main office will be added after the establishment of a second MEng program, e.g., in Green Building and Construction. The budget includes a 50% position.

**Resources required for Space**

A ‘home room’ will be required for students in the MEng program.

**Resources required from Library**

The UVic Library has been consulted – and a list of applicable monographs and periodicals is being generated. As Industrial Ecology is an interdisciplinary subject, some of the library resources are already in place, through the disciplines that are straddled.

**Funding of Students**

Students completing the MEng degree are expected to be self-funded. The budget allows for some scholarships to be offered to students at the discretion of the Program Director.

**I. Related Master’s programs in your own or other British Columbia post-secondary institutions**

There are no similar programs in British Columbia, or Canada. The nearest degree in BC to the MEng in Industrial Ecology is the Master of Sciences degree in Resources, Environment and Sustainability at UBC. The UBC program, however, is a 2-year research-based degree covering a broader domain area, and based more on the sciences than engineering.

***J. Evidence of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable (Provide copies of letters of support in an appendix)***

Letters of support from the following organizations are included in this application:

UVic School of Environmental Studies  
UVic School of Earth and Ocean Sciences  
UVic School of Public Administration  
UVic Department of Mechanical Engineering  
UVic Institute for Integrated Energy Systems  
Pacific Institute for Climate Solutions

UBC Department of Civil Engineering  
UNBC Engineering

BC Ministry of Environment and Climate Change Strategy  
City of Victoria, Engineering and Public Works Department  
Associated Engineering Group Ltd.

Norwegian Technical University, Faculty of Engineering.  
Leiden University, Program in Industrial Ecology  
Tsinghua University, School of Environment  
Ulsan University, Department of Civil and Environmental Engineering

The attached letters of support demonstrate strong student demand for a program in Industrial Ecology. The letters from NTNU, Leiden, Tsinghua and Ulsan universities demonstrate the growing international demand for programs in Industrial Ecology. The Tsinghua letter describes the growth of Industrial Ecology in China, supporting policies that promote the circular economy. The NTNU letter indicates that approx. 40% of their students come from outside Europe; they receive over 100 applicants per year, but only provide space for 16. The program at Leiden has meanwhile expanded to intake over 80 students per year. Demand from North American students to study Industrial Ecology is currently being met by the European schools; this is evidenced by the UVic Environmental Studies letter and consistent with 16% of the NTNU graduates coming from North America.

## APPENDIX 1: SHORT FACULTY CVs

**Christopher Alan Kennedy, P.Eng., FCAE**  
cakenned@uvic.ca

### EXPERIENCE

- Founding Chair of Department of Civil Engineering, University of Victoria, 2016.
- Professor of Civil Engineering (U. of Toronto: 1997-2015).
- President of International Society for Industrial Ecology, 2015 and 2016 (~500 members in 30+ countries)
- Seconded to OECD, 2011-12, to support *Working Party on Climate, Investment and Development*
- Visiting scholar at EAWAG/ETH Zürich (Urban Water Management, 2005); Oxford University (Transportation Studies, 2004); UFZ Leipzig (Environmental Remediation, 1996-97)
- Author of “*The Evolution of Great World Cities: Urban Wealth and Economic Growth*”, University of Toronto Press, 2011.
- Keynote Speaker at 8 conferences
- ~100 invited presentations / lectures including: UNFCCC COP 21 Side event (Paris, 2015); Civil Engineering Triennial Summit (London, UK 2015); U.S. National Geospatial Intelligence Agency (Virginia, 2015); North American Carbon Program Pls Meeting (Washington, D.C., 2015); UNEP International Resource Panel (Rotterdam, 2014); International Energy Agency (Paris, 2014); World Urban Forum (Medellin, 2014); UK’s Foresight Future of Cities (London, 2014); TEDx (UofT, 2013); UNESCO (Paris, 2012); OECD (Paris, 2012); IPCC (Kolkata, 2011); World Bank (2011, 2014, 2016); and others.

### RESEARCH

I apply principles of Industrial Ecology to challenges of developing sustainable cities and global infrastructure systems. The overarching objective of my current research program is to understand how evolution to a low carbon world will impact the development of fossil fuel conveying infrastructure – in particular railways and marine ports.

### QUALIFICATIONS

Master of Business Administration	(2002) University of Toronto
Ph.D. Civil Engineering	(1996) University of Waterloo
M.A.Sc. Civil Engineering	(1993) University of Waterloo
Postgraduate Diploma Economics	(1991) University of Warwick, UK
B.Eng. (1 <sup>st</sup> Class) Civil Engineering	(1990) Imperial College, London, UK

### EXAMPLE PUBLICATIONS

Kennedy, C.A. Boycott products from states with dirty energy. *Nature*, 551(7680), 294-295. 2017.

Kennedy, C.A. et al. Energy and Material Flows of Megacities, *Proceedings of the National Academy of Sciences*, 112 (19) 5985-5990, 2015.

Kennedy, C.A., Key Threshold for Electricity Emissions, *Nature Climate Change*, 2015. 5, 179-181, 2015.

Kennedy, C.A., N. Ibrahim, and D. Hoornweg, Low Carbon Infrastructure Strategies for Cities, *Nature Climate Change*, 4, 343–346, 2014.

Hoornweg, D., P. Bhada-Tata, and C.A. Kennedy, Waste production must peak this century, *Nature*, 502, 615-617, 31 October 2013.

Kennedy, C.A., and J. Corfee-Morlot, Past Performance and Future Needs for Low-Carbon, Climate-Resilient Infrastructure - An Investment Perspective, *Energy Policy*, 59, 773-783, 2013.

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**David N Bristow, EIT**  
dbristow@uvic.ca

## **EXPERIENCE**

- Assistant Professor, University of Victoria, 2016-ongoing
  - Awarded ~\$490k since starting (~\$240k of this unofficially confirmed)
  - Training of Highly Qualified Personnel: 8 (1 PDF, 1 PhD, 3 Master's started, 3 Undergraduate co-op students completed)
- Board Member, Sustainable Urban Systems Subgroup (~115 members in 30+ countries), International Society for Industrial Ecology, 2017-ongoing
- Postdoctoral Fellow, Centre for Resilience of Critical Infrastructure, University of Toronto (2013-16)
- Research Assistant, Sustainable Infrastructure Group, University of Toronto (2007-13)
- 17 Invited speaker / panelist engagements (since 2011) including: BC Climate Action Secretariat (Victoria, 2017); BC Building Envelope Council (Victoria, 2016); Ted<sup>x</sup>UTSC (Toronto, 2015); American Public Works Association (APWA) Congress (2014, Toronto); Santa Fe Institute (Santa Fe, 2013).
- Program Manager, RealNetworks Inc.(2006-07)

## **RESEARCH**

I am interested in how the component parts of our infrastructure systems and cities interact, how we can make them more resilient to shocks and stresses and how we can make them more sustainable. I work on systems planning and decision making in cities engineering through advancement and integration of theory, methodology and practice in systems engineering and risk management via ecological, network, control system, optimization and thermodynamic approaches.

## **QUALIFICATIONS**

Ph.D. Civil Engineering	(2009-13) University of Toronto
M.A.Sc. Civil Engineering	(2007-09) University of Toronto
B.A.Sc. in Systems Design Engineering	(2001-06) University of Waterloo

## **EXAMPLE PUBLICATIONS**

- Bristow, D., Bristow, M., 2017. Retrofitting for resiliency and sustainability of households. Canadian Journal of Civil Engineering, DOI:10.1139/cjce-2016-0440.
- Bristow, D.; Bristow, M., 2017. Recovery Planning for Resilience in Integrated Disaster Risk Management. IEEE Systems, Man and Cybernetics, October 4 - 8, Banff AB, Canada.
- Bristow, D.; Hay, A., 2016. Graph Model for Probabilistic Resilience and Recovery Planning of Multi-Infrastructure Systems. ASCE Journal of Infrastructure Systems. DOI: 10.1061/(ASCE)IS.1943-555X.0000338.
- Bristow, D., 2015. Asset system of systems resilience planning: The Toronto case. Infrastructure Asset Management, 2(1), pp.15-22.
- Bristow, D. and Kennedy, C., 2015. Why do cities grow? Insights from non-equilibrium thermodynamics at the urban and global scales. Journal of Industrial Ecology, 19(2), pp.211-221.
- Bristow, D. and Kennedy, C.A., 2013. Urban metabolism and the energy stored in cities. Journal of Industrial Ecology, 17(5), pp.656-667.
- Bristow, M.; Bristow, D.; Fang, L.; Hipel, K.W., 2013. Evolution of cities and urban resilience through complex adaptation and conflict resolution. GDN 2013, Stockholm, June 17-21, 2013.
- Bristow, D.; Richman, R.; Kirsh, A.; Kennedy, C.; Pressnail, K., 2011. Hour by Hour Analysis for Increased Accuracy of Greenhouse Gas Emissions for a Low-Energy Condominium Design. Industrial Ecology, vol. 15, no. 3, pp. 381-393, doi:10.1111/j.1530-9290.2011.00335.x.
-

**Madeleine McPherson**

madeleine.mcpherson@mail.utoronto.ca

**EXPERIENCE**

- Assistant Professor, University of Victoria, 2018-ongoing
- NATIONAL RENEWABLE ENERGY LABORATORY (USA). International Power Systems and Demand Response Modeler, 2017-2018
- INTERNATIONAL INSTITUTE FOR APPLIED SYSTEMS ANALYSIS (AUSTRIA) Energy Program, 2014
- CARE INTERNATIONAL, (GHANA) Researcher and Analyst, Adaptation Learning Program, Canadian International Development Agency Award Recipient, 2011

**RESEARCH**

Integration of variable renewable energy resources in electricity systems; demand response; energy storage; time series representation of global renewable energy data; energy markets; integrated assessment models; climate change.

**QUALIFICATIONS**

Ph.D. Civil Engineering	(2017) University of Toronto
Masters of Clean Energy Engineering	(2010) UBC
BASc Engineering Science	(2009) University of Toronto

**EXAMPLE PUBLICATIONS**

- McPherson, M., Karney, B. System design and operation for integrating variable renewable energy resources through a comprehensive characterisation framework. *Renewable Energy* 113: 1019-1032, 2017
- McPherson, M., Karney, B. A scenario-based approach to designing electricity grids with high variable renewable energy penetrations in Ontario, Canada: development and application of the SILVER Model. *Energy* 138: 185-196, 2017.
- McPherson, M., Sotiropoulos-Michalakakos, T., Harvey, D., Karney, B. An open-access web-based tool to access global, hourly wind and solar PV generation time-series derived from the MERRA reanalysis dataset. *Energies* 10: 1007, 2017.
- Johnson, N., Strubegger, M., McPherson, M., Parkinson, S., Krey, V., Sullivan, P. A reduced-form approach for representing the impacts of wind and solar PV deployment on the structure and operation of the electricity system. *Energy Economics* 64: 651-664, 2017.
- McPherson, M., Karney, B. Long-term scenario alternatives and their implications: LEAP model application of Panama's electricity sector. *Energy Policy* 68: 146-157, 2014.
-

**Andrew Rowe, P.Eng.**  
arowe@uvic.ca

## **EXPERIENCE**

- Director, Institute for Integrated Energy Systems, University of Victoria, 2017 -
- Principal Investigator (co), 2060 Project: Energy Pathways for Canada
- Member, THERMAG Advisory Board 2012 – present.
- Chair, THERMAG VI, Conference on Magnetic Refrigeration, 2014
- World Hydrogen Energy Conference, WHEC 2013, Scientific Committee
- Member, Scientific Committee, H2Can Strategic Network 2008-2012
- Theme C Leader, NSERC Wind Energy Strategic Network, Techno-economics, 2011.
- Member, BC Hydrogen and Fuel Cell Strategy 2008 Steering Committee
- Member, Editorial Board, Cryogenics Journal, 2007-
- Technical Editor, Advances in Cryogenic Engineering, 2005-2009
- Member, ASHRAE

## **RESEARCH**

Andrew Rowe has a M.A.Sc. in fuel cell modeling and a PhD in magnetic cycles for gas liquefaction. Currently, his research is in the areas of energy system analysis, magnetocaloric systems, magnet design and optimization, and thermal design. Dr. Rowe is a member of the editorial board for Cryogenics, the scientific committee of THERMAG, a registered Professional Engineer in the province of British Columbia, and a member of ASHRAE. He has trained numerous graduate students, published over 100 peer reviewed papers, and is an inventor on four patents.

## **QUALIFICATIONS**

Ph.D. Mech. Eng.	(2002) University of Victoria
M.A.Sc. Mech. Eng.	(1997) University of Victoria
Advanced Vibration Analysis	(1994) Naval Engineering Test Establishment
Marine Systems EO Qualification	(1993) Royal Naval Engineering College, Plymouth, UK
B.Eng. Mech. Eng.	(1992) Royal Military College, Canada

## **EXAMPLE PUBLICATIONS**

- Lyseng, B., et al., "System-level power-to-gas energy storage for high penetrations of variable renewables" Int. J. Hydrogen Energy. Vol. 43, Iss. 4, 2018.
- R. Teyber, P.V. Trevizoli, T.V. Christiaanse, P. Govindappa, I. Niknia, A. Rowe, "Semi-analytic modeling of multi-layered second order materials", Applied Thermal Engineering, 128 (2018) 1022–1029.
- Keller, V. et. al., "Coal-to-biomass retrofit in Alberta – value of forest residue bioenergy in the electricity system", Renewable Energy, Vol. 125 pp. 373-383, 2018.
- Niknia, I., Trevizoli, P., Govindappa, P., Campbell, O., Christiaanse, T., Teyber, R., Rowe, A., "Stability and Equilibrium using first order magnetocaloric materials in an AMR," J. App. Physics. In press.
- Rowe A., Wild, P., Robertson, B. "Canada's Paris Agreement obligations means a herculean electrification effort" Globe and Mail, Nov, 2017
- Niet, T., English, J., Lyseng, B., Palmer-Wilson, K., Moazzen, I., Pitt, L., Wild, P., Rowe, A. "Hedging the risk of increased emissions in long term energy planning", Energy Strategy Reviews, 16 (2017), pp. 1-12.
-



**Adam Monahan**  
monahana@uvic.ca

## **EXPERIENCE**

- Professor, School of Earth and Ocean Sciences, University of Victoria (2001-present)
- Member of the University of Victoria Climate Group.
- Member of the Institute for Integrated Energy Systems, University of Victoria
- Board Member, Pacific Climate Impacts Consortium
- Visiting Scholar at the Statistical and Applied Mathematical Sciences Institute (USA; 2017)
- Chair, Scientific Committee, Canadian Meteorological and Oceanographic Society (2013-2017)
- Post-doctoral fellow; Humboldt University of Berlin (2000-2001)
- 15 invited presentations since 2009

## **RESEARCH**

Adam Monahan's research interests include: Meteorology of near-surface wind and renewable energy; climate dynamics; predictability; dynamical systems; stochastic modelling in climate; ocean biogeochemical dynamics; multivariate statistics in climate diagnostics.

## **QUALIFICATIONS**

Ph.D. Oceanography (2000) University of British Columbia  
M.Sc Physics (1995) University of British Columbia  
B.Sc. Physics and Pure Mathematics (1993) University of Calgary

## **EXAMPLE PUBLICATIONS**

- Lohmann, G., A.H. Monahan, and D. Heinemann (2016). Local short-term variability in solar irradiance. *Atmos. Chem. Phys.* 16, 6365-6379.
- Monahan, A.H., T. Rees, Y. He, and N. McFarlane (2015). Multiple regimes of wind, stratification, and turbulence in the stable boundary layer. *J. Atmos. Sci.*, 72, 3178-3198.
- Doerkenkaemper, M., M. Optis, A. Monahan, and G. Steinfeld (2015). On the offshore advection of boundary-layer structures and its influence on offshore wind conditions. *Boundary Layer Meteorology*, 155, 459-482.
- Monahan, A.H., Y. He, N. McFarlane, and A. Dai. (2011). The probability distribution of land surface wind speeds. *J. Climate*, 24, 3892-3909.
- Monahan, A. H., Fyfe, J. C., Ambaum, M. H., Stephenson, D. B., & North, G. R. (2009). Empirical orthogonal functions: The medium is the message. *Journal of Climate*, 22(24), 6501-6514.
- Randall, D. A., Wood, R. A., Bony, S., Colman, R., Fichet, T., Fyfe, J., ... & Stouffer, R. J. (2007). Climate models and their evaluation. In *Climate change 2007: The physical science basis. Contribution of Working Group I to the Fourth Assessment Report of the IPCC (FAR)* (pp. 589-662). Cambridge University Press.
- Monahan, A. H. (2006). The probability distribution of sea surface wind speeds. Part I: Theory and SeaWinds observations. *Journal of Climate*, 19(4), 497-520.
- Monahan, A. H. (2000). Nonlinear principal component analysis by neural networks: Theory and application to the Lorenz system. *Journal of Climate*, 13(4), 821-835.
-

**APPENDIX 2: COURSE DESCRIPTIONS****Industrial Metabolism and Global Environmental Change (CIVE 510, revised) 1.5 units**

Methods of material and substance flow analysis are taught in the context of technology and environmental change. Topics include: evolution of technology; environmental footprints, impacts and boundaries; industrial / societal use of dominant elements and compounds; critical metals; resource decoupling; transformation of global infrastructure systems; introductory thermodynamics of the earth system

**Advanced Methods in Life Cycle Assessment (CIVE 511) 1.5 units**

A variety of methods and applications of life cycle assessment (LCA) are covered including process-based methods and input-output (IO) techniques. Topics include: consequential and attributional LCA; streamlined LCA; life cycle sustainability assessment; environmentally extended IO analysis; multi-regional and multi-scale IO analysis; applications of environmental LCA in product design and policy.

**Industrial Symbiosis and Recycling Technologies (CIVE 512) 1.5 units**

Industrial symbiosis aims to reduce costs, add value and improve the environment through the sharing of services, utility, and by-products between industries. This course teaches the historical development and future prospects of industrial symbiosis at the eco-park, municipal and regional scales. Advances in waste management, recycling technologies and limits to the circular economy are also covered.

**Urban Metabolism and Sustainable Cities (CIVE 513) 1.5 units**

Infrastructure development for sustainable cities is taught through the study of urban metabolism. A systems perspective links energy and material flows through cities to design of the built environment. Elements of sustainable transportation, green buildings, urban climatology, vegetation, water systems and energy supply are integrated in the design of sustainable urban neighbourhoods. Measures of urban metabolism are used for greenhouse gas emissions accounting of cities, and assessment of other environmental impacts.

**Systems and Complexity Modeling in Civil Engineering (CIVE 5XX) 1.5 units**

Linear, nonlinear, deterministic and stochastic systems models. Principles and models of simple processes with complex outcomes: cellular automata, agent based modeling, network dynamics and self-organization. Thermodynamics and flow systems. Evolution and adoption of infrastructure and technology. Case study applications in transportation, hydraulic systems, buildings and structures, infrastructure systems and cities. Application to sustainability and resilience.

**Energy Systems and Exergy Analysis (MECH 542) 1.5 units**

Characteristics of energy systems: evolution, energy currencies, energy sources, dynamics of energy systems. The role of storage: characteristics of storage technologies, analysis of storage impacts. Review of thermodynamic fundamentals and development of exergy balance expression. Efficiency metrics, technoeconomics, issues associated with the delivery of energy services such as sustainability, emissions, cost and energy intensity

**Wind Power Systems (MECH 547) 1.5 units**

History of wind power. Wind resource characteristics. Aerodynamic analysis: steady and unsteady rotor flow models, sectional aerodynamics. Aero-elastic response: structural models, degree of freedom reduction, time-domain simulation. Control: objectives, hierarchy, methods, classical and modern approaches. Component design and structural analysis. Electrical aspects: generator concepts and control, grid integration. Wind farms. Cost and value of wind energy.

**The Climate System (EOS 550) 1.5 units**

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Studies of the Earth's climate require an understanding of the intimate links between the hydrosphere, atmosphere, cryosphere and biosphere. Basic theories of the dynamics of ocean and atmosphere. The physics and biogeochemistry of coupled models are examined with emphasis on simple intuition-building mathematical models as well as discussion of large computer models.

**Watershed and Ecosystem Economics (CIVE NEW) 1.5 units**

Evaluation of ecosystem services in a free-market economy. Collaborative, and business-oriented approaches to the successful restoration and future management of riparian-wetlands and their watersheds. Financial models and strategies at the watershed-scale

**Ecological Theory & Methods (ES NEW) 1.5 units**

Ecosystem fundamentals; conservation of energy and mass in ecosystems; food webs; ecological succession; competition and coexistence; mutualism; predator-prey; biodiversity; habitat fragmentation; ecosystem restoration.

**MEng Project in Industrial Ecology (CIVE NEW) 2 or 3 units**

Students undertake an independent project in consultation with an advisor. The project involves use of methods or principles from Industrial Ecology in the context of a product or process design, policy study or other application.

**Professional Career Development II (ECE 592B) 1 unit**

Engineering standards and ethics. Development of critical thinking. Team presentation and technical writing skills. Risk management. Diversity and Equity. Sustainability. Entrepreneurship and new venture creation. Career planning.

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Pacific Institute  
for Climate Solutions  
Knowledge. Insight. Action.

University of Victoria  
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Victoria, British Columbia  
V8W 2Y2 Canada

Tel: +1-250-853-3595  
Fax: +1-250-853-3597  
Email: [pics@uvic.ca](mailto:pics@uvic.ca)  
Web: [www.pics.uvic.ca](http://www.pics.uvic.ca)

28 February 2018

Dr. Chris Kennedy  
Chair  
Department of Civil Engineering  
University of Victoria  
PO Box 1700 STN CSC  
Victoria, BC V8W 2Y2

Dear Chris,

The Pacific Institute for Climate Solutions is thrilled to see the development of an Industrial Ecology program at UVic. The program will train engineers and other students in interdisciplinary techniques for addressing climate change and other serious environmental challenges. The strength of training in Industrial Ecology is that it provides students with methodologies for assessing system-wide impacts of industrial society on the carbon cycle – and other biogeochemical cycles. The collaboration between Civil Engineering and other units on campus in launching this interdisciplinary program seems to be very much in line with the university's strategic priorities.

In my former position, as executive director of the International Geosphere-Biosphere Programme (IGBP) based in Stockholm, I was familiar with several Swedish teaching and/or research programs in Industrial Ecology. Top Swedish engineering schools like KTH Stockholm, Chalmers and Linköping have been graduating students with skills in Industrial Ecology for many years. It's great that UVic is proposing to launch the first graduate program in Industrial Ecology in Canada.

Sincerely,

Original signed by Sybil Seitzinger

Sybil Seitzinger  
Executive Director

SS:nc





# MEMO

## SCHOOL OF PUBLIC ADMINISTRATION

Room A302a Human and Social Development Building  
250-721-8084 | padirect@uvic.ca | <http://www.uvic.ca/hsd/publicadmin/>

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DATE: 19 October 2018  
TO: Dr. Chris Kennedy, Professor and Chair, Department of Civil Engineering  
FROM: Dr. Astrid Brousselle, Professor and Director, School of Public Administration  
RE: Masters of Engineering Program in Industrial Ecology

Thank you for sharing details of the proposed MEng Program in Industrial Ecology. Developing such an inter-disciplinary program addressing pressing global environmental challenges is an excellent initiative and we are pleased to support it. As you know from our discussions, the School of Public Administration is moving strongly in a direction to strengthen its research, teaching, and engagement on issues related to the environment and sustainability, so the Industrial Ecology program is well aligned with our values and mission.

We understand that the Industrial Ecology program will initially be developed for a cohort of 10 to 15 students. Subject to course availability, scheduling, and class capacity, we would welcome industrial ecology students into our 400- or 500-level courses as an elective for their program. We understand that the choice of the course would be made by each student, tailored to his/her interests, and subject to approval by the director of the industrial ecology program and course instructor. We discussed several courses that could potentially fit well with the program. Because the MEng program is offered on a cost recovery basis, we appreciate your willingness to negotiate fair compensation to the School for the administrative/ teaching costs of the additional students in our courses.

On behalf of the School of Public Administration, we wish you success in this initiative and look forward to the opportunity to work across programs.

Best regards,

Original signed by Astrid Brousselle

Astrid Brousselle  
Director  
School of Public Administration

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



December 4, 2017

Prof. Chris Kennedy  
Chair  
Department of Civil Engineering  
University of Victoria, BC

Letter of support for MEng in Industrial Ecology

Dear Chris,

I am pleased to write in support of the proposed MEng program in Industrial Ecology. This is an excellent initiative that builds upon UVic's strengths.

Through the activities of IESVic and related units on campus, UVic has a long and highly regarded record of research on sustainable energy systems. This provides a strong foundation on which to build an industrial ecology program. Students graduating from the program will learn how to take a systems approach to addressing environmental problems – including those related to energy, as well as materials, water, waste etc. The interdisciplinary nature of the training is to be applauded – creating technically gifted students with well-rounded skills necessary for addressing complex sustainability challenges.

I look forward to seeing the program develop.

Sincerely,

Original signed by A. Rowe

A. Rowe, Ph.D., P.Eng.  
Professor and Director  
250-721-8920





**School of Environmental Studies**  
PO Box 1700 STN CSC  
Victoria, British Columbia V8W 2Y2 Canada  
Tel (250) 721-7354, Fax (250) 721-8985  
Web <http://ses.uvic.ca/>

Dr. Chris Kennedy  
Chair, Department of Civil Engineering

RE: Proposal for MEng in Industrial Ecology

Dear Chris,

I am delighted to offer strong support for your proposed MEng in Industrial Ecology. Such a program would offer something distinctive to UVic, and indeed to Canada: I have sent a half-dozen students to Industrial Ecology graduate programs in Europe over the past decade, frequently wondering why such programs haven't been developed in Canada. The students I have sent have flourished afterwards. The combination of analytical tools and interdisciplinary breadth offered by Industrial Ecology offers leverage on a variety of contemporary sustainability challenges, and is in strong demand in the job market. My former students have found jobs in business, government, and environmental consulting. As governments turn their attention increasingly to sustainability initiatives—such as integrated resource management, sustainable consumption and the circular economy—demand for students trained in Industrial Ecology will only increase.

We do not have any concerns about overlap with our programming. Although there are some potential curricular synergies with Environmental Studies, we do not currently offer courses in the field of Industrial Ecology, yet there is demand by our students—both graduate and undergraduate—for classes in the area. We will work in the School to develop a graduate-level class in ecological theory and methods which might be offered as an elective to students in the program, and are open to any other possibilities that might arise. In past, we have had very successful collaborations between a Mechanical Engineering Master's class in Renewable Energy Technologies and an undergraduate ES class in Energy, Ecology and Politics. Students in both classes emphasized the value of the collaboration and expressed a desire for more opportunities of this kind. The proposed program might offer such potential.

This proposal is very exciting: I believe the program has the potential to spark new research and teaching collaborations between our faculty, and to offer something new, distinctive and important to students. On behalf of the School of Environmental Studies, I offer our strongest support for the proposal.

Best wishes,

Original signed by Karena Shaw

Dr. Karena Shaw  
Director, School of Environmental Studies

## School of Earth and Ocean Sciences



**University  
of Victoria**

University of Victoria  
PO Box 1700 STN CSC  
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Tel (250) 721-6120  
Fax (250) 721-6200  
Email [seos@uvic.ca](mailto:seos@uvic.ca)

Dr. Chris Kennedy, Chair  
Department of Civil Engineering  
University of Victoria

February 2, 2018

### **Support for MEng Program in Industrial Ecology**

The School of Earth and Ocean Sciences commends the Department of Civil Engineering for initiating an interdisciplinary program that addresses global environmental concerns through the study of industrial ecology.

We are pleased to see the inclusion of earth/environmental sciences content in the program. With addition of suitable introductory material on atmospheric sciences and the carbon cycle in the core industrial ecology courses (e.g., CIVE 510), we think many of the industrial ecology students would be prepared to study EOS 550 (The Climate System). We are happy to accept suitably qualified students into this course in support of the Industrial Ecology program.

We hope this is the beginning of further collaborations with Civil Engineering and other units on campus that tackle issues of environmental sustainability, which are central to the strategic mission of the university.

Sincerely,

Original signed by Stan Dosso

Stan Dosso  
Director, SEOS





**University  
of Victoria**

Department of Mechanical Engineering  
Faculty of Engineering  
Engineering Office Wing (EOW)  
PO Box 3055  
Victoria BC V8W 3P6  
Telephone: 250-721-8901  
email: [pwild@uvic.ca](mailto:pwild@uvic.ca)

February 28, 2018

Dr. Chris Kennedy, Ph.D., P.Eng., FCAE  
Professor and Chair,  
Department of Civil Engineering  
University of Victoria  
British Columbia, CANADA

Re: Support for a Masters of Engineering in Industrial Ecology

Dear Chris,

The Department of Mechanical Engineering is pleased to support Civil Engineering's proposed Masters of Engineering program in Industrial Ecology. The two Departments have a shared interest in educating a new generation of graduate students in sustainable engineering practices, in particular, in the field of energy systems. We support the development an open policy allowing suitably qualified students in Civil and Mechanical Engineering to have access to each other's graduate courses. In particular, our courses in Energy Systems (MECH 542) and Renewable Energy (MECH 544) will be open to students in the Industrial Ecology program, assuming that these students have suitable prerequisite knowledge.

I look forward to the implementation of this program.

Yours sincerely,

Original signed by Peter Wild

Peter Wild, Ph.D., P.Eng.  
Professor & Chair



August 21, 2018

Dr. Chris Kennedy, PhD., PEng., FCAE  
Professor and Chair,  
Department of Civil Engineering  
University of Victoria  
British Columbia, Canada

Dear Dr. Kennedy,

It is my pleasure to write this letter in support of your efforts towards developing a Master's program in Industrial Ecology at the University of Victoria.

As we see in our own program, it is important for engineering students to learn a combination of technical and interdisciplinary skills. Our current culture is more demanding of higher standards, particularly with regards to environmental challenges, and a program such as you are building becomes increasingly important to meeting and exceeding current standards and looking forward to anticipated requirements in the future.

The Master's program in Industrial Ecology will fill a niche that is lacking anywhere in BC and, I believe, will be unique among engineering programs across Canada.

Sincerely,

Original signed by Guido Wimmers

Dr. Guido Wimmers, Dr. Tech., PEng., Dipl.-Ing., Arch (NL), MRAIC, LEED AP

Associate Professor and Chair  
Master of Engineering in Integrated Wood Design  
University of Northern British Columbia  
3333 University Way  
Prince George, BC, Canada V2N 4Z9



THE UNIVERSITY OF BRITISH COLUMBIA

**Dr Perry Adebar, PEng, FCAE**  
*Professor and Head*

**Department of Civil Engineering**  
2002 – 6250 Applied Science Lane  
Vancouver, BC Canada V6T 1Z4

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September 20, 2018

Dr. Chris Kennedy, Ph.D., P.Eng., FCAE  
Professor and Chair,  
Department of Civil Engineering  
University of Victoria  
British Columbia, CANADA

**Re: Proposed University of Victoria MEng Program in Industrial Ecology**

Dear Chris,

I am writing this letter on behalf of the Department of Civil Engineering at the University of British Columbia to express our support for the University of Victoria's proposed Master of Engineering program in Industrial Ecology.

I have briefly reviewed the program proposal that you have shared with me. I understand that the proposed curriculum includes courses that will give students a good understanding of the carbon cycle and other element cycles of the Earth system; engineering of sustainable material and energy supply systems; and the economic and business aspects of Industrial Ecology.

To the best of my knowledge, the proposed program is unique. I am not aware of a similar Master of Engineering program at the University of British Columbia or any other Institution in British Columbia.

I believe that the proposed MEng program in Industrial Ecology will be very attractive to graduates from programs such as our BAsC degree in Civil Engineering, and these students will greatly benefit from learning how to apply rigorous systems techniques for addressing modern environmental challenges.

Good luck with this exciting new program.

Sincerely,

Original signed by Perry Adebar

Perry Adebar, PhD, PEng, FCAE  
*Professor and Head*  
Department of Civil Engineering

## Christopher Kennedy

---

**From:** Deputy Minister ENV:EX <DM.ENV@gov.bc.ca>  
**Sent:** November 29, 2017 2:00 PM  
**To:** Christopher Kennedy  
**Subject:** RE: UVic Masters program in Industrial Ecology  
**Attachments:** BC Mlin Env IE support request.pdf; MEng Industrial Ecology\_short.pdf

Reference: 311997

*November 29, 2017*

Christopher Kennedy, P.Eng, FCAE  
Professor and Chair  
Faculty of Engineering  
Department of Civil Engineering  
University of Victoria  
Email: [cakenned@uvic.ca](mailto:cakenned@uvic.ca)

Dear Dr. Kennedy:

Thank you for email of September 19, 2017, and attached letter and background information about the proposed program at the University of Victoria in Industrial Ecology. I apologize for the delay in responding.

The proposed Masters in Industrial Ecology program is a timely and welcomed proposal given the emerging worldwide focus on energy efficiency, waste reduction and the circular economy. The knowledge and skills the graduates of this program would acquire would be very useful in supporting clean technology and green jobs in the British Columbia economy.

We also see possible opportunities for future collaboration between the ministry and the University of Victoria's Civil Engineering Department.

The Ministry of Environment and Climate Change Strategy supports the establishment of a Master of Engineering Program in Industrial Ecology at the University of Victoria.

Thank you again for your leadership in this important area to find science-based solutions to sustainable economic development. I wish you every success in establishing the first program of its kind in Canada.

Sincerely,

Mark Zacharias  
Deputy Minister

---

**From:** Christopher Kennedy [<mailto:cakenned@uvic.ca>]  
**Sent:** Tuesday, September 19, 2017 1:48 PM  
**To:** Deputy Minister ENV:EX



**Engineering and  
Public Works  
Department**

September 21, 2017

#1 Centennial Square  
Victoria  
British Columbia  
V8W 1P6

Dr. Chris Kennedy  
Chair, Department of Civil Engineering  
University of Victoria  
PO Box 1700 STN CSC  
Victoria, BC V8W 2Y2

Tel: 250-361-0300

Dear Dr. Kennedy,

Fax: 250-361-0311

**Re: Proposal for a Master of Engineering Graduate Degree Program in Industrial Ecology (MEng IE)**

[www.victoria.ca](http://www.victoria.ca)

I am very excited to offer my congratulations and my strongest support for your proposed master's program in Industrial Ecology. This new and evolving science will help strengthen our engineering knowledge and skills in order to better understand complex systems, material life cycles and the integrated risks and benefits related to system design and operations.

As an engineering community, we have a duty-of-care to protect human and environmental health, and in doing so, we have to collectively find new and meaningful ways to avoid the undesirable impact imposed by our infrastructure, goods and services. A MEng program of this type will strengthen and sharpen technical standards and help students tackle the world's most complex and important problems. In my own personal and professional life, I have had the privilege to upgrade my academic training in this area, and I continue to rely on its invaluable principles, theories and instructions. I consider these lessons a foundational practice for my own sustainable engineering skillset.

Not only does this letter represent my strong petition of support for the new MEng IE program, but I would also like to offer my services and practical support in the development and operation of the program and its professional network. I look forward to any future opportunity to contribute, and any opportunity for UVic and the City of Victoria to partner and collaborate in pursuit of finding elegant solutions to civil engineering challenges.

I wish you the best of luck in your endeavours, and congratulate you on this exciting opportunity. Please do not hesitate to approach me for any comments, detail or support for this important and innovative work.

Original signed by Fraser Work

Fraser Work, BEng, MSc, MLA (Harvard)  
Director of Engineering and Public Works  
fwork@victoria.ca



March 13, 2018

File: University of Victoria

Dr. Chris Kennedy  
Chair, Department of Civil Engineering  
University of Victoria  
PO Box 1700 STN CSC  
Victoria, BC  
V8W 2Y2

**Re: LETTER-OF-SUPPORT FOR MASTER OF ENGINEERING GRADUATE PROGRAM IN  
INDUSTRIAL ECOLOGY**

Dear Dr. Kennedy:

We are pleased to provide this letter-of-support for the proposed graduate program that will be offered through the faculties of graduate studies and civil engineering at the University of Victoria.

As we have discussed over the past several months, the topic of industrial ecology is well-aligned with the general trend of communities seeking outcomes that include reduced environmental footprint, enhanced health and wellness, and improved resiliency. Associated Engineering has several ongoing corporate initiatives that equip our staff to bring increased value to our clients and their projects related to such outcomes, which span “communities of the future” and climate change mitigation and adaptation. These initiatives, and the skills they require such as life cycle assessment and material flow analysis, are also synergistic with an Industrial Ecology graduate program and the training it provides to future engineers.

The civil engineering profession is evolving rapidly and becoming more interdisciplinary in nature in order to deal with local development and environmental challenges that have global implications. We applaud the Civil Engineering department for its progressive, sustainability-centric approach and this forward-looking graduate program initiative to teach advanced concepts and skills needed generally and in the consulting civil engineering community specifically.

On a related note, we also would like to thank you again for providing the keynote presentation for the *Alberta Cities of the Future – Achieving GHG Emissions Reductions* session Associated Engineering organized for the Change for Climate – EPCOR Stage event that ran parallel with the recent IPCC Cities and Climate Change Science Conference in Edmonton, March 2018. This informative and forward-looking presentation was very well-received and its basis was founded on principles of industrial ecology such as material and energy flows. The presentation demonstrated the real and practical need for such knowledge and information in order to advance the community development conversation.



**Associated  
Engineering**

*GLOBAL PERSPECTIVE.  
LOCAL FOCUS.*

March 12, 2018  
Dr. Chris Kennedy  
University of Victoria  
- 2 -

We wish you success in establishing this first-in-Canada program and look forward to meeting the graduates it will produce for the consulting engineering industry.

Yours truly,

Original signed by Dean Shiskowski

Dean M. Shiskowski, Ph.D., P.Eng.  
Vice President, Water Resource Recovery

DS

Prof. Chris Kennedy  
Department of Civil Engineering  
University of Victoria  
British Columbia, CANADA

Attn: Master's program in industrial ecology

## Regarding M.Eng. Program in Industrial Ecology

In response to information received on the Master of Engineering graduate degree program in industrial ecology at the University of Victoria, I would like to provide some information about our Master's Study Programme in industrial ecology at the Norwegian University of Science and Technology (NTNU, Norway).

### History of our study programme

The Industrial Ecology Programme at NTNU was initiated back in 1993, when representatives from Norwegian industry approached the Rector of our University, expressing concerns about the increasing demand for engineering graduates with environmental systems analysis competence, at the masters and doctoral level. In response to this challenge it was decided to initiate a strategic initiative on IE, motivated by similar innovative initiatives at MIT, Yale and Georgia Tech in the U.S. A dialogue was also started with selected European technological universities, such as TU Delft, Univ. of Troyes, DTU and Chalmers. The initiative was supported by a series of IE seminars organised jointly by NTNU and the Norwegian Academy of Technological Sciences (NTVA), in 1994, 1996, 1998 and 2001.

NTNU launched its first IE course in 1996, as a joint course over two semesters for MSc and PhD students in engineering. The course was strongly influenced by industrial perspectives and active involvement of guest lecturers, cases and problems from industry, and was strengthened by a formal partnership with 7 large Norwegian industrial firms and the Ministry of the Environment. During the next two years one concluded that the new field of IE – a highly interdisciplinary and systems oriented field – needed a much stronger basis in order to be able to face the emerging complex and demanding challenges related to the interface of industry/society/environment. It was decided to expand the existing IE course into a three year long interdisciplinary study programme, at that time in Norwegian, where students from different engineering and non-engineering programmes could choose

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Address	Org. no. 974 767 880	Location	Phone	Executive officer
7491 Trondheim	postmottak@iv.ntnu.no		+47 73593860	Johan Berg Pettersen
Norway	www.ntnu.edu/indecol			johan.berg.pettersen @ntnu.no Phone: (+47) 938 09 682

Please address all correspondence to the organizational unit and include your reference.



a larger package of courses on various topics of IE, and combine this package with other disciplinary courses from the programmes were they were already enrolled.

This new study programme was launched in 1998, as the first comprehensive IE study programme at the master level worldwide. It was given the name NTNU's Industrial Ecology Programme (IndEcol), and it recruited about 20-25 students annually. Later, in 2001, NTNU launched the first PhD programme in Industrial Ecology worldwide, as a response to a strategy where NTNU and its industry partners, in agreement with the Norwegian Ministry of the Environment and the Research Council of Norway, decided to give high priority to research education and research in the field of IE. Since 1998, IndEcol has always kept in mind NTNU's interdisciplinary mandate, given by the Parliament, when developing its education and research activities. A strong focus has been given to strengthen NTNU's capacity on various methods for environmental systems analysis, and the application of such analysis to engineering systems, particularly systems related to energy supply, materials production, waste management, product design and technology management.

Today, courses and structure of our international Master's study programme (MSINDECOL) aligns with the strategic research areas of the Industrial Ecology Programme, with emphasis on environmental systems analysis:

- Ecosystems and Bioresources
- Energy and Pollution
- Circular Economy
- Sustainable Consumption
- Human settlements and Resources

### **Learning objectives**

MSINDECOL aims to teach students skills and competence necessary to identify, understand and influence critical aspects of society's biophysical metabolism and use of resources, and how to reduce the potential life-cycle environmental impacts of production-consumption systems at different levels – individual, corporate, local, national & global.

The programme focuses on life cycle and systems thinking, on the metabolism of industry and society, and on understanding how to analyse, design and implement more environmentally benign technologies, management and policies. The study programme is interdisciplinary by nature and students specialize within disciplines and areas of application according to their study backgrounds, competence and interests. This allows them to pursue careers working on environmental improvements in an increasingly complex corporate-political setting.

MSINDECOL is a research-based teaching programme. Lectures and training material is based on ongoing research at the Industrial Ecology Programme, and students will in their thesis work carry out own independent research.

The following structure and courses is provided to our students. Students need four compulsory courses plus two projects for the degree. MSINDECOL is an interdisciplinary programme with students from various study backgrounds, thus electives can be from the

presented short list or other courses offered by the University, with the aim to support the topic of their final thesis. Students at MSINDECOL have the option to conduct their thesis work under the supervision of the professors in NTNU Industrial Ecology, or with affiliated professors at several departments at NTNU, including energy and process engineering, civil engineering, materials science, sociology and political science, psychology, industrial economics, or architecture and design.



Fig. 1: Structure of MSINDECOL

MSINDECOL also offers an introductory course in environmental analysis and industrial ecology at BSc level, which is compulsory to NTNU’s mechanical and energy engineering students.

Courses from MSINDECOL are open to students from other study programmes, either as electives or as mandatory parts of master degrees. This is reflected in course participation, where these “externals” represent half or more of the students and students from 20 study programmes have taken courses from the MSINDECOL course catalogue in the last three years. International exchange students are a significant portion of students, indicating that MSINDECOL contributes positively to the international position of NTNU.

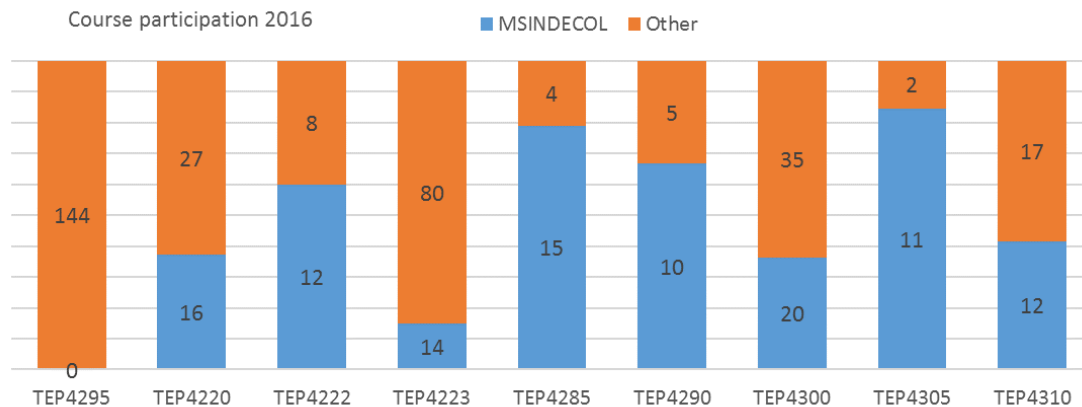


Fig. 2: Course participation from MSINDECOL candidates (blue) and other study programmes.

Type	Course
BSc level	TEP4295 – Environmental Analysis and Industrial Ecology
Compulsory	TEP4223 – Life cycle assessment
Compulsory	TEP4285 – Material Flow Analysis
Compulsory	TEP4300 - Climate change mitigation
Compulsory	Experts in Teamwork (EiT)
Recommended	TIØ4265 – Strategic Management
Recommended	TMT4330 – Resources, Energy and Environment
Elective	TEP4220 - Understanding and Quantifying Environmental Impacts on Ecosystems
Elective	TEP4222 - Input-Output Analysis, Trade and Environment
Elective	TEP4290 - Modeling of Built Environment Systems
Elective	POL1003 - The politics of the Environment, Energy and Resource Management
Elective	SØK1101 - Environmental and Resource Economics
Elective	TIØ5215 - Global Governance of Sustainable Supply Chains
Elective	POL3004 - Research Design and Methods
Elective	TPD4200 - Sustainable Design
Elective	TEP4305 - Industrial Ecology, Seminar: Critical Review and Communication of Science
Elective	TEP4310 - Solid Waste Technology and Resource Recovery

Tab. 1: Courses offered by the programme, electives can be selected from the entire NTNU course catalog

## Students and careers

Per today the programme is allowed a quota of 16 students (2017). Total application numbers in the last round (fall 2017) where 110, with about half from outside Europe, and the rest divided even between Norwegian applicants and EU applicants.

As a group, our students represent multi-disciplinary and international backgrounds. Engineering candidates are around 40 %, most students have various other BSc backgrounds. In our last six years of graduates, we have had 17 students from North America: USA, Canada and Mexico.

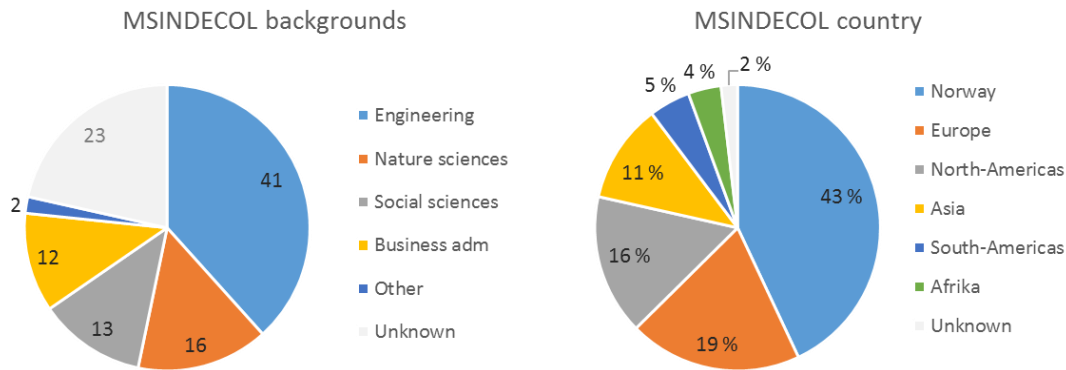


Fig. 3: Background and nationality of MSINDECOL 107 graduates 2011-2016. The fraction of “unknowns” is because of resource constrains in collection of data.

In terms of careers, reflecting also the student background, graduates have several options. R&D careers and consultancy are the major routes, with many moving to international institutes.

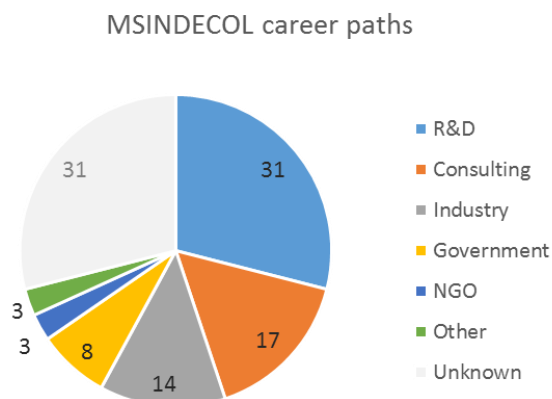


Fig. 4: (First) affiliations for graduates, 2011-2016.

The numbers presented above for student mass and careers have been collected this year, related to an evaluation of our programme at the Faculty.

Our graduates report positively about MSINDECOL and the application of industrial ecology concepts in their later careers. In a survey undertaken for the evaluation, most students report that their first employment is related to the degree in IE, and that the degree is useful for their current work. A large majority of the student, 98%, would recommend the programme to other students.

## Support

The experience from MSINDECOL is that the systems view of industrial ecology is useful to graduates moving to careers in industry, government and NGOs, either directly or through work as researchers and consultants. A separate master's programme in industrial ecology gives them a solid competence and skill set that they appreciate and apply later in their work life, and our graduates identify strongly as "industrial ecologists" independent of their previous study background.

The program structure and course list suggested for the M Eng study in IE at the University of Victoria seems highly relevant. Environmental problems must be solved at global as well as local levels, and include urban and industrial development. The integration of resources, energy and climate systems modelling with engineering, business and policy applications seems particularly promising, and is a valuable supplement to any engineering programme.

I would also take this opportunity to welcome discussions about further cooperation between NTNU and University of Victoria, on student exchange or post graduate opportunities in industrial ecology.

We strongly support the initiative to develop an M Eng study in IE at the University of Victoria and look forward to expanding the global community of industrial ecologists.

Regards

Original signed by Johan Berg Pettersen

Dr. Johan Berg Pettersen  
MSc in Industrial Ecology Study Programme Director

Researcher, Industrial Ecology Programme  
Department of Energy and Process Engineering  
Norwegian University of Science and Technology  
N-7491 Trondheim, Norway  
t +47 938 09 682  
e johan.berg.pettersen@ntnu.no

[www.ntnu.edu/indecoll](http://www.ntnu.edu/indecoll)

## Christopher Kennedy

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**From:** Kleijn, E.G.M. <Kleijn@cml.leidenuniv.nl>  
**Sent:** August 7, 2017 3:06 AM  
**To:** Christopher Kennedy  
**Subject:** Re: Demand for IE program

Dear Chris,

It would be great to have a Canadian IE programme up and running !

I will ask our staff for some of the numbers. We do not take count of the rejections however. When we started the programme we had to reject quite a few (mostly international) students that had no idea what IE actually was. Nowadays we reject few (10-20) students because of the evaluation level of their previous education ( by the Leiden University Central admission office). And some because of lack Beta background. As you know we believe in truly multi / interdisciplinary programme and allow students to enter the programme with a bachelor in Social Science, Engineering or Natural Science. But especially with Social Science students we require at least high school level in Beta courses.

We have grown from 15-25 students for some years to 40 for a while and the last few years some 60-80 new students enter the programme every year, about 50% from outside the Netherlands. We also have about an even mix of SS, NS and Eng students. This year we hope (and fear) to start with an all time high of >80 students in class.

PS as of September 1st my Delft colleague Eefje Cuppen will take over the as Director of Education of the IE programme. Of course I will still be involved in the programme but the idea is that this shift in tasks will free-up some more of my time for research.

Best regards & good luck with taking the new programme !

Best regards,

Rene

On 4 Aug 2017, at 22:29, Christopher Kennedy <[cakenned@uvic.ca](mailto:cakenned@uvic.ca)> wrote:

Dear Rene,

UVic has many of the pieces in place to launch a Masters program in IE (a one year version of what I presented In Chicago). See attached.

A critical step now is being able to bring evidence of demand for the program. Our target is 10 students/year. I have requests out to various IE colleagues in Asia and the US, but was wondering if you have experience or data from Leiden that could help make the case. For example, could you share



**Department of Civil and Environmental Engineering**  
**University of Ulsan**

93 Dehakro, Nam Gu, Ulsan 680-749, South Korea ■ Tel.+82-52-259-1050 ■ Fax.+82-52-221-0152

**Letter of Support**

25<sup>th</sup> August, 2017

**Chris Kennedy, PhD, PEng, FCAE**  
Professor and Chair  
Department of Civil Engineering  
University of Victoria  
British Columbia, Canada

Dear Dr. Kennedy,

It is my pleasure to strongly support the launching of the Master of Engineering (M.Eng.) Graduate Degree Program in Industrial Ecology in the University of Victoria. To date, there has not yet been a M.Eng. in Industrial Ecology in Korea. It is a very good motive to start an M.Eng. in Industrial Ecology in the University of Victoria in order to specifically focus on the various concepts within industrial ecology. This would train and mold graduate students to have a strong background of industrial ecology that would make them to be an efficient future industrial ecologist graduate.

The Korean government has already applied the eco-industrial park (EIP) program and universities which open some courses regarding industrial ecology are increasing in Korea. The Korean Society for Industrial Ecology was founded in 2009 and has grown to 60 members, including industrial members. This has led to international conferences such as the International Society for Industrial Ecology (ISIE) 2013. Moreover, the professionals with respect to this field of study are increasingly requested from the industry and research institutes. Therefore, I am strongly supporting the University of Victoria towards being a pioneer in implementing a sole program in industrial ecology.

Through this degree program, I am hoping that your university would also have more collaborative engagements in the future towards Korea universities and industries. This would also be helpful for the Korean side to improve and strengthen the application of industrial ecology in our country.

I am sincerely hoping for a successful establishment of this degree program. This would also be a great benefit towards developing a more sustainable IE program that might be an essential influence in the world. Should you have any questions or requests, please feel free to contact me for further support in this degree program.

Sincerely,

Original signed by Hung-Suck, Park

Hung-Suck, Park. Ph.D. P.E.  
Professor  
Department of Civil and Environmental Engineering  
University of Ulsan  
**E-mail:** [parkhs@ulsan.ac.kr](mailto:parkhs@ulsan.ac.kr)



清华大学  
中国北京 100084



Tsinghua University  
Beijing 100084, China

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## LETTER OF SUPPORT

It is my great pleasure to express support for the Master of Engineering Graduate Degree Program in Industrial Ecology at the University of Victoria.

Being an emerging systems-oriented discipline, industrial ecology can help us to analyze, understand and explore the complexity of interactions between industrial systems and natural systems. Since the establishment in the early 1990s, industrial ecology has been developing very rapidly. According to a recent incomplete statistic, a total of 409 courses and 78 programs from 190 universities and colleges in 46 countries offer courses and/or programs on industrial ecology.

China, the current World Plant, has mainstreamed eco-industrial development strategy and policy into sustainable development. In the year of 2001, China started up the eco-industrial parks pilot initiatives and more than 100 industrial parks have been approved to be national pilots now. In 2008, China issued the Circular Economy Promotion Law, and promoted and implemented circular economy at scales of firms, industrial parks, cities and provinces. To support the increasing practices, China has gradually established systems of education, research and institutionalization. These achievements are embodied in the curriculum design, discipline development, organization construction and research publication. Tsinghua and other universities began to open industrial ecology courses in the early 2000s. Up to now, more than 30 universities have established industrial ecology courses for their students.

Chinese industrial ecologists and practitioners increase very fast in the past ten years. The ISIE2007, which was held at the University of Toronto, only had 22 Chinese participants. However, the number increased to more than 120 at the ISIE2017 just finished at Chicago. Most importantly, the next conference, ISIE2019, will be held in Beijing and hosted by Tsinghua University. To enforce the communication, Chinese Society for Industrial Ecology (CSIE) was established in 2015. The Wechat group shows it currently hosts more than 600 members.

清华大学  
中国北京 100084



Tsinghua University  
Beijing 100084, China

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Being a leading university in engineering education, Tsinghua University implemented industrial ecology education in the 1990s. A total of 1500 undergraduates and graduates attended the industrial ecology course during 2002-2016. Tsinghua established the Eco-industrial Research Center and co-established the “State Environmental Protection Key Laboratory of Eco-industry”. Currently, Tsinghua School of Environment integrates industrial ecology education into its master programs, such as the International Advanced Master Program in Environmental Management between Tsinghua and Ecole des Ponts ParisTech, and the Master Program in Environmental Management between Tsinghua and Yale University.

I believe that the Master of Engineering Graduate Degree Program in Industrial Ecology will catalyse new opportunities for research and innovation for the University of Victoria, and may open a window for strengthening the collaboration with Tsinghua University. I hope the Program can attract potential students from multiple domains, for instances the government, statistical agencies, academic research, and business.

Original signed by Lei SHI

Chair of ISIE2019,  
Associate Professor, School of Environment,  
Tsinghua University, Beijing, 100084, China  
Tel(Fax): +86-10-62796955  
[slone@tsinghua.edu.cn](mailto:slone@tsinghua.edu.cn)



**Date:** April 16, 2019

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to Renew the Approved Centre Status of the Institute on Aging and Lifelong Health (IALH)**

---

At its meeting on April 2, 2019, the Senate Committee on Planning considered the proposal to renew the approved centre status of the Institute on Aging and Lifelong Health (IALH), as described in the memorandum dated March 19, 2019.

The following motion is recommended:

That Senate approve the renewal of approved centre status for the Institute on Aging and Lifelong Health (IALH) for the period November 1, 2019 through October 31, 2024.

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

Wendy Taylor, Acting Registrar

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

Ann Stahl, 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

David Capson, Faculty of Graduate Studies

Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost

# MEMORANDUM



University  
of Victoria

**Date:** March 19, 2019  
**To:** Dr. Nancy Wright, Chair of the Senate Committee on Planning  
**From:** Dr. David Castle, Vice-President Research  
**Re:** Renewal of the Institute on Aging and Lifelong Health (IALH) as an Approved UVic Research Centre

---

I am writing to recommend the continuation of the Institute on Aging and Lifelong Health (IALH) as an approved multi-faculty research centre for a further five-year term. The IALH is housed on the UVic campus in the R-Hut building and is under the direction of Dr. Scott Hofer.

A site-visit and external review of the institute was conducted on Thursday, October 25 and Friday, October 26, 2018. The review panel comprised:

- Chair: Dr. Allison Sekuler, Professor, Department of Psychology, University of Toronto, and Vice-President Research, Baycrest Health Services, Toronto, ON
- Dr. Jeffrey Harris, Professor, School of Public Health, University of Washington, Seattle, WA
- Dr. Margaret-Anne Storey, Professor, Faculty of Engineering, University of Victoria, Victoria, BC

The review panel subsequently provided a detailed report received on March 3, 2019, which is appended to this memo. Because the completion of the report was delayed, we would not have been able to make a recommendation about the status of the institute prior to the expiry of its approved status on March 31, 2019. Therefore, we requested that Senate extend Approved Centre Status for the IALH for the period April 1, 2019 through October 31, 2019, and this request was approved. We are now seeking a five-year renewal for the IALH that would begin on November 1, 2019.

The review panel report is highly complementary of the IALH. Panel members recognized the considerable strength of research on aging and lifelong health at UVic and the degree to which that strength is “championed by the IALH”. This was seen as an area where UVic could take a leadership position nationally, and this view has been echoed by the Advisory Group working to advance the UVic Health Sciences Initiative. The university recently allocated 4 Canada Research Chair positions in aging across several complementary areas to create a research cluster and enhance activity with the institute. This represents a substantial investment, and it is the first time UVic has placed such a large number of chairs in one place at one time. This investment reflects our belief that UVic has the potential to lead Canada in aging research through interdisciplinary and collaborative activities that will engage faculty

and trainees, and as such, the IALH is poised to help raise the profile of health research at UVic in the broadest sense.

The report offers a number of recommendations, all of which center on the general observation that the institute would benefit from changes to various aspects of its structure. Dr. Hofer has reviewed these recommendations and provided a detailed response to each one, as shown in the attached document. My office has discussed these recommendations with Dr. Hofer, and we will be working with him to implement changes to the office staff and leadership structure of the institute and to expand the institute's research mandate to capitalize on opportunities created through the UVic Health Sciences Initiative. There are clear opportunities to expand the "lifelong health" aspect of the institute and this may persuade other faculty at UVic to join the institute and develop synergies with existing research affiliates.

The review panel enthusiastically recommended continuation of the institute and we agree with this assessment. I therefore recommend that the Senate Committee on Planning approve the following motion:

*That the Senate Committee on Planning recommends that Senate approve the renewal of Approved Centre Status for the Institute on Aging and Lifelong Health (IALH) for the period November 1, 2019 through October 31, 2024.*

Attached:       Review Panel Report  
                    Directors Response

cc:               Scott Hofer

## UNIVERSITY OF VICTORIA, INSTITUTE FOR AGING AND LIFELONG HEALTH REVIEW

### 1. EXECUTIVE SUMMARY.

The review of the University of Victoria, Institute of Aging and Lifelong Health (IALH) was conducted as part of a standard 5-year review cycle. Over the course of two days (October 25-26, 2018), the Review Panel met with a wide range of individuals associated with IALH, and reviewed numerous materials before and after the site-visit to inform the opinions summarized here.

Overall, **we were impressed with the breadth and depth of research in aging and lifelong health at the University of Victoria, and the extent to which that research is championed by IALH.** Given the rapidly changing demographics of Canada and much of the world, the IALH's focus area is of increasing importance, and, with appropriate stewardship and investment, IALH provides a strong foundation on which the University of Victoria could build to take a leadership position in aging research across the country.

IALH's plans for its next five years to continue its impressive trajectory, and build on a number of their existing programs and initiatives. Overall, those plans are feasible, and address many of the recommendations we detail below.

The recommendations listed here, and described in more detail below, are intended to provide guidance for strengthening an already strong research centre, to ensure maximum impact for IALH affiliates, the University of Victoria, and the broader community.

We commend the University of Victoria; IALH Director, Staff, and Affiliates; and additional community members for their dedication to and leadership in research in aging and lifelong health, and we appreciate having had the chance to review IALH's accomplishments and future vision. *Based on our findings, and the accomplishments, progress, and potential of the IALH, we unreservedly recommend continuation of the Institute.*

### RECOMMENDATIONS:

**A1: Programs should be implemented to create more of a sense of belonging to the IALH.**

**A2: The current strategic research initiatives and cross-cutting methods should be re-examined and refined.**

**A3: The Advisory Board should be expanded or refined to include individuals from more diverse backgrounds.**

**A4: IALH should ensure stronger lines of communication with affiliate members on campus and in the community.**

**B1: IALH space should be better utilized.**

**B2: IALH should provide more direct support for affiliate research.**

**B3: The Associate Director positions should be modified.**

**B4: The University of Victoria should build on the excellence in aging and lifelong health with the appointment of new faculty members.**

**C1: IALH should create and consistently offer interdisciplinary programs at the undergraduate and graduate levels.**

**C2: Formal courses offered by IALH could be complemented by increased interdisciplinary research opportunities for students outside their primary Departments.**

**D1: The research colloquium should offer mechanisms for integrating the research and educational missions.**

**E1: IALH should build stronger partnerships with related organizations and members of networks on Campus.**

**E2: Connections with existing organizations in the broader community, such as Island Health, should be continued and strengthened.**

**F1: IALH should build on its strong history of research and public outreach**

## 2. PREAMBLE/BACKGROUND.

The review of the University of Victoria, Institute of Aging and Lifelong Health (IALH) was conducted as part of a standard 5-year review cycle for an inter-Faculty Research Centre at the University of Victoria, at the request of the Vice-President, Research. The review focused on the IALH's activities over the past five years, and assessed the extent to which IALH met the purposes of a research centre, as described in the policy on the *Establishment and Review of Research Centres and Groups*, through its stated objectives and goals.

Those purposes include:

- a. Promote and facilitate collaborative and/or interdisciplinary research and enhancement of research networking capacity and infrastructure.
- b. Increase and effectively manage the resources and research support for its members and the wider university community.
- c. Provide education and training in research and related skills, especially for graduate and undergraduate students and thereby enhance the academic programs of their constituent academic units.
- d. Contribute to the University's strategic educational and research missions and to support synergies between research, teaching and learning.
- e. Transfer and mobilize knowledge gained through research for the benefit of society, via a variety of mechanisms as appropriate.
- f. Enhance the reputation of its members, the constituent academic units, and the university through the quality of its work.

The IALH was founded initially in 1992, as the *Centre on Aging*, and changed its name in 2016 to the *Institute on Aging and Lifelong Health* to reflect a shift in emphasis from a focus on the study of aged individuals to the study of aging as a process, with a goal of integrating research and knowledge across a wide range of disciplines to understand aging as the culmination of social, behavioural, and health experiences across one's lifetime.

The current organizational structure of IALH contains a Director, Dr. Scott Hofer, two Associate Directors (one located on the University of Victoria Campus, Dr. Ryan Rhodes; and another within the Ladner Office, Dr. Patrick McGowan), and faculty members serving as Strategic Leads (one for each of the Strategic Research Initiatives: Promoting Cognitive Health, Lifelong Health, and Vulnerability and Frailty) and cross-cutting themes. IALH has a broad-based Advisory Board comprising administrators, faculty, and students of the University of Victoria, as well as the senior provincial government official representing seniors (or a delegate), and other external individuals from the community, both with governmental and non-governmental affiliations. There currently are six administrative full- and part-time staff on the University of Victoria campus, and 22 staff in the Ladner. Office.

The review team comprised two external members from outside the University of Victoria:

Dr. Jeffrey Harris, MD MPH MBA; Professor and Chair, Department of Health



Services, School of Public Health, University of Washington  
and

Dr. Allison Sekuler (Review Panel Chair) PHD; Sandra A. Rotman Chair in Cognitive Neuroscience and Vice-President Research, Baycrest Health Sciences; Managing Director, Rotman Research Institute and the Centre for Aging and Brain Health Innovation; Professor, Psychology, University of Toronto and Psychology, Neuroscience & Behaviour, McMaster University  
and one internal member, from the University of Victoria, but not affiliated with IALH:  
Dr. Margaret-Anne Storey, PHD; Canada Research Chair in Social Aspects of Software Engineering, and Professor, Department of Computer Science, Faculty of Engineering, University of Victoria.

Over the course of two days (October 25-26, 2018), the Review Panel met with a wide range of individuals associated with IALH, including the IALH Director, Dr. Hofer, faculty members and student affiliates, staff, the IALH Advisory Board, members of the Neil and Susan Manning Cognitive Health Initiative, community members and partners interacting with IALH, representatives from the Canadian Longitudinal Study of Aging, representatives from the Data Science Studio, and relevant Faculty Deans and senior academic and research administrators. The Review Panel's complete agenda is included as Appendix A, and we are grateful for the candor with which all members of the community spoke with us. We are particularly grateful to Dr. Hofer and all of the University of Victoria IALH staff who devoted an enormous amount of time. We had the appropriate schedule and materials to ensure a thorough, and what we hope will be, useful review.

This report represents a consensus opinion of Review Panel members based on those meetings held at the University of Victoria as well as all the documentation received in advance of, during, and following the on-campus assessment, including the IALH 2018 Self-Assessment Report; the 2013 Previous External Review and Director Response to the Review; the University of Victoria strategic planning and framework documents; documents regarding IALH finances; various documents, brochures, and newsletters produced by IALH for students, faculty, and community members; letters contributed by IALH members who were unable to attend meetings with the panel in person; and relevant policy documents regarding University of Victoria Research Centres.

Our assessment of IALH was conducted in the context of the University of Victoria, as one of Canada's leading comprehensive, research-intensive universities, bringing to bear our own diverse backgrounds in aging and related fields, and knowledge of other aging research-related centres and institutes across North America and internationally.

To preview: ***We were impressed with the breadth and depth of research in aging and lifelong health at the University of Victoria, and the extent to which that research is championed by IALH. Given the rapidly changing demographics of Canada and much of the world, the IALH's focus area is of increasing importance, and, with appropriate stewardship and investment, IALH provides a strong foundation on which the University of Victoria could build to take a leadership position in aging research across the country.***

### **3. REVIEW/ASSESSMENT OF THE CENTRE PURPOSES, OBJECTIVES, AND GOALS.**

The IALH Mission: *The Institute is committed to promoting and conducting rigorous basic and applied research to improve the health and quality of life of individuals across the life course.*

The IALH Mandate: *To advance knowledge in the field of aging and health based on the twin standards of scientific rigor and applied research.*

The specific aims of the IALH, as described in the IALH Self-Assessment, are as follows:

- i. To advance knowledge on aging and lifelong health by supporting and conducting rigorous basic and applied research.
- ii. To facilitate communication and collaboration among researchers, older adults, clinicians, government officials, and our wider community.
- iii. To provide advanced training to researchers, which includes post-doctoral, graduate and undergraduate training within the area of aging and lifelong health.
- iv. To mobilize knowledge on aging and health with decision makers, scientists, practitioners, and the public.
- v. To facilitate the translation of research findings into interventions, services, products, and policies relevant to our society.

*Note that although the guidelines for this report requested a structure around the University of Victoria's six stated purposes of a research centre as described in the Establishment and Review of Research Centres and Groups, these five aims, provided in the IALH Self-Assessment do not map directly onto those purposes. The Self-Assessment also did not include precise statements of objectives and goals for each of the six purposes (or the five aims). However the aims certainly provide a framework through which those purposes can be achieved, and we extracted relevant statements of objectives and goals from the Self-Assessment document as well as additional materials and our discussions during the site visit. Thus, as requested, we have organized our report around the six purposes, and after our observations for each purpose, we have embedded recommendations related to that purpose. All recommendations also are included in the Executive Summary.*

#### ***3a: Purpose (a): Promote and facilitate collaborative and/or interdisciplinary research and enhancement of research networking capacity and infrastructure***

*Objectives and Goals: The Institute on Aging and Lifelong Health provides research and administrative support to increase innovation, impact, and productivity of our faculty and student affiliates, as well as our research partners. IALH aims to increase research productivity of its research affiliates.*

*Performance:*

IALH is celebrating its 25<sup>th</sup> year as the centre for aging-related research at the University of Victoria, making it one of the oldest centres of its kind in Canada. That history has enabled IALH to develop strong networks across the University and in the broader community, which provide ample opportunities for IALH affiliates to advance their research in ways they might not in the context of traditional departmental structures.

Affiliates currently are appointed to IALH in several different categories: University Research Affiliate (38 active faculty), University Non-Faculty Research Affiliate (12 retired faculty), University Postdoctoral Affiliate (2), University Student Affiliate (45), Community Affiliate (9), and External Research Affiliate (32). Affiliates comes from an impressive range of disciplines, spanning health sciences, social sciences, life sciences, engineering, law, business, arts and humanities, although there are clear clusters in specific departments (e.g., Psychology, Nursing, and Exercise Science).

Taken as a whole, IALH Affiliates have a strong record of publications, grant success, and knowledge mobilization, with overall numbers increasing relative to the last review period. However, there are quite different levels of engagement across the Affiliates, even within single affiliate categories. Many faculty view IALH as a valuable resource/place to connect across Departments and Faculties, while others were not even certain of their status as Affiliate members or aware of what benefits and opportunities such status would bring. Whereas some faculty clearly expressed the necessity of IALH for promoting and supporting their interdisciplinary research, others felt their research trajectories were only modestly impacted by their affiliation with the Institute.

It was clear that there was a great deal of variability in the extent to which affiliates felt engaged with IALH, and it was not entirely clear what the roles and responsibilities of affiliates were. Many faculty and student affiliates could not identify any specific costs or benefits to “membership,” and there did not seem to be a process in place to evaluate ongoing membership in IALH.

In an effort to better engage a wider range of Affiliates, IALH recently conducted a re-visioning exercise to create a clear set of strategic research initiatives and cross-cutting approaches, with a goal of increasing focus to advance research and build stronger local, national, and international collaborative and interdisciplinary relationships. The three focus areas are: Promoting Cognitive Health, Lifelong Health, and Vulnerability and Frailty; the three cross-cutting approaches are: Longitudinal Studies and Interventions, Care and Technological Innovations, and Data Analytics.

These focus areas also provide clear paths for connecting with external partners IALH has built over the years to support and extending research for University of Victoria researchers. For example, the connections to Island Health are strong and related to both the Cognitive Health initiative and an impressive data resource containing years of longitudinal clinical records, which could be used for both epidemiologic and health-services research. Other connections the IALH has created with the community, including those with the Retirees Association and the Elder Care Foundations also are

well-established, and show great potential for deeper engagement with researchers. Similarly, the Data Science Studio shows great potential for broadening and strengthening research, and is a terrific data source and teaching resource, although the potential is fragile, as relatively few people currently are involved actively with the studio, and one key individual has taken a position outside Victoria.

Other connections to organizations on campus (e.g., to researchers associated with the Age-Well National Centre of Excellence, the Canadian Consortium on Neurodegeneration in Aging (CCNA), and CanAssist) could be strengthened. There also are opportunities for increased connections with other research centres on campus, as well as with a wider range of Departments, particularly within the natural sciences, social and political sciences, and engineering (including computer science). Similarly, IALH researchers would benefit from increased connections with external organizations across Vancouver Island, especially in the North where health and aging are of particular concern.

Because the new structure of three Research Initiative areas and three Cross-cutting Approaches is still relatively new, not all have developed at the same rate. For example, IALH is well connected with individuals involved in the national Canadian Longitudinal Study of Aging (CLSA), and longitudinal analyses are a particular strength within the IALH. The Cognitive Health Initiative, in which Dr. Hofer is strongly involved, is also quite strong and well defined. However, other research themes were not as well defined, and the distinction among them was not as clear as it might be. The role of the Theme Leads also was unclear, perhaps because of the relative newness of the approach. Regardless, there was a sentiment from a number of faculty and trainees that the strategic initiative matrix might require revision, and that more consultation with a broader range of faculty members could help identify new themes, and better differentiate among those themes. Among the areas that researchers felt were under-represented was health equity, specifically aimed at indigenous, rural, minority, and low-income populations. There also was a view that more of IALH's work should be focused on primary and secondary prevention, including physical activity, falls prevention, immunization, and screening. A more diverse Advisory Board would offer greater insights into health inequalities and opportunities to address them.

Finally, there was a consensus that it would be useful to create projects that would be engaging for a wider range of Affiliates, in addition to those within each individual research theme. The upcoming national CFI competition and new funding programs that will evolve from Federal Tri-Agency collaborations will provide excellent opportunities for IALH to create institute-wide initiatives in support of its goals. Although there are communications plans in place, not all affiliates were aware of the various modes of communication. It would be useful to have a number of different research-oriented events to bring both faculty and students together, including an annual retreat. Regular newsletters also would help increase communication and build a sense of community.

*Recommendations:*

**A1: Programs should be implemented to create more of a sense of belonging**

**to the IALH.** Affiliate membership in all categories should be better defined in terms of roles, responsibilities, benefits, and expectations. IALH and/or the University should consider the regularization of benefits for formal affiliation, such as increased scholarships available for student affiliates or teaching release or access to research funds for faculty affiliates, both of which would come with clear expectations for the return on investment of such benefits. IALH should implement regular reviews of affiliates for continued association with IALH.

**A2: The current strategic research initiatives and cross-cutting methods should be re-examined and refined** to be better defined, and to reflect the broad interests and needs of the University of Victoria community. IALH should particularly consider including an area of focus related to issues of health equity.

**A3: The Advisory Board should be expanded or refined to include individuals from more diverse backgrounds,** including individuals representing a range of geographical and social constituencies, and including members from all under-represented equity groups

**A4: IALH should ensure stronger lines of communication with affiliate members on campus and in the community.** Regular newsletters, more inclusive colloquia, a return of the Café Scientifique programming, and other approaches would help build strong connections to the IALH and ensure affiliates are benefiting maximally from their membership in IALH. Annual retreats and other ways of bringing all members together should be implemented, to ensure there is a true culture of engagement and belonging with IALH. Events specifically aimed at students could be potentially useful as well (note that this was mentioned in the previous review).

***3b: Purpose (b): Increase and effectively manage the resources and research support for its members and the wider university community.***

*Objectives and Goals: Maintain a portfolio of research projects, support new grant applications, manage Self-Management BC programs (IALH Ladner), host scientific outreach events.*

*Performance:*

The IALH, including the space it occupies, is a well-recognized and much-appreciated research resource for many researchers. Although when IALH was relocated in its current space there was some concern about its relatively distant location from the campus core, numerous faculty and especially students commented on the fact that they appreciated having ample space to run studies in the centre, and the availability of parking for older participants made it particularly convenient to use the centre as a testing space.

The staff are happy and feel part of a team, there is clearly an excellent culture in the institute. The Director is respected, liked, and has strong support from faculty, staff, and students. However, based on our discussions with a range of stakeholders, it was clear that IALH has several organizational issues to address to effectively meet the goals of purpose (b).

Although the building and space are well managed, the space appears to be underutilized. If additional aging researchers are hired, particularly CRCs, it would be useful to have the IALH serve as their primary research spaces to increase the research focus and activity of the centre. In general, it would be useful for more of the IALH faculty leaders to spend time more time in the space, and for more students to be housed in offices there and to encourage IALH affiliates to conduct testing there. Another possibility is to more closely align IALH with CanAssist, which is in need of additional space, by providing some space for CanAssist within the IALH for aging and lifelong health related projects.

With respect to the extent to which IALH provides research support, some affiliates spoke highly of the support they received in terms of availability of space and resources, grants management, and financial support, but there was a great deal of variability in the extent to which different affiliates felt supported. In general, there was a sense among affiliates from a range of categories that the staffing complement was not appropriate to support research as well as possible. In particular, both faculty and students felt the hiring of a full-time research coordinator position, which had been unfilled for several months at the time of our visit, should have been prioritized. There also was a feeling that the balance of time the administrative staff spent on community outreach was out of proportion with that it spent on supporting research activities. Given changes in the numbers and needs of affiliate positions, it would be useful for IALH to evaluate the composition of its staff and their responsibilities. The precise roles of the administrative staff were unclear to affiliates, and different individuals seemed to play different roles at different times and for different individuals, making it difficult for affiliates to know how best to make use of the staff. The role of the manager seems to be influenced by the fact that the Director (understandably) travels quite a bit, whereas the manager position could play a more integral role supporting communication and research, particularly support for increased success in large collaborative grants, managing ethics, etc. within the University. Note that some of the staffing issues identified here also were identified in the previous cyclical review.

There are concerns with the current Associate Director positions as well. We did not have an opportunity to meet Dr. Rhodes, as he was travelling, but through our on-site discussions it was clear that although Affiliates value Dr. Rhodes' contributions to research, they felt the terms of reference for the role in its current form did not add as much value as it might. It would be useful to have an Associate Director who is committed and able to spend time on-site in the IALH facility, working directly with a range of faculty, staff, and students, particularly given Dr. Hofer's travel schedule. Ideally, the Associate Director should be appointed in a research area that complements the Director's research area, for additional breadth of expertise, perhaps with a focus in one of the under-represented areas described above. Although the Ladner Office

Associate Director, Dr. McGowan, clearly is doing an exceptional job in his role, that work is not integrated with the IALH as a whole, and there does not appear to be a succession plan in place for Dr. McGowan. Given the critical nature of the Ladner program, it would be advantageous to bring in a more junior implementation scientist as an additional Associate Director or Associate Co-Director to connect that work more closely with the University campus, and as a potential successor for Dr. McGowan. In all cases, if new Associate Directors are put in place, efforts should be made to ensure the selection and appointment processes are as inclusive and transparent as possible.

*Recommendations:*

**B1: The IALH space should be better utilized**, providing more opportunities to serve as the primary research locations for a wider range of faculty and students, and potentially co-housing other related groups, such as CanAssist, as well as housing shared equipment and facilities.

**B2: IALH should provide more direct support for affiliate research**, while not diminishing the role it plays in community outreach, knowledge mobilization, and impact. This may require a re-thinking of the roles of current staff, as well as filling previously unfilled positions.

**B3: The Associate Director positions should be modified** so that the Associate Director primarily located at the University of Victoria plays a more direct and consistent role in the day-to-day operations of IALH, supporting the Director and complementing the Director's area of research focus. The Associate Director for the Ladner Office should be better connected to the to the University of Victoria campus, potentially through hiring a partner for the self-management program who would be located in University of Victoria IALH space. This individual could be named as an additional Associate or Assistant Director, or as Associate Co-Director, and would have a specific focus on connecting the programs in Ladner with research at the University of Victoria. A clear succession plan also should be created for the Ladner Associate Director.

**B4: The University of Victoria should build on the excellence in aging and lifelong health with the appointment of new faculty members** who will provide additional research strength and focus for the IALH. Where feasible, new faculty members should be housed in IALH space as primary or secondary space.

***Purpose (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***

*Objectives and Goals: Seek and realize opportunities to attract and engage students in IALH offerings and events.*

*Performance:*

Since its last review, IALH has made significant gains in the extent to which it has engaged trainees. Whereas there were only 5 student affiliates in 2013, that number now has grown to 45. However, student varied in the extent to which they felt engaged in IALH activities, with the most engaged taking advantage of the IALH space to run studies and even having their primary offices in the space in some cases, taking part in colloquia, conducting research in the context of the primary IALH research initiatives, receiving funding through IALH, or taking graduate level courses supported by IALH faculty. Many others seemed affiliated simply through the connection of being supervised by IALH faculty affiliates.

IALH did not appear to have much impact on undergraduate education, and there are missed opportunities in this regard and in regard to the development of aging-related research skills for trainees at all levels.

*Recommendations:*

**C1: IALH should create and consistently offer interdisciplinary programs** in the broad area of aging and lifelong health research. These programs should be offered at both the undergraduate and graduate levels. In addition to laying the foundation for the next generation of researchers in aging and lifelong health, such programs would provide community-building opportunities for students.

**C2: Formal courses offered by IALH could be complemented by increased interdisciplinary research opportunities for students outside their primary Departments.** This would provide a useful and identifiable benefit of student affiliate status.

***Purpose (d): Contribute to the University's strategic educational and research missions and to support synergies between research, teaching and learning.***

*Objectives and Goals: Develop and support integrative education and research activities in aging and lifelong health.*

*Performance:*

The newly developed research initiatives were designed to build on the University of Victoria's research strengths, and, along with the work at the Ladner Office, are consistent with the University's strategic priority of "advancing research excellence and impact." The various outreach and community engagement activities, along with a wide range of international research partnerships are strongly aligned with the University's priority of "engaging locally and globally."

There was relatively little evidence provided regarding consistent activities supporting these objectives and goals. Although there have been occasional course offerings linking the educational and research missions, such as the Writing Research Snapshots seminar, and the summer course on analysis of longitudinal data, those offerings seem to be



relatively infrequent. Implementation of Recommendation C1 could help address this issue. Although there is a result research colloquium sponsored by IALH, it did not seem to offer mechanisms for integrating the research and educational missions, and it was unclear to many of the individuals with whom we spoke how speakers and topics were selected, and not all affiliates (particularly faculty) regularly attended colloquia

*Recommendation:*

**D1: The research colloquium should offer mechanisms for integrating the research and educational missions**, for example by combining attendance at the colloquia with a more formal seminar focused on the broad IALH topics presented by speakers. The colloquium may appeal to a broader group of affiliates through the creation of a subcommittee across disciplines and affiliate groups.

***Purpose (e): Transfer and mobilize knowledge gained through research for the benefit of society, via a variety of mechanisms as appropriate.***

*Objectives and Goals: Support knowledge mobilization of research findings from IALH affiliates, create and manage relationships with external organizations; share findings, interventions, services, products, and suggested policies relevant to aging and lifelong health.*

*Performance:*

IALH performs particularly well on this purpose. The self-management programs through the Ladner site are well-funded, evidence-based, and have broad reach and impact throughout the Province, and increasingly beyond. As noted before in **Recommendation B3**, however, those programs should be better coordinated with the activities of the IALH, as well as with the Vancouver Island Health Authority, or Island Health, the publicly funded health care provider for Victoria and Vancouver Island more broadly. There are clearly opportunities for more interactions, both in terms of research and teaching, particularly as the next modules on cognitive health are developed.

In addition to an impressive array of research publications aimed at academic and specialist audiences, IALH affiliates also have an active presence in translating their research both for the general public and for professionals in the aging and health sector. There are strong linkages with Island Health and a wide range of external seniors group, as well as strong connections with government officials responsible for aging portfolios. IALH produces newsletters about its activities, presents numerous public lectures, is active on social media, and has a strong traditional media presence as well.

*Recommendations:*

**E1: IALH should build stronger partnerships with related organizations and members of networks on Campus**, such as CanAssist, Age-Well, the CLSA, and the CCNA. Those partnerships could be used to leverage funding opportunities, increase revenue generation opportunities through innovations, and increase knowledge mobilization.

**E2: Connections with existing organizations in the broader community, such as Island Health, should be continued and strengthened.** Research and outreach should be broadened to engage individuals across a greater geographical region, including remote areas of Vancouver Island.

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

*Objectives and Goals: Lead or partner on a large variety of impactful events linked to IALH's strategic initiatives and cross-cutting approaches.*

*Performance:*

Over the past 5 years, IALH has built a very positive reputation for the University of Victoria's research in aging and lifelong health through its strong connection to the community through the Advisory Board, numerous public events, programs from the Ladner Office, and increasing collaborative efforts within and beyond the University (e.g., with Island Health). Dr. Hofer also has been an active participant in Canada-wide Aging Institute meetings convened by CIHR, and University of Victoria researchers have played key roles in both the Age-Well NCE and the national CLSA initiative. Students, staff, community members and faculty all spoke highly of scientific outreach activities, such as the Café Scientific series, Pecha Kucha presentations, and the Lafayette forum. However, members of all affiliate groups noted that the frequency of these activities has declined in recent years. **Recommendations B4, E1, and E2** all are relevant for ensuring increased reputation of the work in aging and lifelong health at the University of Victoria.

*Recommendations:*

**F1: IALH should build on its strong history of research and public outreach** by regularizing outreach activities, partnering with other organizations on and off campus as appropriate for increased reach and impact.

#### **4. REVIEW/ASSESSMENT OF PROPOSED FUTURE OBJECTIVE AND ACTIVITIES.**

The plans for IALH's next five years are to continue along their current trajectory, building a number of their existing programs and initiatives. Overall, those plans are feasible, and address many of our recommendations, but should be approached strategically to ensure maximum impact for IALH affiliates, the University of Victoria, and the broader community.

Over the next 5 years, IALH intends to continue the trajectory of research it has laid out with its newly defined strategic research initiatives, as well as continuing to grow the self-management programs run from the Ladner office, and to conduct a clinical trial on the effectiveness of integrating electronic health monitoring into self-management of chronic health issues among older adults. Each of those goals is appropriate and feasible, but, as mentioned earlier, care should be taken to ensure that all members of IALH are integrated into research plans, which may require a re-examination and refinement of the existing strategic research priorities.

IALH also proposes to engage in a number of advancement exercises to increase funding opportunities for affiliates, including support for research and scholarships. If the University supports such activities, it should be feasible to create a compelling fundraising campaign, given the relevance of IALH's work for a rapidly aging community both in the Victoria region and across the Province. IALH also is well positioned to take advantage of emerging opportunities from the Federal granting agencies, both through traditional and special funding opportunities from CIHR's Institute of Aging, NSERC and SSHRC, as well as through new interdisciplinary funding opportunities announced through the TriAgency collaborations. There also are increasing possibilities for the creation of, partnerships with, or advising of companies in the longevity innovation sector, which could provide additional avenues toward sustainability for IALH. Increased connections with CanAssist could lead to such outcomes with relatively little effort.

IALH plans to continue supporting student affiliates and provide more opportunities for students to combine research and education through reviving the Research Snapshots seminar and developing additional courses in topics related to aging and statistical methods with partner departments. Although those efforts would be well received, in and of themselves, they likely do not go far enough to maximize the IALH's impact. As noted previously, students would benefit considerably from truly interdisciplinary courses driven by the IALH, as well as more diverse research opportunities beyond their primary area of study.

IALH also plans to grow its affiliate numbers in all categories, and to increase its outreach and impact activities. These goals are eminently feasible, though, increasing numbers per se will not necessarily enhance IALH outcomes. It is important that the growth of affiliates is done strategically, ensuring that affiliates both gain from and contribute to IALH.

As IALH aims to increase outreach activities, it is critical that such growth not take place at the expense of support for affiliates in terms of advancing their research and educational goals.

**5. CONCLUSION.**

*Based on our findings, and the accomplishments, progress, and potential of the IALH, we unreservedly recommend continuation of the Institute.*

Appendix A: Review Schedule

**IALH Five-Year Review Schedule**

**Thursday, October 25, 2018**

<b>Time</b>	<b><i>Pick up at Magnolia hotel at 8:05AM by Yellow Cab</i></b>
8:30 to 9:30AM	<b>Item</b>
9:30 to 9:40AM	<b>Associate Vice-President Research:</b> Lisa Kalynchuk
9:45 to 10:15AM	walking to R Hut - escorted by Scott Hofer, director
10:15 to 10:30AM	<b>IALH Director:</b> Scott Hofer
10:30 to 11:05AM	break
11:10 to 11:50AM	<b>Neil &amp; Susan Manning Cognitive Health Initiative</b>
11:55AM	<b>IALH Advisory Board</b>
12:00 to 1:10PM	drive to UClub for lunch (driver provided)
1:15PM	<b>Lunch with community representatives</b>
1:20 to 1:55PM	drive back to R Hut (driver provided)
2:00 to 2:40PM	<b>IALH R Hut research staff:</b>
2:40 to 2:55PM	<b>IALH Ladner Self-Management Program:</b>
3:00 to 3:30PM	break
3:35 to 4:05PM	<b>IALH admin staff</b>
4:10 to 4:35PM	<b>UVic research affiliates:</b>
6:15PM	<b>Data Science Studio:</b>

**Reviewers' dinner downtown with Scott Hofer**

**Friday, October 26, 2018**

<b>Time</b>	<b><i>Pick up at Magnolia hotel at 8:20AM by Yellow Cab</i></b>
8:45AM	<b>Item</b>
9:00 to 9:25AM	Arrive at CARSA
9:30 to 10:15AM	<b>CanAssist Partnership:</b>
10:15 to 10:30 AM	<b>Student affiliates</b>
10:30 to 11:15 AM	break
11:20 to 11:50 AM	<b>IALH manager:</b> Lois Holizki
11:55AM	<b>IALH partners (various)</b>
12:00 to 1:10PM	Drive to UClub for lunch (driver provided)
1:15PM	<b>Lunch with Deans &amp; VP Academic</b>
1:20 to 1:45PM	Drive back to R Hut (driver provided)
1:50 to 2:35PM	<b>Canadian Longitudinal Study on Aging</b>
2:35 to 2:55PM	<b>IALH Strategic Research Leads</b>
3:00 to 3:45PM	break
3:45PM	<b>IALH director:</b> Scott Hofer
4:00 to 5:00PM	Walk to AVPR office, escorted by Scott Hofer
5:00 to 6:00 PM	<b>Associate Vice-President Research:</b> Lisa Kalynchuk
	<b>Reviewers:</b> in-camera meeting time



## Response to Report by External Review Committee

### IALH Five-Year Review – 2014-2018

Recommendations of the External Review Committee and Response by IALH Director, Scott M. Hofer, in consultation with IALH Associate Directors, Strategic Leads, Faculty Affiliates, Staff, and the Advisory Board.

#### **A1: Programs should be implemented to create more of a sense of belonging to the IALH.**

Response: The organization and structure of IALH has changed over the last 2 years, with a greater emphasis on promoting research collaborations and grant applications among IALH research affiliates. The identification of the strategic and cross-cutting areas, with faculty affiliates taking on the role of strategic leads (cognitive health, lifelong health, and frailty and vulnerability with three cross-cutting approaches - longitudinal studies and interventions, care and technological innovations, and data analytics), was meant to create more frequent engagement opportunities with affiliates enabled to have a direct and greater role in the development of priorities and IALH activities. For each of the last five years, a number of events and informal social events have been organized to permit engagement among faculty and student affiliates and staff, but these have not always been well-attended. In response to this recommendation, the Directors and Strategic Leads will work with affiliates and open up discussion in Fall 2019 about a plan for programming and supports to create a greater sense of belonging to IALH.

In creating a greater sense of belonging to the IALH, we must acknowledge that most incentives for affiliates are built around individual performance. However, the primary value-add of the Institute is to enable collaborative interdisciplinary research rather than merely to provide office-space for individual researchers. Over the next five years, we will work to support collaborative research, supporting teams, providing infrastructure, and targeting priority research areas.

#### **A2: The current strategic research initiatives and cross-cutting methods should be re-examined and refined.**

Response: Beginning in 2016, we initiated a broad survey to identify research strengths and areas of grant and publication activity among affiliates of IALH. We initially identified five strategic initiatives and then reframed these into three strategic areas (cognitive health, lifelong health, and frailty and vulnerability) and three cross-cutting approaches (longitudinal studies and interventions, care and technological innovations, and data analytics). This framework of strategic initiatives and interdisciplinary/cross-cutting approaches were meant to both highlight and guide research activities with the aims of increasing affiliate-led and collaborative research within the institute and with external partners.

This strategic framework was introduced only a year ago and has not been given sufficient time to achieve what it was designed for. The IALH Advisory Board, in response to the review report, recommended that IALH stick with this strategic framework.

IALH will undertake a strategic planning process to identify key research projects and funding applications that IALH affiliates can work together to achieve in the short term (1-3 years), medium term (3-5 years), long term (5+ years). The focus of this strategic planning will be on research activities that will increase successful grant applications, with an emphasis on collaborative multi-investigator and large-scale projects, that will generate funding, strengthen

partnerships with health authorities and industry, and increase the reputation of IALH and UVic in the area of aging and lifelong health through scientific publications. In this context, based on researcher activity and potential, we will re-examine and potentially refine the strategic framework (i.e., initiatives; cross-cutting approaches) to capture the research strengths and innovations at IALH.

**A3: The Advisory Board should be expanded or refined to include individuals from more diverse backgrounds.**

Response: We fully agree and have been working closely with the Advisory Board Chair, Dr. Martin Wale, to transform the Advisory Board to strengthen their independent advisory capacity to IALH and be a power-house of creativity and a supportive force for IALH. In particular, in 2019, we will expand the board to community-facing individuals which will include a range of geographical and social constituencies, and under-represented equity groups with an interest in aging and lifelong health.

**A4: IALH should ensure stronger lines of communication with affiliate members on campus and in the community.**

Response: The institute has long maintained a portfolio of educational and scientific events. The staff have been instrumental to the success of the institute activities summarized in this self-study. Overall, the institute has operated well and under a higher degree of “load” over the past several years as we incorporated new programs, research engagement events, and increases in the number of large-scale projects that are administered by IALH (e.g., Data Science Studio, Cognitive Health Initiative). Associate Director Ryan Rhodes led the development and implementation of a communication strategy for IALH between Fall 2016 and Summer 2017. This was a multi-stage, multi-stakeholder-engaged approach with several formats available for affiliates and core members to provide feedback throughout its development. The communication strategy was accepted by the initiative leads and the advisory board. The implementation of this plan is ongoing and almost all of its progress markers and outcomes were met or achieved in 2017.

Student engagement and support has also been a high priority (e.g., Pecha Kucha, annual Director’s Welcome, pizza nights) and quite successful as demonstrated by the dramatic increase in the number of student affiliates over the last five years. The institute has grown over the last five years, particularly in the number of student affiliates. We now have 45 student affiliates, compared to five student affiliates in 2013 when student affiliates were first recognized.

The designation of “core” faculty had changed prior to 2013 and we have chosen to not re-instate this designation. Rather, several of the faculty affiliates with space within IALH have been designated as Strategic Leads, as noted above, with the intent of meeting regularly with related affiliate researchers and students and with IALH Directors and staff to prioritize initiatives and plan support for key research and outreach activities. IALH has a number of affiliates who are highly engaged in activities but who are not able to be physically located within the institute. Our goal is to achieve a high level of involvement and support for all IALH affiliates and “core” designation was considered to be detrimental to this aim.

However, it will be beneficial to revisit the roles and expectations of affiliate members on campus (i.e., faculty, students) and in the community and this was supported by discussion with the Advisory Board in March 2019. We will evaluate, for example, the benefits of a tiered approach of Affiliate/Member/Fellow/Research Scientist based on increasing roles and responsibilities and engagement in IALH-related research activity (e.g., grant applications, collaborative research). Reaching out into the community may provide the opportunity to consider a new role of Citizen Scientist. We will have further discussion regarding such roles, including metrics for entry or for progression, with the aim of better incentivizing and recognizing contributions within IALH.

**B1: IALH space should be better utilized.**

Response: We fully agree and are in the process of assessment and potential reallocation of current space to active researchers and projects that will support IALH affiliates in team-based research. Locating students, postdocs, and



research near IALH is needed to enable greater interactions and development of collaborative research activities and shared research platforms and infrastructure. This space assessment will take place in the context of the strategic framework and potential restructuring of roles and expectations of faculty within IALH (described in A4).

**B2: IALH should provide more direct support for affiliate research.**

Response: We agree and have initiated plans to develop a role of “research manager” to coordinate affiliate-led research activities, support pre- and post-award grant management, and focus on development of new multi-investigator grant applications and engagement with health authorities, community, and faculty/students in UVic departments that are not currently engaged in IALH-based aging and health research. This staffing change and other potential staffing reconfigurations are part of a broader strategy to expand and raise the profile of research in health and aging at the University of Victoria.

**B3: The Associate Director positions should be modified.**

Response: The institute currently has two associate director positions and this has been impactful for overall institute management and planning. Dr. Ryan Rhodes has been designated as Associate Director, Victoria campus, and leads a number of IALH activities, including oversight of the communications plan. Dr. Patrick McGowan has been designated as Associate Director, IALH Ladner, which maintains the Self-Management BC programs and a number of associated research projects across BC.

The main duties of the ADs were to support ongoing activities of IALH (attending meetings, provide input on initiatives), provide support to the Director when away (act as signatory, fill-in for meetings), and develop the communication strategy. These may need revision and we believe it is a good idea to discuss this role with the initiative leads for revision. It must be stated that the Associate Directors have performed within their role descriptions. The AD at UVic (Dr. Rhodes), with the assistance of a communications team, crafted and completed the communication strategy in 2016-2017. Both ADs also clearly fulfilled the other mandates in their position description. It should be noted here that Dr. Rhodes was on sabbatical from July 2017-2018 so there was no AD role (on the UVic campus) at that time and this leave seems to have been missed by the committee. We will provide greater clarity on the roles and responsibilities of the Associate Director positions and increase their profiles within IALH.

**B4: The University of Victoria should build on the excellence in aging and lifelong health with the appointment of new faculty members.**

Response: We fully agree with this recommendation and a response has already been initiated. A cluster hire of four Tier 2 CRCs in the area of “aging and health” is underway. The CRCs are comprised of Community Health and Aging (Nursing), Neurobiology of Aging (DMS), Mobile Health and Data Analytics (SOSC), and Assistive Technology and Aging (Engineering/DMS/CanAssist). This CRC recruitment is part of a broad strategy to expand and raise the profile of research in health and aging at the University of Victoria. The four new CRCs will be expected to engage with the UVic Institute on Aging and Lifelong Health and will benefit from administrative support and collaborative opportunities provided within the Institute. In addition, an assistant professor in neuropsychology, with emphasis on aging, was hired as a replacement for Dr. Holly Tuokko, who recently retired.

**C1: IALH should create and consistently offer interdisciplinary programs at the undergraduate and graduate levels.**

Response: This is not possible under the current structural differences between research centres and faculties at UVic. However, the Institute can continue to support integrative education and related research activities. We will bring back our course on Research Snapshots, providing an intensive research seminar for advanced undergraduate students to write abridged peer-reviewed articles into clear language summaries. In addition, we will continue to develop jointly-organized courses and advanced statistical training with our academic department partners.

**C2: Formal courses offered by IALH could be complemented by increased interdisciplinary research opportunities for students outside their primary Departments.**

Response: We agree with this recommendation but must recognize that possible course are limited by UVic's current structure. However, IALH could assist or lead in organizing research opportunities among faculty affiliates, with the potential to embed such activities (e.g., honours projects) within interdisciplinary programs such as Social Dimensions of Health. As another example, Drs. Moselle, Koval, and Hofer taught a summer 2017 course on Statistical Analysis of Administrative Health and Linked Longitudinal Encounter Data (PSYC 513) that has led to a number of currently active projects by students and faculty and the development of the Data Science Studio within IALH. In terms of education and training, we will continue to seek opportunities to engage with other units (i.e. other research centres, departments and schools) to provide leadership for the integration of teaching and research in aging and lifelong health. Each strategic area also includes members from departments across campus and regular meetings provide opportunities for collaboration that nearly always include students. In addition, there is an opportunity for students to complete an interdisciplinary graduate program co-supervised by IALH members in different areas.

We are currently supporting students with their academic research and giving students opportunities to meet and develop inter- and multi-disciplinary projects through community knowledge mobilization events (e.g., Embrace Aging, IdeaFest). The Data Science Studio is another opportunity for students to work in an interdisciplinary setting and gives them access to Island Health and provincial data and expertise.

**D1: The research colloquium should offer mechanisms for integrating the research and educational missions.**

Response: Training of highly qualified personnel (HQP) is an integral component of our research and knowledge sharing. We continue to seek and realize opportunities to attract and engage students and community members with events such as the Colloquium Series, our intergenerational film course and research snapshot course, and a variety of other outreach activities that are often one-to-one and one-off in nature.

**E1: IALH should build stronger partnerships with related organizations and members of networks on Campus.**

Response: We have several strong partnerships with UVic-based entities and departments (i.e., CanAssist, Health Information Science) and organizations (e.g., Lafayette String Quartet Health Awareness Forum, AGE-WELL) but agree that IALH can develop new partnerships in this regard. The research underway at IALH on mobile monitoring of cognitive change and the ORCATECH Lifelab monitored home can, and should, lead to strong links with engineering and computer science.

CanAssist at the University of Victoria is dedicated to helping people with disabilities improve their quality of life, with a focus on promoting independence and inclusion. The IALH Research Coordinator (2016-2017) and research affiliates worked with CanAssist on research projects and developed an evaluation process for new technologies and applications. Last year, we have developed a Maintaining Cognitive Vitality Research Cluster in partnership with CanAssist. This partnership was initiated to enable research and technology development to improve independence, reduce individual and caregiver stress, maintain and bolster protective factors, and ultimately slow the trajectory of functional impairment so that individuals with neurodegenerative disorders can stay in their own homes as long as safely possible, and in some instances, avoid the need to leave their homes for residential care.

**E2: Connections with existing organizations in the broader community, such as Island Health, should be continued and strengthened.**

Response: Over the last five years, IALH has prioritized research, grant activity, and active partnerships with health authorities, industry, and other academic research institutions. Research will remain a priority of the institute while maintaining a high degree of knowledge mobilization and training activities. Two of our community outreach activities (VERA and IDOP) are now partnered activities with the Eldercare Foundation.

The BC Self-Management programs, initiated and directed by Associate Director Patrick McGowen, have close working relationships with all six health authorities (e.g., Island Health, Interior Health, Fraser Health, Northern Health, Vancouver Coastal Health, and Aboriginal Health). These programs also support other languages (e.g., Punjabi, Mandarin).

A number of projects and grant applications have developed in partnership between IALH researchers at the University of Victoria and front-line clinicians, clinician-researchers, executive and management staff within several health authorities (e.g., Island Health, Interior Health, Fraser Health). Indeed, many IALH affiliates have also become Island Health affiliates (a relatively recent IH initiative), which has helped to strengthen partnerships (e.g. affiliates are eligible for IH grants and can more easily connect with IH collaborators). The Neil and Susan Manning Cognitive Health Initiative, with Island Health, is a primary example of one such partnership. We also have close partnerships with two BC-based software companies for research projects in the area of mobile health technology (mHealth). Based on the CIHR-funded ePRO study, which is a clinical trial to evaluate the impact of home health devices on improving chronic disease self-management programs, new mobile apps are being developed by Ayogo for improving diabetes care in the Punjabi community. Funding from the Neil and Susan Manning Cognitive Health Initiative is supporting a partnership with Freshworks to develop a “MyCogHealth” to improve the accuracy and earlier detection of cognitive disorders, permitting increased opportunities for preventative treatment options for individuals with progressive neurodegenerative disorders. Another CIHR-funded and industry supported project (QPSS) aims to integrate patient-reported outcome measures into clinician practice in home and community-based care. Several longstanding and current partnerships with Island Health and Fraser Health are working to reconfigure long-term care to be more responsive to supporting quality of life through integrated approaches to end of life care; and to improved understanding of trajectories in care across community-based home care and facility-based care environments. Large-scale community-based research projects that engage health authorities and community-based not-for-profit agencies are also ongoing to examine equity-informed approaches to care for vulnerable and marginalized populations and with care for people with chronic life-limiting conditions. A recent CIHR-funded pan-Canadian project also engages health system planners and administrators across several provinces to re-envision health service delivery models in home care to meet the needs of an aging population. Housing, transportation and services for vulnerable older adults are emerging priorities. These partnerships are likely to continue and expand.

**F1: IALH should build on its strong history of research and public outreach.**

Response: Over the last five years, IALH affiliates have engaged in grant development and projects with a number of external researchers (national and international) and industry partners in medicine, nursing, health sciences, social sciences, basic science, and software development (mobile health technologies; integration of patient reported outcomes). These projects remain a high priority for institute-level activities and supports for affiliates. UVic faculty affiliates are at the forefront of advancing leading-edge research in cognitive health, health behaviors, lifespan and social determinants of health, health informatics, health services, and health systems, technological innovations, end of life care, and data analytics. This exemplary research provides us with opportunities to share knowledge and create new synergies.

The Institute on Aging and Lifelong Health has a reputation for exemplary work in knowledge mobilization and we will continue to promote the translation of research findings into interventions, services, products, and policies relevant to older adults. A clear communication strategy was developed and implemented within the Institute in 2017. Many affiliates regularly engage in public outreach (e.g. through the UVic Speaker’s Bureau, Embrace Aging, IdeaFest) and provide talks to the community on healthy aging, dementia, ethics, health care systems, and benefits of physical activity. Achievements in this regard are indicated by the active participation of faculty and staff with our partners, alliances, committees and working groups, and by the incorporation of research findings into practice and policy.



**Date:** April 16, 2019

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to Renew the Approved Centre Status of the Centre for Biomedical Research (CFBR)**

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At its meeting on April 2, 2019, the Senate Committee on Planning considered the proposal to renew the approved centre status of the Centre for Biomedical Research (CFBR), as described in the memorandum dated March 19, 2019.

The following motion is recommended:

That Senate approve the renewal of approved centre status for the Centre for Biomedical Research (CFBR) for the period July 1, 2019 through June 30, 2021.

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

Wendy Taylor, Acting Registrar

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

Ann Stahl, 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

David Capson, Faculty of Graduate Studies

Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost

# MEMORANDUM



University  
of Victoria

**Date:** March 19, 2019  
**To:** Dr. Nancy Wright, Chair of the Committee on Senate Planning  
**From:** Dr. David Castle, Vice-President Research  
**Re:** Renewal of the Centre for Biomedical Research (CFBR) as a Senate-  
Approved UVic Research Centre

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I am writing to recommend the continuation of CFBR as an approved multi-faculty research centre for a new **two-year term**. The CFBR is housed on campus, in the Petch building and Dr. Stephanie Willerth is currently serving as the Acting Director.

A site-visit and external review of CFBR was conducted on Thursday, September 20, and Friday, September 21, 2018. The review panel comprised:

- Chair: Dr. Richard Brown, Professor, Department of Psychology and Neuroscience, Dalhousie University, Halifax, NS
- Dr. John Gordon, Professor, Department of Medicine, University of Saskatchewan, Saskatoon, SK
- Dr. Scott Hofer, Professor, Department of Psychology, and Director, Institute on Aging and Lifelong Health, University of Victoria, Victoria, BC

The review panel subsequently provided a detailed report received on November 9, 2018, which is appended to this memo.

In the report, the review panel recommends continued support from UVic under a “new Director and new focus on collaborative research initiatives and grant funding”. There are 19 detailed recommendations contained within the report, which address a number of challenges and opportunities for the centre going forward. Dr. Willerth has reviewed these recommendations and responded to each one, as shown in the attached document.

There is clear evidence that the CFBR has made a “strong and successful” commitment to outreach activities and graduate student support. For example, the CFBR organizes a Café Scientifique series of public lectures that have been very popular with the public. The CFBR also provides support and networking opportunities to students from a variety of graduate programs in the biomedical sciences, and in this sense, it contributes significantly to interdisciplinary activities. However, the primary purpose of a research centre at UVic is to promote and facilitate collaborative research so that members of the centre can achieve more in working together than they would within their individual research programs.

For a variety of reasons, the CFBR has struggled to achieve this purpose in the recent past. Many members appear to be disengaged and the review panel recommended that the CFBR tighten its research mandate around fewer clusters of activity as the current breadth of seven research themes might be too diverse to function effectively.

The OVPR has discussed these issues with the Acting Director Stephanie Willerth and Associate Director Leigh Anne Swayne. They agree that the CFBR will require two years to re-focus its research mandate and re-engage members. This re-focus will also be informed by activities emerging from the UVic Health Sciences Initiative, which will release a set of recommendations for expanding and raising the profile of health research at UVic in the spring of 2019. Dr. Willerth has agreed to stay on as Acting Director to oversee the reorganization. We believe this continuity in leadership will be helpful in ensuring a successful evolution. After the two-year period, we will evaluate progress and make a further recommendation to Senate about the future of the CFBR. We have confidence that the CFBR will be on a positive trajectory at that time.

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

*That the Senate Committee on Planning recommends that Senate approve the renewal of Approved Centre Status for the Centre for Biomedical Research (CFBR) for the period July 1, 2019 through June 30, 2021.*

Attached:       Review Panel Report  
                      Directors Response

cc:               Stephanie Willerth

9 November 2018

## UVIC Research Centres Review Report

Centre for Biomedical Research (CBR)  
Review conducted on 20-21 September 2018

### 1. MEMBERS OF THE REVIEW PANEL

Richard E. Brown, PhD (Chair)  
Professor, Department of Psychology and Neuroscience,  
Dalhousie University, Halifax, N.S.

John R. Gordon PhD  
Professor, Department of Medicine,  
University of Saskatchewan  
Saskatoon, Saskatchewan

Scott M. Hofer, PhD  
Professor, Department of Psychology  
Director, Institute on Aging and Lifelong Health  
University of Victoria

### 2. EXECUTIVE SUMMARY.

The Review Panel recommends that the University of Victoria (UVic) continue to support its Centre for Biomedical Research (CBR) under a new director and a new focus on collaborative research initiatives and grant funding. Through its excellence of knowledge translation to industrial partners and community members, the Centre is enhancing the reputation of the University of Victoria. The CBR is a valued and respected partner in the UVic and greater Victoria community, engaging many faculty and students in a number of successful outreach and knowledge translation activities. The review panel makes the following 19 recommendations:

- (1) Based on the materials provided and our interviews we feel that the CBR has the potential, given strong leadership, to play an essential role in the facilitation of health sciences research at UVic and we recommend that the University of Victoria should continue to fund and support its Centre for Biomedical Research.**
- (2) We recommend that a supplemental report be produced which covers the materials omitted in the original report, namely, finances, students and research collaborations (i.e., *shared* grants and publications).**
- (3) We recommend that the outreach activities of the CBR continue to be supported and expanded under the directorship of one of the three Associate Directors, and that the university develop methods to quantify the benefits of these outreach activities.**
- (4) We recommend that the student networking activities be continued under one of the three Associate Directors and that the Administrative Assistant be more involved in these activities.**
- (5) We recommend that the Director and one of the three Associate Directors focus on the facilitation of collaborative research projects and grant applications among the faculty members of the CBR.**

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- (6) We recommend that the Associate Director for Research also focus on increasing faculty participation in the activities of the CBR.**
- (7) We recommend that the CBR develop a restricted core set of research priorities.**
- (8) We recommend that the CBR maintain a directory of research infrastructure and research expertise to provide faculty and students with information on facilities and resources available throughout the campus and affiliated centres.**
- (9) We recommend that the new Director be a highly respected senior health science researcher from one of the defined cluster areas: who understands the administrative structure for research support at UVic; who is focused on research, particularly on enhancing research strengths and productivity through CBR initiatives; and who has an altruistic nature that will foster advancement of all clusters.**
- (10) We recommend that the CBR have a four person executive committee consisting of the Director and three Associate Directors.**
- (11) We recommend that the CBR have an External Advisory Board consisting of leaders from the university and greater Victoria community.**
- (12) We recommend that the mission of the CBR be reviewed and the number of research clusters be revised and aligned with the future of the health sciences at UVic.**
- (13) The university must examine how its own rules and regulations impede the funding and progress of research institutes.**
- (14) We recommend that UVic develop a mechanism to support interdisciplinary graduate programs and a system that allows and encourages any interested student to enroll in such programs.**
- (15) We recommend that UVic establish a mechanism to develop interdisciplinary undergraduate programs and that the CBR be encouraged to support interdisciplinary programs in neuroscience and other areas that will attract interested students in the health sciences.**
- (16) We recommend that UVic develop funding mechanisms for undergraduate and graduate interdisciplinary programs.**
- (17) We recommend that the university examine how graduate students are funded, how they are paid as TA's, and how many hours they must spend as TA's. No graduate students should be forced to take on extra jobs to pay their expenses.**
- (18) We recommend that many initiatives be pursued through the office of the AVPR for increased funding to support the interdisciplinary work of the CBR.**
- (19) We recommend that a dedicated building for interdisciplinary health sciences be constructed on the UVic campus.**

### **3. PREAMBLE/BACKGROUND**



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The background of the CBR, as provided on page 9 of the *Self Study and Five Year Report: 2013-2018* is as follows:

"The Centre for Biomedical Research is a collaborative collective of scientists and clinicians who are investigating important scientific problems related to human health. The CBR is a multidisciplinary unit with an emphasis on genetics, molecular biology, neuroscience, and biomedical engineering. Within the past 5 years, a key emphasis has been on community engagement and biomedical science communication."

"Our members have research interests that cross over 7 research clusters (Developmental Biology, Neuroscience, Infection and Immunity, Cell Signaling, Genetics, Cardiovascular, and Biomedical Engineering), all of which focus on human health. CBR promotes interdisciplinary basic and translational biomedical research targeted at generating cures or restoring function in pathology and disease. Researchers in CBR have programs aimed at cancer, Rhett's Syndrome, stroke, African sleeping sickness, fetal alcohol syndrome, and spinal cord injury, amongst others."

#### 4. CBR EXECUTIVE

The CBR executive committee consists of the director, **Dr. Paul Zehr**, from the School of Exercise Science, Physical and Health Education and the Division of Medical Science (currently on leave), the acting director, **Dr. Stephanie Willerth** from the Department of Mechanical Engineering and the Division of Medical Sciences, and two Associate Directors, **Dr. Olav Krigolson** from the Neuroscience Graduate Program and **Dr. Leigh Anne Swayne** from the Division of Medical Sciences. There were three associate directors but Dr. Willerth became acting director while Dr Zehr is on leave and has not been replaced. Because Dr, Zehr is on leave, we were not able to interview him.

The duties of the associate directors and administrator are given on page 11 of the self-study:

**Dr. Stephanie Willerth, Department of Mechanical Engineering & Division of Medical Sciences**, has been an Associate Director of the CBR since 2014 and was acting director in 2017 during Dr. Zehr's study leave. She has been acting director again since July 2018.

**Dr. Leigh Anne Swayne, Division of Medical Sciences**, has been an Associate Director since 2013. She initiated and supported the growth of trainee events and her mandate is diversity and equity in STEM at UVIC.

**Dr. Olav Krigolson, Neuroscience Graduate Program**, has been an Associate Director since 2013. He has an enthusiasm for outreach and has taken the lead as host of the popular *Cafe Scientifique* series. He will be involved in graduate student support, community outreach, faculty engagement and continuing education.

**Ms. Marjorie Wilder, Administrative Assistant to the Director and Centre**, has been with the Centre for 10 years and has been invaluable for managing the Centre's day to day activities, event planning, budgeting and coordinating with the student trainees. She is also the Chair of the Council of Centre Administrators on campus, ensuring all centres are kept up to date with current and new procedures and policies.

#### 5. MATERIALS RECEIVED BY THE COMMITTEE

Prior to the review, the panel was sent the following documents:

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CBR\_Site\_Visit\_Sep2018.pdf  
UVIC Research Centres Review Report  
UVic\_CBR\_5\_year\_review\_Self-Assessment\_Report\_and\_Dates  
Response to the 5 year review document 2013 (3).pdf  
CFBR\_2018 5 Year Review Book 2013-2018\_Final.pdf  
CBR\_ReviewersFinalReportNov1.pdf  
CFBR Electronic Binder Complete.pdf  
UVIC- Five Year Review 23 Feb2018.pdf  
X\_CFBR - Five Year Review Confirmation.pdf  
UVIC Travel and Business Expense Policy.pdf  
Review Report Template.pdf  
Research Centre Review Guidelines.pdf  
Establishment and Review of Research Centres Policy RH8300\_2200.pdf  
CFBR Review Panel contact List.pdf  
CFBR - Prof. Richard Brown - Invitation (CHAIR).pdf

5.1. THE SELF REPORT. The UVic instructions for writing a self report are as follows:

"1.02 Self-Assessment. For each of the following purposes of an approved Research Centre, in accordance with Section 10.00 of the university's Establishment and Review of Research Centres policy RH8300 (2200), document and self-assess how well the centre achieved its objectives and goals through the activities undertaken by the members of the centre (limited to the period following the last review or, for new centres, since initial establishment). Organize the self-assessment according to each purpose and its related objectives, goals, and activities. It is important that the self-assessment focuses on activities that can be attributed to the existence of the Centre (i.e. do not report on activities of the members that were unrelated to their participation in the Centre)."

Some of the information that the Review Panel should have received, according to the *Guidelines for the review of research centres*, was not provided to us prior to the on-site review. This included:

- (a) Staff resources over current term and staff plan for period of renewal. [This is unclear from the self-study. There is a list of current members, but no discussion of a plan for renewal.]
- (b) Financial statements (revenue and expenditure) for current term and budget plan for period of renewal including current financial status (including terms of endowments and/or other funding sources such as VPR). [A list of grants was provided to us, but there was no financial statement and no financial plan for renewal.]
- (c) A list of trainees was not included.
- (d) A list of "value added" to individual researchers by their membership in the CBR: this involves measures of joint research projects, joint grants held or joint student supervision. While there was a great deal of information on individual grants and publications, there was no information on collaborations fostered via membership in the CBR. We believe that there is a substantial level of interaction between members of the CBR, but this was not reflected in the documents provided.

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## 6. OBJECTIVES OF THE CBR.

According to the UVic document on *The Purposes and Objectives of Research Centres*:

“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 consistent with the proportionate approach taken toward its establishment.”

The objectives (vision and mission) of the CBR were laid out on page 13 of the *Self-study and five year report 2013-2018*, which was sent to us. These are as follows:

"Our vision is to be recognized nationally and internationally as a leader in the pursuit of, achievement and communication of excellence in basic and applied Biomedical research."

“Our mission is to discover, develop, disseminate and apply knowledge of basic and clinical biomedical research to improve the health and well-being of Canadians”

6.1. HAS THE CBR MET THE UVIC GOALS FOR RESEARCH CENTRES? The UVic documents that were sent to us listed six purposes and objectives of Research Centres. Based on our review of the documents provided and our interviews, we feel that some of the objectives of the CBR have been met (**indicated by a \***) while others have not (**indicated by an x**). Objectives which were partially met are indicated by (**\*x**).

10.00 The purposes of establishing a Research Centre are to:

- (x) 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.
- (\*x) 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.

## 7. THE RECOMMENDATIONS OF THE 2013 REVIEW OF THE CBR

The members of the committee read the self-study document provided by the CBR director, the comments of the previous reviewers and the reply to these comments. This committee made three sets of recommendations. After discussions with Stephanie Willerth and Marjorie Wilder, we determined that some of these recommendations had been carried out (**marked \***), some partially carried out (**marked \*x**) and others had not (**marked x**). A (?) indicates that we were confused about this recommendation.

7.1. "We recommend continuing the following successful strategies, already underway within CBR and highly valued by members, trainees, and the University at-large:

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- (\* ) - Build the profile and visibility of the CBR so members of the UVic campus and Victoria region recognize its many contributions and benefits to members and the community.
- (\* ) - Mobilize and support students (e.g. trainee seminars and working groups).
- (\* ) - Provide student travel grants. **[This was done until the money ran out.]**
- (\* ) - Leverage co-sponsorship for guest speakers.
- (\* ) - Utilize an Assistant Director to share leadership and innovation, to provide continuity and stability in case of study leaves etc.
- (x) - Facilitate faculty meetings to encourage networking and collaborations.
- (x) - Provide administrative grant support in the form of research budgeting, CV management, and signatures.
- (x) - Connect faculty on campus to create novel partnerships (e.g. neuroscience and biomedical engineering).
- (\* ) - Serve as a hub of outreach efforts on campus by linking existing outreach efforts.
- (\* ) - Organize regular regional or national meetings to raise visibility of research and communication efforts on campus.

7.2. We suggest the following small investments that would enhance or amplify the capabilities and reach of the CBR:

- (x?) - Use the translational health research pathway as a strategy to map where CBR activities fit with other UVic health research initiatives, from discovery to development through to delivery and outcomes. **[We did not understand this recommendation.]**
- (x) - Use social network maps (an established social science method) to illustrate impact, connections, and outcomes outside typical metrics.
- (x) - Collect short 'vignettes' from all faculty members and students regarding instances of impact or catalyzing effect of the CBR – and showcase these in progress reports and potentially on the CBR website to create further interest.
- (\*x) - Partner with colleagues within other programs on fundraising efforts and meetings with potential donors (e.g. Division of Medical Sciences). **[This has been done with CAMTECH.]**
- (x) - Negotiate with the Office of the Vice-President of Research on University requirements for funding for seed grants. We recommend that the seed grants be available for new collaborations, even if the researchers are funded for other projects, so they can generate preliminary data to show the feasibility of a new collaborative project prior to submitting a grant.
- (\* ) - Offer science communication workshops or short courses (professional skills, career workshops, other soft skills, grant writing, etc.).
- (\* ) - Organize science career panel and career preparation for senior graduate students.
- (\*x) - Pair each basic science trainee with a clinician for translational science exchange opportunities. **[This has not been done, but many students have been paired with industrial partners].**
- (x) - Increase faculty lunches or idea exchanges (e.g. lightning talks) to facilitate further collaboration.
- (\*x) - Develop and maintain an online list of equipment and technical resources on campus, to facilitate collaboration and resource utilization. **[CAMTECH has done this.]**
- (x) - Reinstate grants work-in-progress talks (former “chalk talks”) on a regular schedule to facilitate grant development and submissions.
- (\* ) - Formalize or define the relationship of the Knowledge Mobilization office at the University of Victoria with CBR, as part of the “outreach hub” work of CBR.

7.3. "The CBR connections result in increased success for unit faculty and trainees. The very cross-unit role that makes CBR successful also renders it resource-poor. We recommend that academic units with faculty and students active and benefitting from the CBR make direct contributions to the CBR on the

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order of \$10,000/year in order to provide funding for the following:

- (x) - Increase Director FTE and/or provide FTE for one or two Assistant Directors.
- (x) - Develop a pilot/seed grant program to cultivate collaborations and generate preliminary data (essential for any CIHR grant now). This is in addition to the previous recommended change to the seed grant program through the Office of the Vice-President of Research.
- (\* ) - Provide small "research cluster" funds for new interdisciplinary collaborations to sponsor speakers or lunchtime seminar series.

## **8. SCOPE OF THE 2018 REVIEW**

This review panel was asked to review all activities of the Center over the last 5 years (i.e., 2013-18) and to make recommendations for the future of the centre. The review committee was asked by the Associate Vice President of Research to examine the value of the Center to the University and the University's mission to develop the area of "Health Sciences".

## **9. ACTIVITIES OF THE REVIEW PANEL**

The members of the Review Panel read the documents sent to them and interviewed faculty, students and the Administrator of the CBR during a 2-day site visit (20-21 September 2018). The interviews took place according to the schedule organized by the CBR. During the two-day site visit, the panel met with Dr. Lisa Kalynchuk, Associate Vice-President Research at the start and end of the interviews, and met with the Stephanie Willerth, Olav Krigolson, Leigh Anne Swayne of the CBR. In addition, we met with 14 different faculty members and 7 graduate students, who summarized their activities related to the CBR and the achievements of Marjorie Wilder in facilitating them. The panel received an update to the events of the CBR in 2018 during our review.

## **10. REVIEW PANEL COMMENTS. IMPRESSIONS OF THE CBR TODAY**

*Based on the review assessment outlined above, the panel is invited to elaborate on their findings and to make any further comments or suggestions to enhance the activities of the research centre. Areas for improvement and advice on how to move forward can be outlined in this section.*

The panel's impression of the CBR is that there has been a strong and successful commitment to outreach activities and non-financial support of students. However, the efforts to increase research productivity through *collaborative* research grants and projects have not been successful. The AVPR office is, however, primarily evaluating the CBR on the value-added to research productivity.

While many faculty and students see the CBR as a valuable resource, others are not so committed. One interviewee put it this way: "It is not a research centre but a centre for research". However, the students that we met were extremely enthusiastic, felt that the CBR was a valuable resource for promoting their research, for meeting with other students and faculty from across campus and for finding research equipment to use. They were particularly enthusiastic about the assistance that Marjorie Wilder gave to them. The benefits that the graduate students saw from the CBR were: help with information, student networking, opportunities to meet diverse faculty, industry partnership days, identifying potential collaborations, and information on job opportunities. Indeed, it was felt by many people that we spoke to, including Marjorie herself, that her role in the CBR could be expanded.

On the other hand, there was a sense that many faculty felt that the CBR did not add value to their research beyond facilitating cursory meetings among faculty from diverse fields and from diverse buildings across campus. While new faculty members saw the benefits of the CBR in introducing them to other faculty on campus, helping to identify research resources and facilitating their "fit" into

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UVic, other faculty voted with their feet and were not engaged in the work of the CBR as they saw no rewards coming their way.

The CBR appears to be too diverse (with 7 sub-areas) to function effectively and too resource-poor to help people develop their research. However, it appears that the funding to facilitate research is constrained and not sufficient to accomplish the mandate and aims of the CBR. Based on our interviews, some areas of the university administration seem to be doing what they can to hinder the development of research centres. Some examples include (1) students in department A not being allowed to be supervised by faculty in department B; (2) outreach initiatives being charged \$800 to rent classrooms at UVic for their activities; and (3) students in department B not being allowed to join the interdisciplinary Graduate Neuroscience program. One interviewee put it this way: "Researchers and research centres succeed in spite of UVic administration, not because of it".

**(1) Based on the materials provided and our interviews we feel that the CBR has the potential, given strong leadership, to play an essential role in the facilitation of health sciences research at UVic and we recommend that the University of Victoria should continue to fund and support its Centre for Biomedical Research.**

## **11. OVERALL COMMENTS OF THE REVIEW PANEL**

The impact of the CBR in fulfilling its mission and meeting the goals of the University of Victoria were discussed during our meetings and among the panel members. Our comments relate to (1) the 2013-2018 Self Study and Five Year Report (2) the successes of the CBR and (3) the shortcomings of the CBR.

11.1. THE 2013-2018 SELF STUDY AND FIVE YEAR REPORT. While this document provided a good summary of the grants held by CBR principle investigators and publications of individual faculty members, as well as the CBR's outreach activities, there was no information on numbers of graduate students or their contributions, nor any directed effort to identify collaborative grants, research or publications between different members of the CBR. In a small number of cases we could identify two CBR members as co-authors on a paper (eg., Delaney and Nashmi; Delaney and Dechev; Klimstra and Zehr), but it was difficult to quantify collaborative research projects, particularly as the 'grants-held' information did not indicate if there were co-PI's or collaborators among other CBR members. There was no financial information in the report.

**(2) We recommend that a supplemental report be produced which covers the materials omitted in the original report, namely, finances, students and research collaborations (i.e., *shared* grants and publications).**

11.2. THE SUCCESSES OF THE CBR. The primary strengths of the CBR were in the areas of outreach, student activities and student support.

11.2.1. Outreach activities. The previous Director was committed to outreach activities and this is demonstrated by the achievements in this area. These include the *Cafe Scientifique*, and many public lectures, newspaper and TV interviews organized in cooperation with other agencies including the Knowledge Mobilization office, Let's Talk Science and Science Ventures. It is clear from the list of 2013 recommendations that have been carried out (marked \* in section 7 above) that the primary focus of the CBR in the last 5 years has been on science outreach.

During her terms as Acting Director, Stephanie Willerth led and hosted many biomedical engineering workshops and events that facilitated the education and networking opportunities for biomedical

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students, including events to promote diversity in science and engineering. The First Biomedical Technology Industry Partnership Day held in November 2017 was partnered with NSERC and UVic's Research Partnerships and Knowledge Mobilization (RPKM) and hosted 200 industry, Island Health, faculty researchers, and students and was by all accounts exceptionally successful. Plans are in place to hold a similar event in 2018. The CBR also supports diversity and equity in STEM at UVic while continuing to work directly with the university to increase Health Science research.

The CBR has been very successful in its outreach activities and should be encouraged to continue these under the direction of one of the Associate Directors. Successes such as CBRs involvement in community outreach, *Café Scientifique*, Let's Talk Science, and their Biomedical Technology Industry Partnership Day should be continued and supported. It should be made clear that faculty, students and UVIC all benefit from outreach work.

While writing this report, we found an article on the value of outreach activities to universities. This article, authored by professor Juan Alperin of SFU, and others [1], concludes that, while universities advertise their commitment to community outreach, faculty members are seldom recognized or rewarded for their outreach activities when it comes to consideration for promotion and tenure. They state that:

"We found terms and concepts related to public and community are mentioned in a large portion of [university] documents, but mostly in ways that relate to service—an undervalued aspect of academic careers. Moreover, we find significant mentions of traditional research outputs and citation-based metrics. Such outputs and metrics reward faculty work targeted to academics, and mostly disregard the public dimensions. We conclude that institutions that want to live up to their public mission need to work towards systemic change in how faculty work is assessed and incentivized."

[1] Alperin, J.P., Muñoz Nieves, C., Schimanski, L., Fischman, G.E., Niles, M.T. & McKiernan, E.C. (2018). How significant are the public dimensions of faculty work in review, promotion, and tenure documents? Humanities Commons [preprint].  
doi: <http://dx.doi.org/10.17613/M6W950N35>

**(3) We recommend that the outreach activities of the CBR continue to be supported and expanded under the directorship of one of the three Associate Directors, and that the university develop methods to quantify the benefits of these outreach activities.**

11.2.2. Student activities. Related to the outreach activities, the CBR and especially Marjorie Wilder have made great efforts to provide advice, assistance and networking activities for students in the biomedical programs. All graduate students we talked to were effusive about the importance of these activities to their programs of study. Their comments indicate the following benefits to students:

- Networking within UVic. Meeting students and faculty in other labs and other departments; engaging with other CBR members, and forming a community of scholars.
- Enhancing training. Sharing ideas, resources and instruments.
- Student events. Organizing and attending seminar series, research days, allowing students to share their work with others, learning how to present their data and learning about research being done in other areas of the campus.
- Outreach opportunities. Meeting community members was enjoyable and important.
- Entrepreneurship opportunities. Contacts with industries, MITACS, and discussion of job opportunities enabled students to see how their research could lead to a job in the future.

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The CBR has been particularly successful in supporting student activities, networking events and helping students with their interdisciplinary research projects and should continue these activities under the guidance of the second Associate Director. The Administrative Assistant could manage this under the direction of one of the Associate Directors, as she seems to be excellent at this.

**(4) We recommend that the student networking activities be continued under one of the three Associate Directors and that the Administrative Assistant be more involved in these activities.**

11.3. THE SHORTCOMINGS OF THE CBR. As indicated in the list of 2013 recommendations that have not been carried out (**marked x in section 7 above**) little attention has been paid to integrative and collaborative grant applications, research projects or publications. This seems to have been neglected. None of the Associate Director positions were focused on research. However, there is renewed emphasis from the AVPR office for a focus on the research value-added by the CBR to the university's health research initiative.

**(5) We recommend that the Director and one of the three Associate Directors focus on the facilitation of collaborative research projects and grant applications among the faculty members of the CBR.**

11.3.1. Networking events and increasing faculty involvement. While the networking events seem to have been successful for outreach activities and for students, they have not been as successful with respect to faculty research. One key area that the CBR will need to focus on will be to increase faculty involvement and interaction to discuss collaborative research opportunities in a meaningful and productive way. Faculty research meetings, seminars, pub nights, discussion groups, etc., should be facilitated. This should be the job of the Associate Director for research. We feel that the Administrative Assistant could also be used very effectively in this endeavour. It should be a high priority. There should be some benefit to faculty for initiating collaborative projects through the CBR. This could involve small seed grants, support for students or money for collaborative initiatives. The principles of positive reinforcement should be used.

**(6) We recommend that the Associate Director for Research also focus on increasing faculty participation in the activities of the CBR.**

11.3.2. Collaborative research activities. This should be the first priority of the CBR, as mentioned above. Based on the question of what major research themes could be prioritized, the following were considered to be of higher priority: neuroscience and regenerative medicine, biomedical engineering, oncology and infectious disease. However, these suggestions were rather mixed across different researchers and no clear consensus was identified. It was acknowledged that the faculty and student affiliates represent a broad, diverse group of biomedical expertise, with little evidence of consistent research clusters and collaborative activity. Nevertheless, a core number (possibly 4) of research priorities should be identified and the focus of the CBR be placed on these research activities. The CBR mentions these four areas: genetics, molecular biology, neuroscience, and biomedical engineering

**(7) We recommend that the CBR develop a restricted core set of research priorities.**

11.3.3. Core equipment and facilities. One of the most important functions of the CBR right now is to provide students and faculty with information on research equipment and facilities throughout the campus. This seems to be done on an *ad-hoc* basis, but could be more organized, as we heard was done at CAMTECH. The Administrative Assistant could maintain this list on the CBR Website.



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**(8) We recommend that the CRB maintain a directory of research infrastructure and research expertise to provide faculty and students with information on facilities and resources available throughout the campus and affiliated centres.**

11.4. THE FUTURE OF THE CBR. The Review Panel was asked to "*assess the feasibility and appropriateness of the Centre's objectives and activities proposed for the next five years*". The *Purpose, Goals, & Objectives for the Next Five Years* was on page 15-16 of the Self Study that we received. What should the CRB do to go forward? There are many issues to be resolved to develop the full potential of the CBR. We discuss some of these here and make recommendations for the CBR and UVic to consider.

11.4.1. A NEW DIRECTOR FOR THE CBR. The CBR will need to select a new Director for the next 5 years. One of the most important jobs of that Director will be to develop a comprehensive Five-year plan for 2018-2023. The new Director must focus on research integration and collaboration across all clusters and ensure the CBR adds value to the research of individual faculty.

**(9) We recommend that the new Director be a highly respected senior health science researcher from one of the defined cluster areas: who understands the administrative structure for research support at UVic; who is focused on research, particularly on enhancing research strengths and productivity through CBR initiatives; and who has an altruistic nature that will foster advancement of all clusters.**

11.4.2. A CBR EXECUTIVE COMMITTEE. It is important for the CBR to have an administrative structure. There should be three Assistant Directors: one for research, one for students and one for outreach. The Administrative Assistant could have an expanded role, possibly in the facilitation of research collaborations.

**(10) We recommend that the CBR have a four person executive committee consisting of the Director and three Associate Directors.**

11.4.3. A CBR ADVISORY COMMITTEE. In order to facilitate the pursuit of its objectives within UVic and the greater Victoria community, the CBR should have an External Advisory Board comprising leaders from industry, the health sector and other engaged community partners.

**(11) We recommend that the CBR have an External Advisory Board consisting of leaders from the university and greater Victoria community.**

11.4.4. THE MISSION OF THE CBR. The mission of the CBR needs to be reorganized with clear objectives and quantifiable goals. The number of research clusters needs to be reduced to a manageable number based on the research priorities of the members.

**(12) We recommend that the mission of the CBR be reviewed and the number of research clusters be revised and aligned with the future of the health sciences at UVic.**

11.4.5. COLLABORATIVE RESEARCH GRANTS. As well as research collaboration, faculty networking activities should focus on developing joint research grant proposals which include two or more members of the CBR. The widely dispersed geography of the CBR labs and investigators ensures that there will be few 'academic collisions' at coffee or lunch, thus the role of the CBR is important in linking researchers with potential collaborators. This should be a job for the third Associate Director with the assistance of the Administrative Assistant, as indicated in recommendation 5 above.

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**12. THE UNIVERSITY'S SUPPORT OF THE CBR**

While the university provides some funds for the Director, Administrator and some activities of the CBR, the administrative structure at UVic seems to have erected a number of barriers to collaborative research which must be removed. These include fees for the use of rooms, prevention of students in some departments to enter collaborative programs, and barriers of space and time. Overheads from research grants and contracts could be used by the VPR's office for supporting research centres such as the CBR.

It seems that UVic does not have the ability to develop truly interdisciplinary programs or institutes as all resources go through faculties and departments. For example, many people desire an interdisciplinary neuroscience undergraduate program but there seems to be no administrative mechanism for this. Likewise the failure of the CBR to develop truly interdisciplinary research seems to stem, in part, from the reluctance of Deans and Department Heads to support inter-departmental research. Somehow this attitude must change if research institutes are to prosper and do what their mandate warrants.

**(13) The university must examine how its own rules and regulations impede the funding and progress of research institutes.**

12.1. INTERDISCIPLINARY GRADUATE PROGRAMMES. There also seems to be an administrative and a financial reluctance to develop truly interdisciplinary graduate training and research programs that cut across traditional department boundaries, or "silos" as many people referred to them. While there is an interdisciplinary neuroscience graduate program at UVic, this program seems to be poorly supported and in danger of dying out. The university should provide a mechanism to develop and support interdisciplinary graduate programs, and these should be open to students from all departments; No department should be able to "forbid" their students to be in an interdisciplinary program. University barriers to interdisciplinary teaching collaborations must be removed and there must be a way to reduce the conflicting demands of home departments versus the needs of research centres such as the CBR in the training of students. The graduate neuroscience program seems to require a serious overhaul. People also seem to be interested in interdisciplinary programs in regenerative medicine, biomedical engineering, oncology and infectious disease, among others. The business school should be involved in creating courses on entrepreneurship in the biomedical sciences.

**(14) We recommend that UVic develop a mechanism to support interdisciplinary graduate programs and a system that allows and encourages any interested student to enroll in such programs.**

12.2. INTERDISCIPLINARY UNDERGRADUATE PROGRAMMES. A number of people mentioned the desire to start an interdisciplinary undergraduate neuroscience program but stated that many traditional departments were against this. While the CBR self study states that "The CBR has enjoyed great success at the graduate and undergraduate trainee level", there are no interdisciplinary undergraduate programs associated with the CBR. We heard interest in interdisciplinary undergraduate programs in neuroscience, regenerative medicine, biomedical engineering, oncology and infectious disease.

**(15) We recommend that UVic establish a mechanism to develop interdisciplinary undergraduate programs and that the CBR be encouraged to support interdisciplinary programs in neuroscience and other areas that will attract interested students in the health sciences.**

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12.3. FUNDING INTERDISCIPLINARY TEACHING AND RESEARCH. If the university is serious about the development of interdisciplinary teaching and research, there must be a funding mechanism for these cross-disciplinary activities.

12.3.1 FUNDING INTERDISCIPLINARY TEACHING. If there are to be interdisciplinary undergraduate and graduate programs, the university should develop funding mechanisms for these.

**(16) We recommend that UVic develop funding mechanisms for undergraduate and graduate interdisciplinary programs.**

12.3.2. FUNDING GRADUATE STUDENTS. Although it was not specifically in our mandate, we were shocked to learn how poorly graduate students were funded. Many had to take on extra jobs to pay their rent and living expenses. Others were required to work over 40 hours per week as teaching assistants. Graduate student stipends and workloads must be examined. Victoria has a high cost of living and students must get enough to pay rent and eat without taking second jobs. Student's teaching loads should be no more than 20 hours/week and should be paid at significantly more than minimum wage. The university MUST examine its funding of graduate students and make regulations for maximum teaching loads and standardize the wages for graduate student TA's. The university must also reconsider its policy of increased fees for foreign graduate students.

**(17) We recommend that the university examine how graduate students are funded, how they are paid as TA's, and how many hours they must spend as TA's. No graduate students should be forced to take on extra jobs to pay their expenses.**

12.3.3. FUNDING THE INTERDISCIPLINARY RESEARCH ACTIVITIES OF THE CBR. If UVic is serious about facilitating interdisciplinary collaborative research in the health sciences, there must be seed funding and other financial supports available. The CRB budget should be increased to: (1) provide teaching relief for directors; (2) provide funding for outreach and student events; (3) provide seed funding for collaborative research grants; and (4) provide funding for the preparation of large collaborative research grants. Seed funds must be available to facilitate collaborative interdisciplinary research projects

The 2013 recommendation for extra funds for buying out teaching for Associate Directors and faculty affiliates, seed money for collaborative projects and other initiatives has not been forthcoming. There seem to be two reasons for this: these were not the priorities of the Director or Associate Directors and requests relating to these recommendations were apparently not made to the AVPR.

The CBR could also work to access potential funding opportunities at the provincial level to secure more support for training graduate students in health related research areas by partnering with organizations like the BC Regenerative Medicine Initiative and the Digital Supercluster located in British Columbia. Connections with industry and program such as MITACs etc, should be used to bring funds to the CBR

The outreach projects of the CBR should be recognized as valuable to UVic and supported financially. The CBRs involvement in community outreach, *Café Scientifique*, and Let's Talk Science be expanded and continued, with significant UVic support to ensure continuing success.

The AVPR office should be able to provide overhead from NSERC, CIHR and other grants as well as

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contract overhead to facilitate research activities in the CBR.

**(18) We recommend that many initiatives be pursued through the office of the AVPR for increased funding to support the interdisciplinary work of the CBR.**

12.4. DEDICATED SPACE FOR INSTITUTES SUCH AS THE CBR. It is difficult to conduct collaborative interdisciplinary teaching and research when faculty are spread all over the campus. A number of people suggested that a dedicated building for the Biomedical sciences be constructed. The CBR/Medical Sciences/ Health Sciences should have a dedicated building to bring researchers together under one roof. Space should be available to rent to industry researchers. To integrate the activities of the CRB, members should be in closer physical proximity. Charges should not be made for room use.

**(19) We recommend that a dedicated building for interdisciplinary health sciences be constructed on the UVic campus.**

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## Response to the External Review of the Centre for Biomedical Research held in September 2018

**Response prepared by Dr. Stephanie Willerth (Acting Director of the Centre for Biomedical Research) in consultation with the rest of the Centre for Biomedical Research team (Marjorie Wilder – Administrative Assistant to the Director, Dr. Leigh Anne Swayne and Dr. Olav Krigolson – Associate Directors of the Centre for Biomedical Research)**

**Please find our response to reviewers located below in italics.**

### **Taken from 2. EXECUTIVE SUMMARY.**

The Review Panel recommends that the University of Victoria (UVic) continue to support its Centre for Biomedical Research (CBR) under a new director and a new focus on collaborative research initiatives and grant funding. Through its excellence of knowledge translation to industrial partners and community members, the Centre is enhancing the reputation of the University of Victoria. The CBR is a valued and respected partner in the UVic and greater Victoria community, engaging many faculty and students in a number of successful outreach and knowledge translation activities.

*We thank the reviewers for their strong support of our research centre and we encourage the University of Victoria to move quickly to conduct a search for the Director for the Centre with a five-year term, to enable their mandate to restructure and align the Centre with both the recommendations of this report and with the University-wide Health Initiative. We also hope to build upon the success of recent events, including our Biomedical Engineering-Entrepreneurship Partnership day and our wildly successful Victoria Health Hackathon through increased resources from the Vice President of Research's office once the Centre has a Director with a 5-year mandate.*

The review panel makes the following 19 recommendations:

**(1) Based on the materials provided and our interviews we feel that the CBR has the potential, given strong leadership, to play an essential role in the facilitation of health sciences research at UVic and we recommend that the University of Victoria should continue to fund and support its Centre for Biomedical Research.**

*Thank you for your support of the Centre for Biomedical Research. As the Acting Director, I agree that it is imperative to conduct a search for a full time Director as soon as possible to enable the Centre to achieve its true potential. Additionally, an increase in funding coupled with our ability to raise external funding as demonstrated during my two years as Acting Director will enable the centre to reach its true potential as a nexus of health researchers at the University of Victoria.*

**(2) We recommend that a supplemental report be produced which covers the materials omitted in the original report, namely, finances, students and research collaborations (i.e., shared grants and publications).**

*Please find attached the requested materials as Appendices 1, 2, and 3 to this response to reviewers.*

**(3) We recommend that the outreach activities of the CBR continue to be supported and expanded under the directorship of one of the three Associate Directors, and that the University develop methods to quantify the benefits of these outreach activities.**

*Our short-term goals include writing new job descriptions for the three Associate Directors for the Centre for Biomedical Research to specify their mandate. These positions include an Associate Director of Outreach, an Associate Director of Student Engagement, and an Associate Director of Faculty Collaboration. We will work in collaboration with the Vice President of Research's office to develop these descriptions. Additionally, we would request additional course release capacity to enable our Associate Directors to achieve their mandates once appointed. An open search will be held for these positions once a Director has been appointed.*

**(4) We recommend that the student networking activities be continued under one of the three Associate Directors and that the Administrative Assistant be more involved in these activities.**

*One of our newly reformulated Associate Director positions will focus on student engagement and networking. We anticipate the ideal candidate will work closely with the existing Student Trainee Committee associated with the Centre for Biomedical Research and the Let's Talk Science organization.*

**(5) We recommend that the Director and one of the three Associate Directors focus on the facilitation of collaborative research projects and grant applications among the faculty members of the CBR.**

*One of our newly reformulated Associate Director positions will focus on engagement of our faculty and establishing new collaborations. We anticipate the ideal candidate will work closely with the existing Student Trainee Committee associated with the Centre for Biomedical Research.*

**(6) We recommend that the Associate Director for Research also focus on increasing faculty participation in the activities of the CBR.**

*One of our newly reformulated Associate Director positions will focus on engagement of our faculty and establishing new collaborations. We anticipate the ideal candidate will also help determine our strategic areas of focus and promote collaborative grant proposals between members in different faculties.*

**(7) We recommend that the CBR develop a restricted core set of research priorities.**

*The Director of the Centre for Biomedical Research will work with the Vice President of Research to develop a restricted set of core set of research priorities that will align with the University of Victoria's Health Initiative. We will determine these research priorities through*

*surveys, consultation with CBR members, and analysis of previous success in research and funding.*

**(8) We recommend that the CBR maintain a directory of research infrastructure and research expertise to provide faculty and students with information on facilities and resources available throughout the campus and affiliated Centres.**

*We will survey members to compile such a list that will then be made available on the Centre for Biomedical Research website.*

**(9) We recommend that the new Director be a highly respected senior health science researcher from one of the defined cluster areas: (1) who understands the administrative structure for research support at UVic; (2) who is focused on research, particularly on enhancing research strengths and productivity through CBR initiatives; and (3) who has an altruistic nature that will foster advancement of all clusters.**

*We will have the search committee take these comments under consideration when formulating the Job Description for the new Centre Director.*

**(10) We recommend that the CBR have a four-person executive committee consisting of the Director and three Associate Directors.**

*We will formally establish an executive committee with terms of reference once we have created the new job descriptions for the Associate Director roles and the Centre Director is in place.*

**(11) We recommend that the CBR have an External Advisory Board consisting of leaders from the university and greater Victoria community.**

*Once the new Centre Director has been selected, they will be tasked with creating such an external board. The current Acting Director – Dr. Willerth – played a vital role in establishing such an external board for the undergraduate program in Biomedical Engineering and her expertise would be valuable to consider for this endeavor.*

**(12) We recommend that the mission of the CBR be reviewed and the number of research clusters be revised and aligned with the future of the health sciences at UVic.**

*The Director of the Centre for Biomedical Research will work with the Vice President of Research to review the mission of CBR along with its current research clusters to develop a restricted set of core set of research priorities that will align with the University of Victoria's Health Initiative. We will determine these research priorities as detailed in previous responses.*

**(13) The University must examine how its own rules and regulations impede the funding and progress of research institutes.**

*We urge the Vice President of Research's office to engage in such a study to identify such barriers to obtaining research funding, especially for interdisciplinary collaboration.*

**(14) We recommend that UVic develop a mechanism to support interdisciplinary graduate programs and a system that allows and encourages any interested student to enroll in such programs.**

*The Centre for Biomedical Research would be happy to work with the Vice President of Research to develop such a mechanism and we can provide administrative support for such a mechanism similar to other Research Centres.*

**(15) We recommend that UVic establish a mechanism to develop interdisciplinary undergraduate programs and that the CBR be encouraged to support interdisciplinary programs in Neuroscience and other areas that will attract interested students in the Health sciences.**

*The Centre for Biomedical Research already provides strong support to the interdisciplinary undergraduate program in Biomedical Engineering and the Neuroscience graduate program. We are also currently in talks to sponsor a course in Science Outreach. We are happy work with individual units to build capacity in such areas and to support such initiatives through the University wide Health Initiative.*

**(16) We recommend that UVic develop funding mechanisms for undergraduate and graduate interdisciplinary programs.**

*Thank you for the suggestion. The Centre for Biomedical Research would be happy to work with the Vice President of Research to develop such a mechanism and we can provide administrative support for such a mechanism similar to other Research Centres.*

**(17) We recommend that the university examine how graduate students are funded, how they are paid as TA's, and how many hours they must spend as TA's. No graduate students should be forced to take on extra jobs to pay their expenses.**

*We agree with this concern of the review committee. We will forward this suggestion along to the University of Victoria administration as it is beyond the scope of the Centre for Biomedical Research's mandate.*

**(18) We recommend that many initiatives be pursued through the office of the AVPR for increased funding to support the interdisciplinary work of the CBR.**

*We agree that increased funding will greatly enhance our ability to deliver on the mandate of the Centre for Biomedical Research. During Dr. Willerth's tenure as Acting Director of the Centre for Biomedical Research, she secured \$32,953 in external funding from a variety of sources, including the Natural Science and Engineering Research Council and the B.C. Regenerative Medicine Initiative, for supporting the Centre for Biomedical Research's events and building its capacity. We also collaborated extensively with the Centre for Advanced Materials and Technology to ensure maximum benefit from the university resources invested in our research centres. Matching external funding with internal funds would greatly increase the capacity of the Centre for Biomedical Research to support interdisciplinary health research.*



**(19) We recommend that a dedicated building for interdisciplinary health sciences be constructed on the UVic campus.**

*We also agree that such a facility will greatly enhance our capacity to conduct Health research at the University of Victoria. We will work with the Vice President of Research and the Vice President of Academic to make such a facility a reality in the context of the University wide Health Initiative.*

*Appendix One. Centre for Biomedical Research Financials*

The Centre for Biomedical Research currently receives \$10,000 a year as an operating budget to cover expenses associated with the Café Scientifique series, our speaker series, and other networking activities (Ideafest, Holiday Socials) and salary support for an administrative assistant to run the day to day operations and our student events.

*Appendix B. Shared Grants Between Centre for Biomedical Research Members*

Caren Helbing and Caroline Cameron: Genome BC 2017-19 \$47,500

Fraser Hof, Jeremy Wulff and Caroline Cameron: NSERC 2016 \$150,000

Fraser Hof, Jeremy Wulff, Prostate Cancer Canada: 2013-15 \$200,000

Fraser Hof, Jeremy Wulf, Brad Nelson: Canadian Cancer Society Research Institute Innovation Grant 2013-15 \$100,000

Patrick Nahirney and Raad Nashmi: CIHR Project Grant 2018-2023 \$662, 490

**Combined Total: \$1,159,990 over the review period**

### ***Appendix C. Shared Publications Between Centre for Biomedical Research Members***

*Members names are indicated in highlighting.*

Pedde RD, Mirani B, Navaei A, Styan T, Wong S, Mehrali M, Thakur A, Khadem Mohtaram N, Bay A, Dolatshahi-Pirouz A, Nikkhah M, Willerth SM, Akbari M (2017). Emerging Biofabrication Strategies for Engineering Complex Tissue Constructs. *Advanced Materials*. 29(19): 1606061.

Nahirney PC, Reeson P, Brown CE (2016) Ultrastructural analysis of blood brain barrier breakdown in the peri-infarct zone in young adult and aged mice. *Journal of Cerebral Blood Flow and Metabolism*. 36(2) 413-425.

Reeson P, Tennant KA, Gerrow K, Wang J, Weiser S, Thompson K, Lockhart K.L, Nahirney PC and Brown CE (2015) Delayed inhibition of VEGF signaling attenuates blood brain barrier breakdown and improves stroke recovery in a co-morbidity dependent manner. *Journal of Neuroscience*. 35(13): 5128-5143.

Seto A, Taylor S, Trudeau D, Swan I, Leung J, Reeson P, Delaney K and Brown CE (2014) Induction of ischemic stroke in awake freely moving mice reveals that isoflurane anesthesia can mask the benefits of a neuroprotective therapy. *Frontiers in Neuroenergetics*. 6:1.

Leung J, McPhee DM, Renda A, Penty N, Farhoomand F, Nashmi R and Delaney KR (2017) MeCP2-deficient mice have reduced  $\alpha 4$  and  $\alpha 6$  nicotinic receptor mRNA and altered behavioral response to nicotinic agonists. *Behav Brain Res*. 330:118-126 doi:10.1016/j.bbr.2017.05.021

Badr BM, Somogyi-Cszimazia R, Leslie P, Delaney KR and Dechev N (2017) Design of a wireless measurement system for use in wireless power transfer applications for implants. *Wireless Power Transfer*. pp1-12 oi.org/10/1017/wpt.2016.12

Badr BM, Delaney KR and Dechev N (2015) Design of a low frequency piezoelectric energy harvester for rodent telemetry. *Ferroelectrics*. 48(1) 98-118 doi:10.1080/00150193.2015.1051441

Badr BM, Somogyi-Cszimazia R, Delaney KR and Dechev N (2014) Wireless Power Transfer for Telemetric Devices with Variable Orientation, for Small Rodent Behavior Monitoring. *Sensors J*. 15(4) 2144-56 10.1109/JSEN.2014.2363836

Badr BM, Somogyi-Cszimazia R, Delaney KR and Dechev N (2014) Power transfer via magnetic resonant coupling for implantable mice telemetry device. *Wireless Power Transfer Conference (WPTC), 2014 IEEE*. pp 259-264 10.1.1109/WPT.2014.6839557

Seto, Trudeau D, Swan I, Leung J, Reeson P, Lim R, Delaney KR and Brown CE (2014) Inducing ischemic stroke in awake mice reveals that anesthesia can mask the benefits of a neuroprotective therapy. *Front Neuroenergetics*. 6:1. doi: 10.3389/fnene.2014.0000

Nickerson PEB, Ronellenfitch KM, Cszudi NF, Howard PL, Delaney KR and Chow RL (2013) Live imaging and analysis of postnatal mouse retinal development. *BMC Dev Biol* (I.F. 2.7)

Stuss D, Cheema M, Ng MK, Martinez de Paz A, Williamson B, Missiaen K, Cosman JD, McPhee D, Esteller M, Hendzel, Delaney K and Ausió J (2013) Binding of MeCP2 to chromatin in the absence of its DNA methyl binding domain. *Nucleic Acid Res.* 41(9) 4888-4900 (I.F. 5.5)

Hall M, Mohtaram NK, Willerth SM and Edwards R (2017) Modelling the behaviour of human induced pluripotent stem cells seeded on melt electrospun scaffolds. *Journal of Biological Engineering.* 11:38.

Wu J, Li W, Hajisalem G, Lukach A, Kumacheva E, Hof F, and Gordon R (2014) Trace cancer biomarker quantification using polystyrene-functionalized gold nanorods. *Biomedical Optics Express.* 5(12):4101-4107.

Ichu T-A, Han J, Borchers C, Lesperance M, and Helbing CC (2014) Metabolomic insights into system-wide coordination of vertebrate metamorphosis. *BMC Devel Biology.* 14(5):doi:10.1186/1471-213X-14-5.

Maher SK, Wojnarowicz P, Ichu T-A, Veldhoen N, Lu L, Lesperance M, Propper CR, and Helbing CC (2016) Rethinking the biological relationships of the thyroid hormones, L-thyroxine and 3,5,3'-triiodothyronine. *Comparative Biochemistry and Physiology Part D Genomics Proteomics.* 18: 44-53. doi: 10.1016/j.cbd

Veldhoen N, Hobbs J, Ikonomou G, Hii M, Lesperance M, and Helbing CC (2016) Implementation of novel design features for qPCR-based eDNA assessment. *PLoS ONE.* 11: e0164907. doi:10.1371/journal.pone.0164907.

McGovern RE, Snarr BD, Lyons JA, McFarlane J, Whiting AL, Paci I, Hof F and Crowley PB (2015) Structural study of a small molecule receptor bound to dimethyllysine in lysozyme. *Chemical Science.* 6:442–449. [http:// dx.doi.org/10.1039/C4SC02383H](http://dx.doi.org/10.1039/C4SC02383H).

Simhadri C, Daze KD, Douglas SF, Quon TTH, Dev A, Gignac MC, Peng F, Heller M, Boulanger M, Wulff JE, and Hof F (2014) Chromodomain antagonists that target the polycomb-group methyllysine reader protein Chromobox homolog 7 (CBX7). *J Med Chem.* 57(7):2874–2883. <http://dx.doi.org/10.1021/jm401487x>.

Tabet S, Douglas SF, Daze KD, Garnett GAE, Allen KJH, Abrioux EMM, Quon TTH, Wulff JE, and Hof F (2013) Synthetic trimethyllysine receptors that bind histone 3, lysine 27 trimethylated (H3K27me3) and disrupt its interaction with the epigenetic reader protein CBX7. *Bioorg Med Chem.* 21(22)7004–7010. <http://dx.doi.org/10.1016/j.bmc.2013.09.024>

Halliday DWR, Hundza SR, Garcia-Barrera MA, Klimstra M, Commandeur D, Lukyn TV, Stawski RS & MacDonald SWS (2018) Comparing executive function, evoked hemodynamic

response, and gait as predictors of variations in mobility for older adults, *Journal of Clinical and Experimental Neuropsychology*, Vol 40 No 2 1-160

**Hundza SR**, Gaur A, Brodie R, Commandeur D, **Klimstra MD**. (2017) Age-related erosion of obstacle avoidance reflexes evoked with electrical stimulation of tibial nerve during walking. *J Neurophysiol*. 2017 Dec 20. doi: 10.1152/jn.00979.2016.

**Zehr EP**, Barss TS, Dragert K, Frigon A, Vasudevan EV, Haridas C, Hundza S, Kaupp C, Klarner T, **Klimstra M**, Komiyama T, Loadman PM, Mezzarane RA, Nakajima T, Pearcey GE, Sun Y. (2016) Neuromechanical interactions between the limbs during human locomotion: an evolutionary perspective with translation to rehabilitation. *Exp Brain Res*. 2016 Nov;234(11):3059-3081. Epub 2016 Jul 15. Review

Nakajima T, Mezzarane RA, **Hundza SR**, Komiyama T, **Zehr EP** (2014) Convergence in Reflex Pathways from Multiple Cutaneous Nerves Innervating the Foot Depends upon the Number of Rhythmically Active Limbs during Locomotion. *PLoS One*. Aug 29;9(8)

**Andersen OK**, Klimstra M, Thomas E, Loadman PM, **Hundza SR & Zehr EP** (2014). Human cutaneous reflexes evoked with simultaneous multiple nerve stimulation during rhythmic locomotor-like arm and leg cycling in stroke subjects. In W. Jensen, O. K. Andersen, & M. Akay (Eds.), *Replace, Repair, Restore, Relieve : Bridging Clinical and Engineering Solutions in Neurorehabilitation: Proceedings of the 2nd International Conference on NeuroRehabilitation, ICNR2014, 24-26 June 2014, Aalborg, Denmark.* (pp. 255-261). Springer. (Biosystems and Biorobotics; No. 7)

Williams CC, Trska R, Hassall CD, **Holroyd CB & Krigolson OE** (2017). When theory and biology differ: The

**Nahirney PC**, P Reeson and CE Brown (2016) Ultrastructural analysis of blood-brain barrier breakdown in the peri-infarct zone in young adult and aged mice. *Journal of Cerebral Blood Flow and Metabolism*, Feb;36 (2):413-25.

Reeson P, K Tennant, K Gerrow, J Wang, S Novak, K Thompson, K Lockheart, A Holmes, **PC Nahirney and CE Brown** (2015). Delayed inhibition of VEGF signaling after stroke attenuates blood-brain barrier breakdown and improves functional recovery in a comorbidity-dependent manner. *Journal of Neuroscience*, Apr 1; 35(13):5128-43 (cover image).

Leung J, McPhee DM, Renda A, Penty N, Fahroomand F, **Nashmi R and Delaney KR** (2017). MeCP2-deficient mice have reduced  $\alpha 4$  and  $\alpha 6$  nicotinic receptor mRNA and altered behavioral response to nicotinic agonists. *Behavioural Brain Res* 330: 118-126.

**Swayne LA**, Sanchez-Arias J, Agbay A, and **Willerth SM** (2016) What are neural stem cells and why are they important? *Frontiers for Young Minds*. 4:20.

Milosevich N, Gignac MC, McFarlane J, Simhadri C, Horvath S, Daze K, Croft CS, Dheri A, Quon TTH, Douglas SF, Wulff JE, Paci I and Hof F (2016) Selective inhibition of CBX6—a methyllysine reader protein in the polycomb family. *ACS Medicinal Chemistry Letters*. 7:139-144.

Simhadri C, Daze KD, Douglas SF, Quon TTH, Gignac M, Dev A, Peng F, Heller M, Boulanger MJ, Wulff JE and Hof F (2014) Chromodomain antagonists that target the polycomb-group methyllysine reader protein Chromobox homolog 7 (CBX7). *Journal of Medicinal Chemistry*. 57:2874-2883.

MacGillivray MK, Lam T, Klimstra M, Zehr EP, Sawatzky BJ (2018) Exploring the ecological validity and variability of a 10-min bout of wheeling. *Disabil Rehabil Assist Technol*. 3: 287-292. doi:10.1080/17483107.2017.1323965.

Zehr EP, Barss TS, Dragert K, Frigon A, Vasudevan EV, Haridas C, Hundza S, Kaupp C, Klarner T, Klimstra M, Komiyama T, Loadman PM, Mezzarane R, Nakajima T, Pearcey GEP, and Sun Y (2017) Neuromechanical interactions between the limbs during human locomotion—an evolutionary perspective and translation to rehabilitation *Exp Brain Res*. 234(11):3059-3081.



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## Memorandum

To: Members of the University of Victoria Senate

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

Date: April 16, 2019

Re: **Revisions to Membership in the Faculty of Graduate Studies**

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I have attached a document for your consideration regarding Membership in the Faculty of Graduate Studies (dated April 16, 2019).

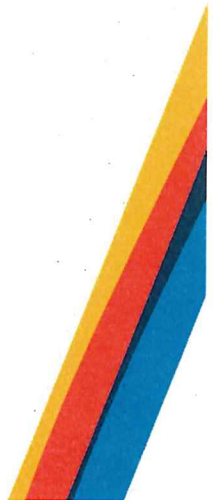
I would be grateful for your consideration of approval of the revised Membership policy of the Faculty of Graduate Studies in the May 3, 2019 meeting of the Senate. I would be pleased to move the following:

“That the Senate approve the amendment to the Affiliate Membership section in the Membership in the Faculty of Graduate Studies policy, cited in the attached document.”

Sincerely,

A handwritten signature in blue ink, appearing to be "DC" with a stylized flourish.

David Capson  
Dean  
Faculty of Graduate Studies





Proposed Changes (Pg. 33 of UVic Graduate Calendar, May 2019 Edition):

**Membership in the Faculty of Graduate Studies**

iii. Affiliate membership is intended for appropriately qualified individuals who do not hold academic appointments at the University of Victoria but wish to serve as ~~an~~ inside or outside members on supervisory committees. Membership will normally be granted upon request of the Academic Unit, either for the duration of study of a particular student or, in the case where the individual may be asked to serve on several student committees, for a maximum of 5 years, renewable as appropriate, and with only those privileges that the unit recommends and the Dean of Graduate Studies approves. Affiliate members may not supervise or co-supervise graduate students. Regular Members who have resigned their position at the University of Victoria (including Emeritus professors) who wish to continue to serve on supervisory committees are eligible for Affiliate status.

Reasons for changes:

This change is to clarify supervisory committee membership. In order for graduate student supervisory committees to meet FGS guidelines, Affiliate members of the Faculty of Graduate Studies may serve as either inside or outside committee members.

Inside members are defined as FGS members from within a student's home academic unit serving on a supervisory committee; outside members are FGS members from outside a student's home academic unit that are serving on a supervisory committee. Given the fact that Affiliate members do not hold academic appointments at UVic (please see above) and so are not officially within any academic units, we are correcting the above wording so they are able to serve as either inside or outside members, as the distinction between inside or outside is irrelevant in regards to Affiliate membership.

We are also proposing to change 'cosupervise' to 'co-supervise' to correct a spelling error.



**2018-2019**

**Annual Report to Senate**

Advisory Committee on  
Academic Accommodation and  
Access for Students with Disabilities

**March, 2019**

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A - 2018-2019 Advisory Committee Membership

## Introduction

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

[Policy AC1205](#) requires the Advisory Committee to report annually on its activities to Senate. This document serves as the Advisory Committee's formal report for the 2018-19 year (See Appendix A for Advisory Committee membership).

The Advisory Committee reviews:

- institutional policies and procedures related to access and academic accommodations for both undergraduate and graduate students;
- available institutional data, plans, goals, and issues related to access and academic accommodations designed to support students; and
- government and educational research, trends, reports, and requirements in order to make recommendations to the university's governing bodies and/or executive for consideration.

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

The Advisory Committee is comprised of representatives from a range of diverse areas across the university including:

- student representatives appointed by the University of Victoria Students' Society (UVSS) and the Graduate Students' Society (GSS);
- members of the Senate Committee on Learning and Teaching and the Senate Committee on Academic Standards;
- faculty members;
- Centre for Accessible Learning;
- Learning and Teaching Support and Innovation Centre;
- Student Affairs;
- Ombudsperson;
- University Systems;
- Facilities Management;
- Equity and Human Rights office; and
- Libraries.

## The Centre for Accessible Learning (CAL)

The Centre for Accessible Learning (CAL), a unit within the Division of Student Affairs, leads the development of student-focused accessible learning models and delivers training and education to further the University's commitment to provide equal access to all academic programs, remove academic barriers, increase inclusion, and reduce stigma.

CAL provides advice and consultation on the University's legal and regulatory compliance with the BC Human Rights Code, the Ministry of Advanced Education, and University policy and procedures. CAL is a core academic support unit for students, staff, and faculty and contributes to the recruitment and retention of students as well as their academic and personal success.

### Profile of Students Registered with CAL

Current and appropriate medical documentation is required to support requests for academic accommodations and approximately 1779 students are registered with CAL as of February 2019. Students registered with CAL with a primary diagnosis of mental health conditions make up 34% of the population, however if students with mental health conditions as a secondary or tertiary diagnosis are included the percentage increases to 50% or half of all students registered.

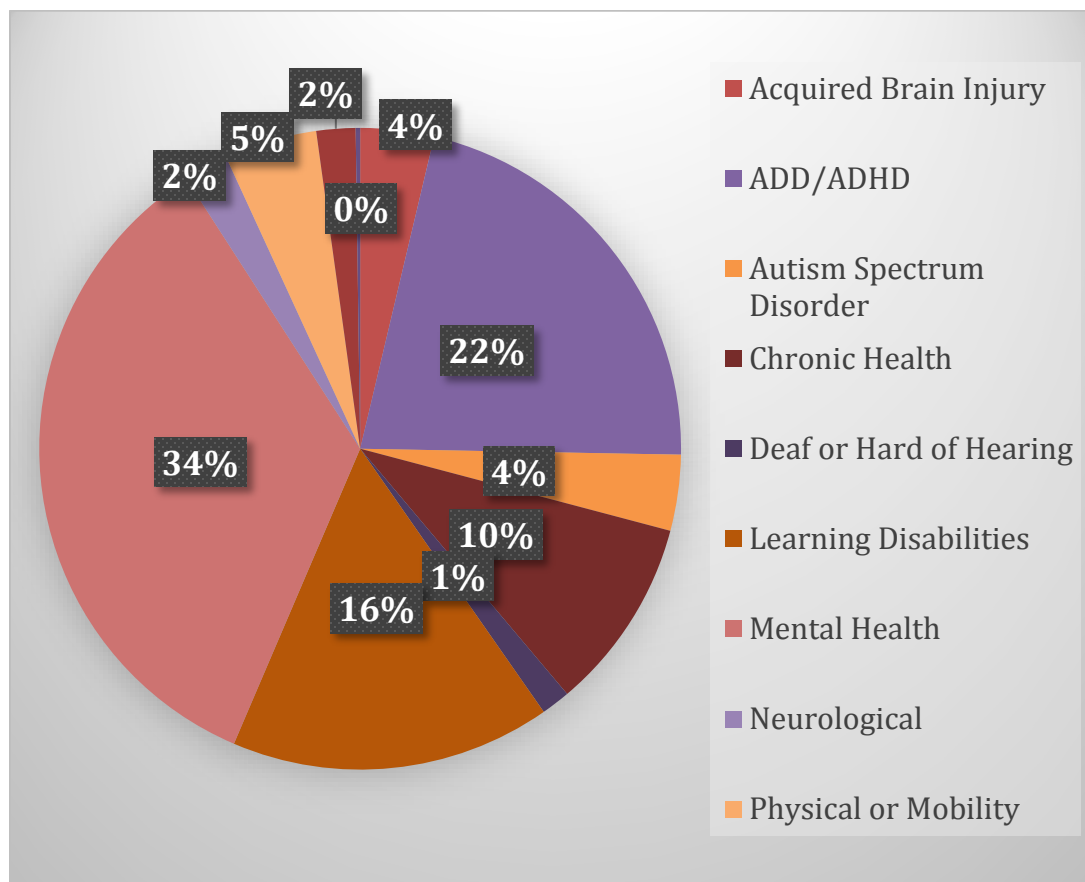
Primary Registration Current Term	2014-15	2015-16	2016-17	2017-18	2018-19
Acquired Brain Injury	53	51	60	73	66
ADHD	278	312	360	347	384
Autism	32	42	56	55	68
Chronic Health/Medical	113	142	165	168	173
Deaf/Hard of Hearing	28	29	28	25	26
Learning Disabilities	230	223	249	246	287
Mental Health	305	386	482	553	613
Neurological	13	20	23	28	40
Other	6	3	2	2	4

Physical or Mobility	72	69	69	59	83
Vision	23	29	31	32	35
Total	1153	1306	1525	1588	1610

Table 1: Student numbers registered with CAL in current term.

	2014-15	2015-16	2016-17	2017-18	2018-19
Masters	86	96	105	107	44
PhD Students	23	33	35	42	112
Law Students	38	41	46	51	45
TOTAL	147	170	186	200	201

Table 2: Graduate student registration with CAL



## Accommodated Exams facilitated by CAL

Year	Total	Increase
2007-2008	3169	
2008-2009	3384	7%
2009-2010	3399	0.44%
2010-2011	3904	14.86%
2011-2012	5013	28.41%
2012-2013	6251	24.70%
2013-2014	7616	21.84%
2014-2015	8492	11.50%
2015-2016	9578	12.79%
2016-2017	11860	23.83%
2017-2018	12488	5.30%
2018-2019	~13000	

## CAL Programs

### Learning Assistance Program (LAP)

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

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

### Notetaking Program

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

### Interpreting and Transcribing

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

## **CAL Alternative Text Centre (AFTP)**

CAL's Alternative Text Centre's program works to deliver alternative text materials to students in a timely manner.

There has been a significant increase in STEM E-text requests requiring MathML coding, image descriptions, and other special formatting. See section below for more information.

Requests for Electronic-texts (E-texts) coded with MathML software to provide accessible textbooks for Science, Technology, Engineering, and Math (STEM) disciplines have increased significantly this year, and is a complex and lengthy process. Staff follow best-practices for reformatting textbooks, coding equations individually in MathML, and inserting professionally authored image descriptions. For context, a single textbook has an average of 500 pages. A single equation in a STEM textbook may take up to 2 minutes to code, with the average STEM textbook containing between 1-20 or more equations per page on average.

The AFTP did not collect statistics to reflect the conversion of instructor slide presentations or additional required readings/course materials such as in-class handouts, online coursework, homework, worksheets, reference sheets, or assignments. However, the volume of these documents significantly increased from the past period due an increase in STEM students registering with the CAL AFTP.

Notably, the CAL AFTP also created approximately 100 tactile graphics to support complex visual content from STEM lectures, labs, tutorials, and assessments. A single tactile graphic can take between 15 minutes to 1 hour to produce depending on the content.

## **Residence Services**

### **Priority Consideration Requests**

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

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

Priority Consideration may also be defined as the need for an exception to current practices and/or policies, based on restrictions or limitations resulting from disability, chronic health conditions, or other considerations.

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



For the academic year 2018-19, there were 98 applications received (which includes 12 for Family Housing)

- 56 applications approved (9 Family Housing requests)
- 22 applications were not approved
- 20 applications withdrew, cancelled, or were offered housing through regular admissions processes
- 1 application under review (application received late)

There has been a noticeable increase in the number of requests for Emotional Support Animals in Residence and Family Housing. There has also been an increase in the number of requests for equipment related to an individual's medical needs (such as air conditioners, bed extensions etc.)

Residence Services are committed to improving student units. There are completed upgrades in a number of units to improve their accessibility. Some of the upgrades include:

- Laminate flooring
- Roller blinds

We've also invested in new equipment to meet specific needs, such as:

- Bed extensions
- Longer mattresses

### Student Mental Health Strategy

Diagnosed mental health conditions continue to be the highest reason for students to register with CAL for academic accommodations (50% of registered students in 2018-19). 47% of the respondents who participated in the university's *2015 Accessibility for Students at UVic Research Study* indicated that they had a mental health condition as their primary disability.

The university formally launched its [Student Mental Health Strategy \(SMHS\)](#) in October, 2014. Initiatives included reducing the negative stigma associated with mental health issues; building a more welcoming, connected and supportive university community; enhancing the university community's ability to support students who may be at risk; providing tools and resources for students in distress or crisis; and offering staff and faculty the training and tools needed to support student mental health.

To increase connection and support in our community, the institution use a diverse range of platforms for engaging students through a centralized mental health website, Student Mental Health Blog and Facebook page, a Student Mental Health Leadership program, and a Mental Health Events Calendar. Additionally, the Annual Student Mental Health Awareness Event has been a staple of the actualization of the strategy, and has been well-attended and received by UVic's campus community.

The university has also been fortunate to have Chancellor Shelagh Rogers, who is a strong mental health advocate, as the event emcee for several years in a row. Due to this combination

of passionate and highly respected speakers and event participants, the Annual Student Mental Health Awareness event garners a large audience every year, and the event continues to grow.

The Student Mental Health Leadership Program has created opportunities for students to learn from their peers. For example, over the last few years the Student Mental Health Leaders have hosted a variety of workshops on topics such as ‘Supporting a Peer in Distress’, ‘Self-love’, and ‘Healthy Relationships.’

Another key commitment from the Student Mental Health Strategy has been realized with the Mental Health Literacy Program. With three different levels of the program available, it is designed to train faculty and staff on how to recognize, support, and refer students who may be in distress. The program is delivered by a mental health Training Specialist (Counselling/Office of Student Life), who is available to tailor the program and schedule workshops depending on the needs of the group participating.

Activity	Activity Description	Key Deliverables	# of sessions offered Current academic year 2018/19	Total # of sessions offered December 2014 - present	# of participants Current academic year
Delivery of Student Mental Health Literacy	Level One	Sessions for staff and faculty - basic training in mental health awareness and response	14	161	239
Delivery of Student Mental Health Literacy	Level Two	Sessions for staff and faculty - More detailed information, tools, scenarios and case studies	3	32	52
Delivery of Student Mental Health Literacy	Level Three	Sessions for staff and faculty - advance training in mental health concerns for selected groups of faculty and staff who work in areas that regularly respond to students in distress	3	22	44
Delivery of Student Mental Health Literacy – special topics	Tailored sessions	Sessions for staff and faculty – request was made for the topic of “Boundaries”  Researched and prepared session for each group based on assessed need		2	
Delivery of Student Mental Health Literacy	Information Sessions	Short sessions (i.e. 15 – 20 minutes) on basic student mental health and ways to identify and refer students who may be in distress	1	13	36
Delivery of Student Mental Health Literacy	Graduate Student Sessions Based on assessed needs from Graduate Student Research project in 2016/17, researched, designed and deliver	1. TA Fall Conference 2. CAL – learning strategists and tutors 3. Biology Graduate Students			

	presentations tailored to each group of graduate students	<ol style="list-style-type: none"> <li>4. Chemistry Graduate Students</li> <li>5. Neuroscience Graduate Students</li> <li>6. Sociology Graduate Students</li> <li>7. Civil Engineering Graduate Students</li> <li>8. Business – MBA and PhD students</li> </ol>			
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### Office of Student Life (OSL)

The university has focused on increasing the resources available for students who have more acute mental health needs. For example, the two full-time Student Outreach and Support Manager positions develop processes for campus stakeholders to increase communication and coordinate supports across different offices on campus in a timely manner when concerns for a student arise.

### Health and Counselling

In alignment with the above Student Mental Health Strategic goals, urgent care appointments are also held at Health Services and Counselling Services.

The integration of Health and Counselling represents efforts for increased access and continuity of care. Counselling has updated their services to a collaborative stepped care model, where students work with an intake counsellor to focus on goals for change and determine the level of support required in an individualized manner that fits students' needs.

### Multi-Faith

Multifaith Services is a unit of Student Affairs that works closely with other service units to provide the best spiritual and mental health care for the campus community; nurturing the holistic well-being of students, staff and faculty alike.

The mission of Multifaith Chaplains Services (MCS) is to provide religious support and spiritual care for the students and staff at the University of Victoria. This is achieved through the offering of pastoral counselling, prayer and meditation groups, learning circles, religious education, retreats, and workshops on a variety of interests to support the spiritual well-being of the campus community. MCS also serves as a liaison between the campus and faith communities in the greater Victoria area.

## Update on the Advisory Committee's Priorities and Key Activities

### **(AC1205) Policy Review**

According to the Policy on University Policies and Procedures (GV0100), university policies must be reviewed at least once every seven years. Policy AC1205 was last reviewed in 2006; the procedures directed toward undergraduate students were revised in 2011; and the graduate student procedures were revised in 2014. The policy and the undergraduate procedures are due for a full review.

The role of the Advisory Committee on Accommodation and Access for Students with Disabilities ("Committee"), as a designated committee that reports to the Vice-President Academic and Provost, is to review and recommend revisions to Policy AC1205. This review process requires extensive consultation, research, and drafting. The review will also identify the need for further education and training, or improvements to practices and resources on campus.

The Committee's priority this year has been to develop a consultation process and project plan in order to update Policy AC1205 and align it with the values and directions of the Strategic Framework, the university policies and procedures that respond to accommodation, inclusion, and access to academic programs.

Through the consultation process, the Committee will identify the changes needed to existing academic accommodation policies and practices in order to respond to changing student needs and demographics; to confirm the need for on-going consultation with people with lived experience with disability; and to identify key activities that will be critical for implementing the revised policy and procedures.

The responsibility for creating equitable access, inclusion, and academic accommodations is shared among multiple equally important stakeholders and requires a collaborative process.

Three consultation phases are currently planned. Phase one will seek feedback on the preliminary draft revisions. Phase two involves follow-up and further consultation with stakeholders. Phase three includes consultation with specific stakeholders, legal review, the Provost's review, and Senate endorsement. Over this past year, a research plan has been completed that has included the development of an inventory of related policies across the BC post-secondary system as well as peer institutions across Canada, as well as a presentation developed for the Committee (and future Committee members and stakeholders) on the legal framework by which the University of Victoria must operate under. This year's Committee will complete a final recommendation of the Project Plan and Consultation Plan in order to situate the process to resume in Fall 2019.

APPENDIX 'A'  
ADVISORY COMMITTEE ON ACADEMIC ACCOMMODATION  
AND ACCESS FOR STUDENTS WITH DISABILITIES  
Membership List – 2018-19

<b>Jim Dunsdon</b>	Associate Vice-President Student Affairs
<b>Joel Lynn (Chair)</b>	Executive Director, Student Services
<b>Laurie Keenan</b>	Director, Centre for Accessible Learning
<b>Dr. Laurene Sheilds</b>	Executive Director, Division of Learning & Teaching Support & Innovation
<b>Dr. Dale Ganley</b>	Senate Committee on Learning and Teaching - Representative
<b>Dr. Esther Sangster-Gormley</b>	Senate Committee on Academic Standards – Representative
<b>Cassbreea Dewis</b>	Equity and Human Rights – Representative
<b>Annette Fraser</b>	Ombudsperson
<b>Leigh Andersen</b>	Director, Customer Service & Program Integration
<b>Shailoo Bedi</b>	Director, Academic Commons & Strategic Assessment
<b>Marcus Greenshields</b>	Manager, Help Desk – University Systems
<b>Jennifer Harkins</b>	Graduate Student's society – Student Representative
<b>TBD</b>	Graduate Students' Society – Student Representative
<b>Kaitlin Fortier</b>	University of Victoria Students' Society – Student Representative
<b>TBD</b>	University of Victoria Students' Society – Student Representative
<b>Marta Ausio-Esteve</b>	Committee Support
<b>Colleen O'keefe</b>	Legal, Counsel, Dept. of Vice President Finance & Operations
<b>Kyle Pang-McNeill</b>	Policy Officer, University Secretary



**2018-19**

**Annual Report on Non-Academic Misconduct Allegations  
and Resolutions**

April, 2019

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## INTRODUCTION

The university Resolution of Non-Academic Misconduct Allegations Policy (hereinafter referred to as 'Policy AC1300') was approved by the Senate and the Board of Governors in May 2011, came into effect in August 2011, and was renewed and updated in August 2017.

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

### 2018-2019 Trends Identified in Student Non-Academic Misconduct:

Conduct Trends observed by the Office of Student Life in the 2018-2019 reporting year include allegations with content related to the following types of activities that may be considered Non-Academic Misconduct under policy AC1300:

- Disruptive and dangerous behavior (18 allegations); and
- Theft, damage and destruction (10 allegations), including the vandalizing or otherwise damaging university property.

As an important factor impacting these cases in the 2018-2019 year, 35 percent of conduct cases reviewed under policy AC1300 involved alcohol and/or substance use as a significant contributing factor to the conduct concerns identified. In response to this trend, the Office of Student Life has prioritized the development of educational awareness tools, specific to creating opportunities for students to engage in learning and reflection on their relationship with alcohol and substance use as it impacts their personal and academic student experience.

An additional trend observed is in the increase of Respondent students expressing interest in collaborating with the university to take accountability for their conduct in allegations of non-academic misconduct. A focus of the 2018-2019 year has been on developing processes for students to engage with the Office of Student Life to participate in voluntary resolution processes where appropriate.

## (I) BACKGROUND

### *Purpose and Scope of Policy AC1300*

Policy AC1300 was designed to broadly address student conduct incidents that arise from time to time such as:

- theft, vandalism, or tampering with emergency equipment;
- unauthorized entry or presence in a university building;
- fraud, misuse or impersonation
- disruptive or dangerous behaviours;
- high-risk alcohol and/or drug use;
- non-compliance with university policy;
- failure to follow previous sanctions;
- assisting in non-academic misconduct; and
- illegal activities by a student occurring on university property or in connection with a university activity.



Policy AC1300 was developed and implemented to respond to student non-academic misconduct in a clear, predictable, and transparent manner with consistent response mechanisms. Generally, policy jurisdiction applies to student conduct issues that occur on university property and off-campus conduct only when the behaviour is directly connected to university operations or where students are formally representing the university. The policy does not govern issues of academic integrity or academic appeals, issues of student conduct administered under the Sexualized Violence Prevention and Response Policy (GV0245), or issues that are governed by previously existing university including the Discrimination and Harassment Policy (GV0205)..

The policy and its associated procedures include processes that are intended to facilitate fair and consistent decisions when resolving student misconduct allegations while supporting the clarification of what constitutes non-academic student misconduct at the university. Further, the policy and associated procedures:

- encourage the informal resolution of issues whenever appropriate;
- describe how a member of the university community can submit an allegation;
- set out investigative processes for formal allegations;
- describe possible sanctions for confirmed misconduct;
- provide criteria for determining any sanction(s) for confirmed misconduct (after an investigation);
- provide protocols around how to communicate decisions to the respondent and complainant; and
- provide processes to appeal decisions and sanctions.

#### *Policy Renewal*

Policy AC1300 was renewed in August 2017 and has been updated to provide key process clarifications and to reflect updated practices related to student supports throughout the conduct process. The revised policy and associated procedures also includes an appendix that outlines the rights of participants who engage in the processes. Additionally, the revised Policy AC1300 reflects necessary changes to ensure the policy and procedures align with the new Sexualized Violence Prevention and Response Policy (GV0245), which was effective as of May 19, 2017 and with the principles of the new Response to At Risk Behaviour Policy (SS9125), which was effective September 2017. With the implementation of Policy GV0245, Policy AC1300 is no longer used for investigation and adjudicating sexualized violence allegations involving students, unless allegations involve an incident that occurred prior to the launch of Policy GV0245.

## (II) ALLEGATIONS SUBMITTED AND REVIEWED UNDER POLICY AC1300

#### *How Sanctions are Determined when Misconduct is Confirmed*

Where misconduct has been confirmed after an investigation, whenever possible, the sanctions applied are not intended to be punitive. Rather, whenever possible, the misconduct resolution process primarily focuses on assigning sanctions with educational outcomes that are designed to help support student's personal growth and development and to help the student understand the impact of their actions.

Decisions on appropriate sanctions for confirmed misconduct are made based on numerous considerations including:

- (a) the seriousness and impact of the Respondent’s conduct on the University Community, a University Activity or the university’s reputation or property;
- (b) whether the incident is isolated;
- (c) whether the incident was inadvertent or deliberate;
- (d) whether other university policies were violated;
- (e) related financial costs; and
- (f) any other mitigating factors.

When sanctions are applied against students found responsible for misconduct, the goal is to help the respondent student to understand the full impact of their actions while helping the student to take steps to repair the harm done where appropriate, implement positive change, and restore relationships and community whenever possible. Where appropriate and possible, Respondent participation and accountability are taken into account when determining appropriate sanctions

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

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

### Table 1 - Summary of Non-Academic Misconduct Allegations

Table 1 contains information on the types of allegations submitted, investigated and resolved under Policy AC1300 since April, 2015. It is important to note that a student may be investigated under Policy AC1300 for multiple allegations. With the renewal of Policy AC1300 in 2017, new categories of non-academic misconduct were introduced, which were not tracked in previous year. Dashes ( - ) in the table below indicate that the category was not applicable or tracked during that year.

Categories of Non-Academic Misconduct Allegations	Number of Allegations Received				
	<i>April 2014 –</i>	<i>April 2015 –</i>	<i>April 2016 –</i>	<i>April 2017 –</i>	<i>April 2018 –</i>
	<i>March-15</i>	<i>March-16</i>	<i>March-17</i>	<i>March-18</i>	<i>March-19</i>
Threatening written material or online messaging	4	0	1	-	-
High-risk alcohol or drug use	3	2	2	3	1
Disruptive or dangerous behaviour (includes verbal or communicated threats and physical assaults)	8	5	12	25	18

Sexualized Violence (any unwanted act of a sexual nature) <sup>i</sup>	3	11	5	1	0
Theft, damage, or destruction to university property	2	1	2	4	10
Violation of previously imposed sanction or restriction	0	0	2	1	1
Unauthorized entry or presence	-	-	-	5	3
Fraud, Misuse or Impersonation	-	-	-	0	4
Submission of False, Frivolous or Vexatious Allegations	-	-	-	0	0
Illegal activities	-	-	-	0	0
Non-Compliance with University Policy	-	-	-	0	1
Assisting in Non-Academic Misconduct	-	-	-	0	0
Allegations not investigated	-	-	3	12	4
<b>Totals</b>	<b>20</b>	<b>19</b>	<b>27</b>	<b>51</b>	<b>42</b>

Table 2 - Summary of Non-Academic Misconduct Outcomes

Table 2 contains summary information on the outcomes or resolutions reached under Policy AC1300. <sup>ii</sup>

Outcome/Resolution	Number of Sanctions Assigned			
	Apr 2014 - Mar 2015	Apr 2015 - Mar 2016	Apr 2016 - Mar 2017	Apr 2018 - Mar 2019
<b>A. Sanctions</b>				
Written Warning	14	20	22	20
Apology	6	6	4	9
Participation in an Alternative Dispute Resolution Process (e.g., restorative justice, mediation, facilitated dialogue, etc.)	1	4	2	0
Limitation of Specified University Privileges	2	1	0	0
Restitution:				
(a) Reflection Assignment	6	9	17	6
(b) Community Service Hours	3	2	1	1

<sup>i</sup> Please note, the tracking for the 2017-2018 and 2018-2019 related to allegations of sexualized violence represent the number of historical cases reported to have taken place, prior to the Sexualized Violence Prevention and Response Policy (GV0245) being implemented. Allegations reported to have taken place prior to May 2017 are investigated under the Resolution of Non-Academic Misconduct Allegations Policy (AC1300) as this was the policy in place prior to policy GV0245.

<sup>ii</sup> In accordance with Policy AC1300, sanctions may be applied independently or in combination for any confirmed violation of the policy.

Outcome/Resolution	Number of Sanctions Assigned			
	Apr 2014 - Mar 2015	Apr 2015 - Mar 2016	Apr 2016 - Mar 2017	Apr 2018 - Mar 2019
(c) Financial Re-payment	1	0	0	4
Participation in Training/Workshops	11	10	10	1
Student Conduct Accountability Plan Development	-	-	2	3
Behavioural Agreement	-	-	-	2
Restricted Access (e.g., evicted from Residence, restricted access to segments of university property or university activity)	12	11	8	6
Notice of Trespass	0	0	0	-
No contact	4	5	1	1
On-going meetings with Office of Student Life	0	2	4	3
Residence Probation	-	-	7	2
Time-limited Suspension from University	0	0	2	0
Permanent Suspension from University	1	0	1	0
<b>Total sanctions</b>	<b>61</b>	<b>70</b>	<b>81</b>	<b>58<sup>iii</sup></b>
<b>B. Other outcomes</b>				
No Finding ( <i>allegation dismissed due to insufficient information</i> )	0	0	2	2
Investigation discontinued	-	-	-	4
Student found not responsible for non-academic misconduct	3	3	2	2
Allegation(s) still under investigation	6	2	3	5
Student withdrew from university prior to conclusion of investigation	1	0	0	-
<b>Total other outcomes</b>	<b>10</b>	<b>5</b>	<b>7</b>	<b>13</b>

Table 3: Appeals under Policy AC1300

Under Policy AC1300, the following appeal options are available:

<sup>iii</sup> This decline can be largely attributable to the limited number (compared to prior years) of respondents per case

<b>Available Appeal Options</b>	Appeals Submitted April 2015 – March 2016	Appeals Submitted April 2016 – March 2017	Appeals Submitted April 2017 – March 2018	Appeals Submitted April 2018 – March 2019
Appeal by complainant of the Office of Student Life's decision to not investigate a non-academic misconduct allegation	0	0	0	0
Appeal submitted deemed not to meet appeal grounds established in policy	0	1	0	0
Appeal of minor sanctions imposed for confirmed non-academic misconduct	2	0	4	0
Appeal of major sanction imposed by the President to the Senate Committee on Appeals	0	1	0	1
<b><i>Total appeals</i></b>	<b><i>2</i></b>	<b><i>2</i></b>	<b><i>4</i></b>	<b><i>1</i></b>



**DATE:** April 16, 2019  
**TO:** UVic Senate  
**FROM:** David Castle, Vice-President Research  
**RE:** 2018 Strategic Research Plan (SRP) Implementation Progress Report  
**FOR:** Information and seeking advice

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The UVic Strategic Research Plan (SRP), published in January 2016, aims to prepare the university for future research excellence and positions us to move forward as we continue to make important contributions to society and the world around us. At the core of the plan are five priorities, and associated objectives and strategies, for enhancing and leveraging the best of UVic research. These research priorities set directions for improving UVic's research environment and institutional support for research, with the ultimate aim of enabling current and successive generations of researchers to excel in research.

### IMPLEMENTATION

The final section of the SRP commits to monitoring and reporting on the plan's implementation, and to continuing to engage with key governance groups, over the five-year life of the plan. Thus, a system has been established that uses the SRP's five priorities, 35 objectives and 67 strategies as a framework for creating annual implementation plans and progress reports. To date, the following reports have been prepared and provided to UVic Senate:

- The SRP Annual Implementation Plan, 2016-17
- The SRP Implementation Progress Report and Scorecard, 2016
- The SRP Annual Implementation Plan, 2017-18
- The SRP Implementation Progress Report and Scorecard, 2017 **\*NEW**

### THIRD PROGRESS REPORT

The second report on implementation progress (2017) has now been prepared and is attached. To date, two progress reports and three annual implementation plans have been generated, and the third report on implementation progress (2018-19) is now available. The report describes progress made so far across all of the SRP strategic priorities and objectives. Also available is the SRP Scorecard, a quick reference report on implementation progress that shows the planned implementation timing and sequence for the strategies.

In the third year of implementation, all 67 strategies are considered as either ongoing or complete. Progress against the strategies continued in all areas, including the following:

- Implementation of a **Strategic Research Communications Plan**, developed by the Research Communications Committee co-chaired by the VPR and VPER (SRP Priority 1).
- Providing funding to support **interdisciplinary conferences** and workshops including the launch of the *Building Connections* fund (SRP Priority 1).
- VPRE has supported approximately **50 NSERC Engage** grants and **60 Mitacs Accelerate** grants each year where students participate in research, along with **25 Globalink** and **25 Research Internships** (SRP Priority 2).

- Holding the second annual **REACH Awards**, which combined UVic's internal research and academic award ceremonies into a single high impact event (SRP Priority 2).
- Launching the first module of the **Research Administration Information System**, the UVic Ethics portal (SRP Priority 5).
- Continuing the leadership of UVic's **research facilitators' network**, that provides faculties with expanded institutional grant facilitation support (SRP Priority 5).

## **DISCUSSION AND NEXT STEPS**

Feedback from UVic Senate is sought regarding the development process and the content for the SRP Implementation Progress Report, particularly on how implementation has impacted member's work and the plans of academic units.

Once feedback from UVic Senate has been received and considered, the 2018 SRP Implementation Progress Report and Scorecard will be finalized and posted to [www.uvic.ca/researchplan](http://www.uvic.ca/researchplan). The campus community will then be notified of the Progress Report and Scorecard's availability in a February issue of the UVic Campus Checklist and via other regular internal communications channels.

The fourth annual implementation plan (2019-20) will be prepared in late Spring 2019 and will be provided to UVic Senate for feedback in the fall, followed in course by the fourth progress report.

The OVPR will continue to collaborate and engage with the executive portfolios, faculties and research centres as the SRP continues to be implemented.



# MEMO

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DATE: April 16, 2019

TO: UVic community and partners

FROM: David Castle, Vice-President Research

RE: 2018 SRP Implementation Progress Report

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The UVic Strategic Research Plan (SRP) was published in January 2016. At the core of the plan are five priorities, and associated objectives and strategies, for enhancing and leveraging the best of UVic research. The priorities set directions for improving UVic's research environment and institutional support for research, with the ultimate aim of enabling current and successive generations of researchers to excel in research.

The final section of the SRP commits to monitoring and reporting on the plan's implementation, and to continuing to engage with key governance groups, over the five-year life of the plan. Thus, a system has been established that uses the SRP's five priorities, 35 objectives and 67 strategies as a framework for creating annual implementation plans and progress reports.

### **THIRD PROGRESS REPORT ON IMPLEMENTATION**

To date, two progress report and three annual implementation plans have been generated. The third progress report (2018-19) is now available, and describes progress made so far across all of the SRP strategic priorities and objectives. Also available is the SRP Scorecard, a quick reference report on implementation progress that shows the planned implementation timing and sequence for the strategies.

In the third year of implementation, all 67 strategies are considered as either ongoing or complete. Progress against the strategies continued, including the following:

#### **Strategic Research Plan Priority 1: Defining and Achieving Research Excellence**

- Major awards have included a Life Sciences BC – Genome BC Award for Scientific Excellence, a Confederation of University Faculty Associations BC Early Career Researcher award, an EWR Steacie Fellowship, three RSC Fellowships, and three RSC College Memberships.
- VPRE provided support for interdisciplinary conferences and workshops, and launched a *Building Connections* fund that provided small grants for faculties and research centres to host conferences, workshops, or support travel with the goal of engaging high-profile international partners.





### **Strategic Research Plan Priority 2: Enhancing the Integration of Research and Education**

- The JCURA program continued-on and awarded 125 undergraduate students with \$1,500 each in-kind towards fees to undertake research under the mentorship and guidance of a faculty.
- VPRE has supported approximately 50 NSERC Engage grants and 60 Mitacs Accelerate grants each year where students participate in research, along with 25 Globalink and 25 Research Internships.
- The second annual REACH Awards were held, showcasing UVic's internal research and academic award winners in a single, high impact event.

### **Strategic Research Plan Priority 3: Expanding Partnerships, Innovation and Entrepreneurship**

- Work continued with the BC SUPPORT Vancouver Island Regional Centre and the Cognitive Health Initiative, both of which are joint projects with Island Health to facilitate patient oriented research collaborations.
- UVic continues its partnership with the Prosperity Project that includes the Coast Capital Savings Innovation Centre, Venture Labs, VIATEC and Prosperity Project's Mentor Hub, a shared mentor network consisting of 75 mentors and advisors.
- The Coast Capital Savings Innovation Centre continues to provide incubator services to students, faculty, staff and recent graduates to take business concepts from idea to incubator-ready. Currently they are working with approximately 60 new student teams each year.
- In support of its first ever Indigenous Plan, work continues on the development of research protocols for engaging with Indigenous communities and conducting research on Indigenous lands.

### **Strategic Research Plan Priority 4: Improving Research Competitiveness through Differentiation and Specialization**

- The VPRE piloted an annual faculty and centre research planning process where faculties and centres complete templates that describe plans to grow existing or initiate new research initiatives.
- A number of improvements to research space were initiated or completed, including:
  - \$20 million to upgrade chemistry research space to support the Canada 150 chair research program.
  - \$9 million for the renovation of the newly opened Ocean and Climate research campus.
  - \$2 million in renovations to support civil engineering research.
  - Up to \$0.8 million of upgrades for several lab facilities.
- The Research Communications Committee communications plan was implemented, including a new social media strategy, and enhancement of federal funding agency recognition.

### **Strategic Research Plan Priority 5: Enhancing and Optimizing the Provision of Research Service**

- UVic implemented the first module of the Research Administration Information System (RAIS), the UVic Ethics portal.
- The new contracts database and system, Inteum, continues to demonstrate improved workflow for invention disclosures, patenting and licensing have been implemented.
- ORS Grants continued operating and providing training to the UVic research facilitators network, with six facilitators across seven faculties.

### **NEXT STEPS**

The fourth annual implementation plan (2019-20) will be developed in late Spring 2019, followed by the implementation progress report. The OVPR will continue to collaborate and engage with the executive portfolios, faculties and research centres as the SRP continues to be implemented.



## OVERVIEW

The UVic Strategic Research Plan (SRP), 2016-2021 aims to prepare UVic for future research excellence, and positions us to move forward by enabling current and successive generations of researchers to excel. At the core of UVic's SRP are five overarching priorities for enhancing and leveraging the best of UVic research:

1. **Defining and Achieving Research Excellence** - Define research excellence and achieve it by aligning resources, supports and incentives to ensure that the pursuit of research excellence remains at the forefront of UVic's academic mission.
2. **Enhancing the Integration of Research and Education** - Promote and support, in alignment with the UVic Edge, the integration of research and educational programs to create dynamic learning reflective of UVic's extraordinary environment and which contributes to the vital impact of research.
3. **Expanding Partnerships, Innovation and Entrepreneurship** - Expand UVic's focus on partnerships as mechanisms to enhance innovation; generate new research opportunities; engage with community partners; mobilize knowledge in society, policy and professional practice; and support entrepreneurship on campus.
4. **Improving Research Competitiveness through Differentiation and Specialization** - Concentrate resources in areas with demonstrated or strong potential for research excellence.
5. **Enhancing and Optimizing the Provision of Research Service** - Further the pursuit of research excellence for researchers and UVic as a whole by making strategic investments in systems, staff and staff training, and through the optimization of service delivery and asset management.

The final section of the SRP commits to monitoring and reporting on the plan's implementation. Thus, a system has been established that uses the SRP's five priorities, 35 objectives and 67 strategies as a framework for creating annual implementation plans and progress reports.

This report is the third of five anticipated SRP annual reports. As in previous years, the SRP's 67 implementation strategies have been categorized and organized as follows:

- **Initiated:** When implementation work on a strategy has recently commenced
- **Ongoing:** When accomplishing the strategy will require additional work
- **Complete:** When a change to process has been implemented and now forms part of routine work.

For the 2018-19 implementation year, all 67 strategies are now considered either **ongoing** or **complete**. Specific progress against each strategy is presented according to those broad categories.

There is also a list of acronyms and abbreviations as an appendix to help navigate the document.

The VPRE will continue to collaborate and engage with the executive portfolios, faculties and research centres as the Strategic Research Plan continues to be implemented.

**SECTION A - ONGOING STRATEGIES**

**PRIORITY 1: DEFINING AND ACHIEVING RESEARCH EXCELLENCE**

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
1.1 Adopt the definition of research excellence in the Plan to guide strategic decision-making	1.1.1 Communicate with academic units and integrate the definition into EPT processes	<ul style="list-style-type: none"> <li>Work on this strategy is <b>ongoing</b>. VPRE is working with VPAC to consider integrating the SRP’s definition of research excellence into the EPT process.</li> </ul>
1.2 Provide and sustain a high-quality research environment	1.2.1 Integrate EPT quality indicators for research into annual priorities of OVPR and implementation plans	<ul style="list-style-type: none"> <li>Work on this strategy is <b>ongoing</b>. VPRE considers EPT indicators when developing its annual priorities.</li> </ul>
1.4 Recognize and reward high-quality, fundamental and problem-focused research, nationally and internationally	1.4.2 Work with academic units to define Enhanced Planning Tool indicators of research quality to support research award nominations	<ul style="list-style-type: none"> <li>Work on this strategy is <b>ongoing</b>. The OVPR has initiated work to explore if EPT indicators can be used to support research award nominations.</li> <li>As referred to in 4.6.2, work on this strategy is ongoing. This new system could provide data to support award nominations.</li> </ul>
1.5 Increase research funding for research chairs and graduate student scholarships and sponsorships via endowments	1.5.1 Work with VPER to use fundraising priority-setting process to increase donations	<ul style="list-style-type: none"> <li>Work on this strategy is <b>ongoing</b>. The VPRE continues to work with UVic Alumni and Development on <a href="#">fundraising priorities</a>, including funds for research chairs and graduate student scholarships.</li> </ul>
1.7 Support research communications to increase access to publicly funded research	1.7.3 Support the organization of conferences, workshops, colloquia, and reporting meetings with stakeholders	<ul style="list-style-type: none"> <li>Work on this strategy is <b>ongoing</b>. The VPRE continues to provide funding for the organization of conferences, workshops, colloquia, and reporting meetings with stakeholders such as support for: Forgotten Corridors: Global Displacement &amp; the Politics of Engagement conference; Digital Humanities Summer Institute; and First Nations, Land and James Douglas: Indigenous and Treaty Rights in the Colonies of Vancouver Island and British Columbia, 1849-1864 symposium.</li> <li>The VPRE initiated the <i>Building Connections</i> program, providing small grants for faculties and research centres to host conferences, workshops, or support travel with the goal of engaging high-profile international partners.</li> <li>ORS RPKM will also continue to coordinate events with community and industry partners.</li> </ul>
	1.7.4 Work with libraries to support open-access initiatives	<ul style="list-style-type: none"> <li>Work on this strategy is <b>ongoing</b>. UVic Libraries continues to assist faculty by releasing open access monographs and textbooks, and by hosting open access journals. In 2016-17, UVic Libraries released 14 open access monographs and textbooks; hosted 34 open access journals and maintained 7000 items of UVic research in its open access research repository.</li> <li>UVic Libraries has finished a research project to understand UVic’s current and emerging open data management needs. The project included stakeholder interviews and a campus wide survey conducted in Fall 2017. The full report and recommendations are now available <a href="#">online</a>.</li> </ul>

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
1.8 Enhance supports for graduate student research	1.8.2 Work with VPER to use fundraising priority-setting process to increase donations for graduate research	<ul style="list-style-type: none"> <li>Work on this strategy is <b>ongoing</b>. As referred to in 1.5.1, the VPRE continues to work with UVic Alumni and Development on <a href="#">fundraising priorities</a>, including funds for graduate student scholarships.</li> </ul>
1.8 Enhance supports for graduate student research	1.8.3 Work with other research universities in BC to improve competitiveness in graduate student funding, relative to other provinces	<ul style="list-style-type: none"> <li>Work on this strategy is <b>ongoing</b>. <a href="#">RUCBC</a> continues to advocate to the Province to improve graduate student funding. This includes the introduction of a new graduate student scholarship fund as referred to in the July 2017 <a href="#">mandate letter</a> from the Premier of British Columbia to the Minister of Advanced Education, Skills and Training.</li> <li>As Chair of RUCBC, UVic President Jamie Cassels submitted RUCBC's 2017/18 budget proposal to the Province, title <a href="#">Maximizing BC's Potential</a>. The submission identified funding for graduate student scholarships as a priority.</li> </ul>
	1.8.4 Improve competitiveness in recruiting graduate students by enhancing financial packages and enhancing campus space allocations for graduate student use	<ul style="list-style-type: none"> <li>Work on this strategy is <b>ongoing</b>. UVic continues with its efforts to recruit high quality graduate students, including by increasing its awards, fellowships and bursaries and participating in programs such as Mitacs <a href="#">Globalink</a>.</li> <li>UVic continues to look for innovative solutions (e.g. the <a href="#">Library study carrels</a>) in order to enhance campus space allocations for graduate students.</li> <li>Improvements underway to UVic's research space are detailed in 4.2.3.</li> </ul>
1.9 Enhance supports for post-doctoral research	1.9.1 Work with VPAC and FGS to consolidate administrative supports for post-doctoral fellows	<ul style="list-style-type: none"> <li>Work on this strategy is <b>ongoing</b>. The VPRE in conjunction with FGS has initiated work to review UVic's Post doctoral fellows policy.</li> </ul>
	1.9.2 Work with VPAC and FGS to improve the profile of and supports for post-doctoral fellows	<ul style="list-style-type: none"> <li>As above</li> </ul>

## PRIORITY 2: ENHANCING THE INTEGRATION OF RESEARCH AND EDUCATION

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
2.3 Provide every student with the opportunity to become engaged in the culture and activities of a research-intensive university	2.3.2 Provide on-campus and distance-learning research opportunities	<ul style="list-style-type: none"> <li>Work on this strategy is <b>ongoing</b>. VPRE is current efforts to provide distance, in addition to on-campus, research opportunities.</li> <li>VPRE has supported approximately 50 NSERC Engage grants each year where students become involved in research.</li> <li>VPRE has supported approximately 60 Mitacs Accelerate grants each year where students participate in research, along with 25 Globalink and 25 Research Internships.</li> </ul>
	2.3.1 Work with academic units to expand opportunities for student engagement in research	<ul style="list-style-type: none"> <li>Work on this strategy is <b>ongoing</b>. UVic continues to engage students in research with its successful JCURA program that awards ~110 undergraduate students with \$1,500 each to undertake research under the mentorship and guidance of a faculty.</li> </ul>

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
2.3 Provide every student with the opportunity to become engaged in the culture and activities of a research-intensive university (cont.)	2.3.1 Work with academic units to expand opportunities for student engagement in research (cont.)	<ul style="list-style-type: none"> <li>• UVic has renewed its MOU with the Royal BC Museum and is implementing a new student access framework for the museum that supports faculty who are seeking to integrate research into their educational programs.</li> <li>• As noted in 2.3.2, students participate in research through NSERC Engage program and MITACS Accelerate, and MITACS Globalinks programs. Funding through the Globalinks program in 2018/19 was over \$100,000 for the first time, generated by 23 applications (an increase of 187% for applications processed over the last 3 years).</li> <li>• In 2018/19, 86 international applications were submitted to 35 agencies and resulted in funding of over \$100,000. This represents an increase of 146% for applications processed over the last 3 years.</li> </ul>

**PRIORITY 3: EXPANDING PARTNERSHIPS, INNOVATION AND ENTREPRENEURSHIP**

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
3.1 Promote internationalization of UVic research	3.1.1 Implement international working group recommendations	<ul style="list-style-type: none"> <li>• Work on this strategy is <b>ongoing</b>. UVic continues to implement its <a href="#">International Plan: Making a World of Difference</a> (2017-2022). The AVPR participates on the International Research and Academic Planning Group.</li> <li>• ORS RPKM supports the development of International research partnerships through participating in a number of Cascadia specialty conferences in the areas of software and life sciences, and promotes UVic research at international gatherings such as Bio Europe.</li> </ul>
3.2 Improve institutional responsiveness to new opportunities for research partnerships and community engagement with regional, national and international partners	3.2.2 Contribute to the review of a revised intellectual property policy	<ul style="list-style-type: none"> <li>• Work on this strategy is <b>ongoing</b>. ORS RPKM and the OVPR participated in the review and revision of the UVic IP policy and has engaged with a Faculty Association committee on the draft policy.</li> </ul>
	3.2.3 Foster greater collaboration between UVic researchers and companies at VITP	<ul style="list-style-type: none"> <li>• Work on this strategy is <b>ongoing</b>. ORS RPKM hosted a VPR Breakfast session at VITP for the CEO community in March 2018.</li> <li>• VITP and CCSIC established an arrangement that allows CCSIC affiliated start-up companies to be temporarily housed at VITP, when room permits.</li> </ul>
3.6 Enhance community-engaged research	3.6.1 RPKM to develop cultural protocols and best practices for initiating, continuing and expanding research partnerships in collaboration with other units including OCUE and the Office of IACE	<ul style="list-style-type: none"> <li>• Work on this strategy is <b>ongoing</b>. In 2017, UVic published its <a href="#">Indigenous Plan</a> and <i>Strand 4, Research</i> provides goals and actions for conducting research in Indigenous communities and for research involving indigenous people.</li> <li>• A working group co-chaired by the Director of <a href="#">CIRCLE</a> and the AVPRO is consulting with community on the ethics protocols for engaging with Indigenous communities and conducting research on Indigenous lands.</li> </ul>

PRIORITY 4: IMPROVING RESEARCH COMPETITIVENESS THROUGH DIFFERENTIATION AND SPECIALIZATION

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
4.2 Enable existing and emerging dynamic research capabilities	4.2.1 Promote clustering of resources where strategically advantageous	<ul style="list-style-type: none"> <li>• Work on this strategy is <b>ongoing</b>. Internal Audit is working with VPRE and other offices on campus on a review of research infrastructure management processes and tools.</li> <li>• ORS Institutional Programs is engaging with research centres and faculties on their strategic priorities, discussing infrastructure funding opportunities.</li> </ul>
	4.2.3 Identify opportunities for increasing and improving space for researchers and students	<ul style="list-style-type: none"> <li>• Work on this strategy is <b>ongoing</b>. Improvements to research space underway include investing:               <ul style="list-style-type: none"> <li>○ \$20 million to upgrade chemistry research space to support the Canada 150 chair research program to be completed in 2019.</li> <li>○ \$9 million for the renovation of the newly opened Ocean and Climate research campus.</li> <li>○ \$2 million in renovations to support civil engineering research.</li> <li>○ Subject to approvals, \$0.8 million of upgrades for biolevel safety, laboratory seismic work, STEHM and the nanofab clean room facility.</li> </ul> </li> </ul>
	4.2.4 Explore ways to provide seed-funding for interdisciplinary conferences and workshops	<ul style="list-style-type: none"> <li>• Work on this strategy is <b>ongoing</b>. The VPRE continues to pursue Tri Agency funding (e.g.: NSERC Connect, SSHRC Connection) to host interdisciplinary conferences and workshops, such as for Ideafest 2019.</li> <li>• As described in 1.7.3, the VPRE initiated the <i>Building Connections</i> program, providing small grants for faculties and research centres to host conferences, workshops, or support travel with the goal of engaging external partners.</li> </ul>
4.5 Optimize the collection of indirect costs of research	4.5.2 Collaborate with other universities and organizations regarding related (SRP) initiatives	<ul style="list-style-type: none"> <li>• Work on this strategy is <b>ongoing</b>. The VPR continues to work closely with <a href="#">RUCBC</a> and <a href="#">Universities Canada</a> and their members.</li> </ul>
4.6 Enable and support research centres to respond to emerging research opportunities, promote collaborative and interdisciplinary research	4.6.2 Increase research networking capacity and infrastructure	<ul style="list-style-type: none"> <li>• Work on this strategy is <b>ongoing</b>. UVic has initiated a process to acquire a research information system and this new system could provide data to support award nominations.</li> <li>• UC+M continues to implement a social media strategy to enhance campus-wide collaboration and university positioning.</li> </ul>
4.7 Provide the best possible governance of research	4.7.1 Support, or lead, research-related policy and procedure reviews	<ul style="list-style-type: none"> <li>• Work on this strategy is <b>ongoing</b>. The VPRE conducted a review of UVic's research policies, which has included engaging with key governance groups, an open consultation period with the UVic community and ongoing discussions with the UVic Faculty Association. Several updated policies were approved in January 2019.</li> </ul>

**PRIORITY 5: ENHANCING AND OPTIMIZING THE PROVISION OF RESEARCH SERVICE**

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
5.1 Position the Office of Research Services for 2021	5.1.2 Implement enterprise-class research information and administration systems	<ul style="list-style-type: none"> <li>Work on this strategy is <b>ongoing</b>. UVic implemented the first module of the Research Administration Information System (RAIS), the <a href="#">UVic Ethics portal</a>.</li> <li>To support those UVic researchers involved in multi-jurisdictional research with other BC institutions, UVic is a member of the ResearchBC shared provincial research ethics platform PREP launched in 2018.</li> <li>As referred to in 4.6.2, the VPRE in collaboration with University Systems and other units have initiated a process to acquire a research information system.</li> </ul>
5.2 Increase the quantity and improve the quality of research grant applications	5.2.4 Optimize ORS workflow consistent with differentiated services	<ul style="list-style-type: none"> <li>Work on this strategy is <b>ongoing</b>.</li> <li>UVic's Grant Facilitator Network was set up in 2018-19. The 6 grant facilitators across 7 faculties are co-supervised by ORS and the co-sponsoring faculty(ies). A seventh grant facilitator is also in place, and receives mentorship by the Senior Grants Officer and training through the Network.</li> <li>The next RAIS module will support the workflow for the submission of research proposals and provide information to researchers on their research account status.</li> </ul>
5.3 Support the development of annual research plans by academic units	5.3.1 Conduct a review of asset management models at other institutions	<ul style="list-style-type: none"> <li>Work on this strategy is <b>ongoing</b>. As referred to in 4.2.1, Internal Audit is working with VPRE and other units on a review of research infrastructure management processes and tools.</li> </ul>
	5.3.2 Develop an asset management process for major UVic research infrastructure	<ul style="list-style-type: none"> <li>As above</li> </ul>
	5.3.3 Seek advice from Internal Audit	<ul style="list-style-type: none"> <li>As above</li> </ul>
5.6 Support new collaborative research initiatives in response to emerging opportunities	5.6.1 Explore sources of funds to increase discretionary activity	<ul style="list-style-type: none"> <li>Work on this strategy is <b>ongoing</b>. The VPRE continues to work with Alumni and Development to establish research fundraising priorities and the VPRE continues to explore the identification of other sources of funds.</li> </ul>

**SECTION C - COMPLETED STRATEGIES**

**PRIORITY 1: DEFINING AND ACHIEVING RESEARCH EXCELLENCE**

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
1.2 Provide and sustain a high-quality research environment	1.2.2 Align submissions to Integrated Planning with Strategic Research Plan priorities	<ul style="list-style-type: none"> <li>This strategy is <b>complete</b>. The VPRE aligns its requests to the Integrated Planning Committee with the research plan.</li> </ul>
	1.2.3 Work with the Office of VPAC and the Dean of Graduate Studies to consider increasing the proportion of graduate	<ul style="list-style-type: none"> <li>Work on this strategy is complete. VPAC has completed the development of a <a href="#">Strategic Enrolment Management</a> plan with a goal of establishing key</li> </ul>

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
	students among the total student population	enrolment goals for UVic including the balance between undergraduate and graduate enrolment.
1.2 Provide and sustain a high-quality research environment (cont.)	1.2.4 Work with VPAC to foster a culture of recognition of research excellence through reporting and acknowledgement of research funding success	<ul style="list-style-type: none"> <li>This strategy is <b>complete</b>. The President's Office formally recognizes researchers for significant grants. ORS sends email communications to Deans, Associate Deans Research and Department Chairs on research grant success. The VPRE Awards Facilitator informs the President and Vice-Presidents on successes.</li> </ul>
1.3 Promote research that engages with partners and communities to maximize opportunities for impact	1.3.1 RPKM to coordinate and facilitate research partnerships with the Office of the VPER and OCUE	<ul style="list-style-type: none"> <li>This strategy is <b>complete</b>. The former OCUE unit and the VPRE promoted research with partners and communities, as follows: <ul style="list-style-type: none"> <li>OCUE and the VPR sponsored the research project, <a href="#">Community-Engaged Research at the University of Victoria 2009-2015</a> that examined the breadth and impact of UVic's community engagement initiatives.</li> <li>OCUE developed and published an impact framework and <a href="#">resources</a> for assessing community-engaged research for faculty promotion and tenure.</li> <li>The VPR participates on UVic's <a href="#">CUE Executive Committee</a> and ORS RPKM on the OCUE <a href="#">Internal Working Group</a>.</li> </ul> </li> </ul>
1.4 Recognize and reward high-quality, fundamental and problem-focused research, nationally and internationally	1.4.1 Increase the annual number of award nominations	<ul style="list-style-type: none"> <li>This strategy is <b>complete</b>. UVic is increasing its annual number of award nominations and successes year upon year. Some of UVic's recent <a href="#">award</a> successes have included a Killam Prize, a CIFAR Global Scholars Award, a CIHR Gold Leaf Prize for Transformation, a SSHRC Talent Award and a Guggenheim.</li> <li>The VPRE Awards Facilitator works continually with Deans, Associate Deans of Research and Department Chairs to identify faculty eligible for awards.</li> <li>The President's Advisory Committee on External Awards plans to continue to build a list of faculty who should be considered for awards in the short and long term and to enlarge the list of awards it reviews.</li> </ul>
1.6 Focus knowledge mobilization initiatives to derive greater impact and social benefit from research	1.6.1 Align EPT quality and demand indicators for research with mandate and activities of RPKM and OCUE	<ul style="list-style-type: none"> <li>This strategy is <b>complete</b>. ORS' RPKM has aligned its services planning and reporting with EPT and provides the VPR with monthly and annual statistical reports.</li> </ul>
1.7 Support research communications to increase access to publicly funded research	1.7.1 Work with UC+M to enhance and implement strategic research communications about UVic research excellence	<ul style="list-style-type: none"> <li>This strategy is <b>complete</b>. UC+M and OVPR have rolled-out the strategic research communications plan, which included: <ul style="list-style-type: none"> <li>Development of a new social media strategy to enhance campus-wide collaboration and university positioning.</li> <li>Enhancement of federal funding agency recognition, e.g. via a social media Twitter campaign and the distribution of <a href="#">Ideas In Action</a>.</li> <li>Development of internal quarterly reports outlining priority research initiatives, events, and awards requiring communications support.</li> <li>Ongoing media relations, engagement and advice on emergent impact stories, focusing on areas of institutional priority including organizing news conferences and media availability events of national interest.</li> </ul> </li> </ul>



OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
1.7 Support research communications to increase access to publicly funded research (cont'd)	1.7.1 Work with UC+M to enhance and implement strategic research communications about UVic research excellence (cont'd)	<ul style="list-style-type: none"> <li>UC+M's Department and Unit Implementation Team (DU-IT) continue to work to brand faculty and research centre webpages and print products with both Edge language and images.</li> <li>The OVPR collaborated with UC+M to develop the Edge national advertising campaign on specific areas of research strength to reach national decision makers and influencers as well as prospective students. The work also included aligned media relations and social media campaigns.</li> <li>UVic is continuing to hold <a href="#">Ideafest</a>, a festival of research that highlights research excellence from across disciplines. Ideafest 2019 was attended by just over 5500 audience members and more than 400 members of the UVic community participated as presenters and organizers in its 38 events.</li> </ul>
	1.7.2 Work with UC+M to create tools and training for research communications, including social media	<ul style="list-style-type: none"> <li>This strategy is <b>complete</b>. UC+M and the OVPR have facilitated access to research communications tools and training, including: <ul style="list-style-type: none"> <li>Event management training for Ideafest organizers</li> <li>Social media training for research centres and academic units</li> <li>Pilot use of Hootsuite Enterprise to enhance university positioning on social media.</li> </ul> </li> </ul>
1.8 Enhance supports for graduate student research	1.8.1 Undertake a review of graduate student support with VPAC and FGS	<ul style="list-style-type: none"> <li>This strategy is <b>complete</b>. FGS' review of supports resulted in plans to develop the Strategic Enrolment Management model and the establishment of the <a href="#">Faculty of Graduate Studies Council</a>.</li> </ul>

## PRIORITY 2: ENHANCING THE INTEGRATION OF RESEARCH AND EDUCATION

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
2.1 Recruit and retain the best researchers	2.1.1 Work collaboratively with VPAC on hiring processes	<ul style="list-style-type: none"> <li>This strategy is <b>complete</b>. VPAC and ORS Institutional Programs implemented new procedures to facilitate alignment between hiring processes and the CRC and CFI programs.</li> <li>ORS Institutional Programs, VPAC and EQHR developed the <a href="#">CRC Equity, Diversity and Inclusion Action Plan</a>. They continue to work collaboratively on its implementation and reporting.</li> </ul>
2.2 Ensure that educational programs are predicated on research excellence and reciprocally, that research excellence is reflected in educational programs	2.2.1 Coordinate academic and research planning processes with VPAC	<ul style="list-style-type: none"> <li>This strategy is <b>complete</b>. The VPRE implemented an annual Faculty and Centre Research Planning process that is intended to increase awareness of faculty and centre research plans at a high level, and to understand those plans in context with the Academic and Resources Planning and Enhanced Planning processes.</li> </ul>
	2.2.2 Work with VPAC to review awards related to the integration of research and educational programs consistent with UVic learning outcomes	<ul style="list-style-type: none"> <li>This strategy is <b>complete</b>. UVic continues to hold its <a href="#">REACH</a> Awards, which starting in 2017, combined UVic's internal research and academic award ceremonies into a single high impact event. The REACH awards also include awards for Excellence in Undergraduate Research-Inspired Teaching and Excellence in Graduate Student Supervision and Mentorship.</li> </ul>

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
2.4 Support graduate student success while optimizing existing resources	2.4.1 Work with FGS to monitor program completion rates for graduate students	<ul style="list-style-type: none"> <li>This strategy is <b>complete</b>. FGS' updated <a href="#">Graduate Supervision Policy</a> includes an enhanced emphasis on regularizing supervisor/committee progress meetings and reports. FGS' work to amend the graduate fellowship funding program also includes exploring the use of incentives for timely degree completion.</li> </ul>
2.5 Draw on library expertise in research-related education and training	2.5.1 Promote digital information fluency training throughout UVic	<ul style="list-style-type: none"> <li>This strategy is <b>complete</b>. UVic Libraries' <a href="#">Digital Scholarship Commons</a> opened in 2017 to provide graduate students with community, highly transferable skills and access to advanced technologies. UVic Libraries delivered 3D design and printing workshops to over 300 students in the first six months of operation. UVic Libraries has also offered workshops on digital information fluency to enhance graduate and undergraduate student research skills.</li> <li>In 2018 more than 2500 UVic students and faculty took courses in the Digital Scholarship Commons, to which UVic Libraries added a Virtual Reality room, and a 3D scanning room. An overview report of activities can be found <a href="#">here</a>.</li> </ul>

**PRIORITY 3: EXPANDING PARTNERSHIPS, INNOVATION AND ENTREPRENEURSHIP**

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
3.1 Promote internationalization of UVic research	3.1.2 Identify supports for ongoing and new international research partnerships	<ul style="list-style-type: none"> <li>This strategy is <b>complete</b>. ORS established the position of International Grants Facilitator who works to:                             <ul style="list-style-type: none"> <li>Identify international funding/mobility opportunities and promote them to students, post-doctoral fellows and researchers.</li> <li>Host capacity-building events focused on international funding opportunities or partnerships in specific regions.</li> <li>Create country profiles, in collaboration with <a href="#">Global Engagement</a>, of research activities in specific geographic areas.</li> <li>Liaise with funding agencies, government and consular officials to promote UVic research and identify opportunities for collaboration.</li> <li>Align promotion of international research grant opportunities and collaborations with the <a href="#">International Plan</a>.</li> </ul> </li> <li>UVic continues to host international companies on-campus to facilitate engagement with researchers, for example, ORS RPKM and the UVic <a href="#">Center for Aerospace Research</a> recently hosted Boeing and Bombardier.</li> </ul>
3.2 Improve institutional responsiveness to new opportunities for research partnerships and community engagement with regional, national and international partners	3.2.1 Engage partners and potential partners to identify key priorities for enhancing responsiveness	<ul style="list-style-type: none"> <li>This strategy is <b>complete</b>. Engaging partners/potential partners to identify priorities for enhancing responsiveness is an ongoing activity of UVic and ORS RPKM, for instance:                             <ul style="list-style-type: none"> <li>The <a href="#">BC SUPPORT Vancouver Island Regional Centre</a> was established, which is a collaboration between UVic and Island Health, to facilitate patient oriented research collaborations that target Ministry of Health priorities, e.g. Seniors, mental health, substance use, Indigenous health.</li> </ul> </li> </ul>

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
<p>3.2 Improve institutional responsiveness to new opportunities for research partnerships and community engagement with regional, national and international partners (cont'd)</p>	<p>3.2.1 Engage partners and potential partners to identify key priorities for enhancing responsiveness (cont'd)</p>	<ul style="list-style-type: none"> <li>○ Through a private donor, the Victoria Hospitals Foundation, Island Health and UVic established the <a href="#">Cognitive Health Initiative</a>.</li> <li>○ UVic continued its partnership with the <a href="#">South Island Prosperity Project</a>, whose mission is to facilitate and promote development of a strong, diversified economy in South Vancouver Island.</li> <li>● UVic's <a href="#">CCSIC</a> continues to provide incubator services to students, faculty, staff and recent graduates to take business concepts from idea to incubator-ready. Currently they are working with approximately 60 new student teams each year.</li> </ul>
	<p>3.2.4 Work with the VPER, OCUE and regional economic development leadership to create the conditions and opportunities for economic and social development that improve wellbeing of citizens</p>	<ul style="list-style-type: none"> <li>● This strategy is <b>complete</b>. UVic continues its partnership with the <a href="#">Prosperity Project</a> that includes UVic's CCSIC, Venture Labs, <a href="#">VIATEC</a> and Prosperity Project's Mentor Hub, a shared mentor network consisting of 75 mentors and advisors.</li> <li>● ORS RPKM and CCSIC continue to work with the Prosperity Project and VIATEC to support more start-ups in Greater Victoria, including the identification of CCSIC clients ready to be accelerated.</li> </ul>
	<p>3.2.5 Foster collaborative approaches to designing, conducting and implementing research and educational programs with partners</p>	<ul style="list-style-type: none"> <li>● This strategy is <b>complete</b>. The VPRE continues to participate in and lead collaborative partnerships for example:                             <ul style="list-style-type: none"> <li>○ Collaborating with Island Health on the <a href="#">BC SUPPORT Vancouver Island Regional Centre</a>.</li> <li>○ Participating on the <a href="#">Autism Research Steering Committee</a>, co-chaired by MSFHR and Genome BC with representatives from BCIT, Child &amp; Family Research Institute, Emily Carr, MCFD and UBC.</li> <li>○ Participating on <a href="#">TRIUMF's Five-Year Plan</a> Steering Committee. UVic is a consortium member of TRIUMF in conjunction with U of A, UBC, Carleton, Guelph, UMan, UM, SFU, Queen's, U of T and York.</li> </ul> </li> <li>● ORS RPKM also continue to facilitate research partnerships with community and industry organizations and managing the shared research agenda with the Ministry of Children and Family Development.</li> </ul>
<p>3.3 Streamline contracts management to improve service on- and off-campus</p>	<p>3.3.1 Establish electronic workflows and refine approval process</p>	<ul style="list-style-type: none"> <li>● This strategy is <b>complete</b>. A new ORS RPKM Contracts Database has been implemented and has enhanced service delivery and increased efficiency. In 2016-17, ORS RPKM Contracts group worked on 464 contracts.</li> <li>● ORS RPKM also implemented a new system for its IP and licensing operations. The new system, Inteum, has improved the workflow for invention disclosures, patenting and licencing.</li> </ul>
<p>3.4 Enhance supports for innovation and entrepreneurial activity</p>	<p>3.4.1 Work with Office of the VPFO to explore the potential for the university to gain access to venture capital</p>	<ul style="list-style-type: none"> <li>● This strategy is <b>complete</b>. CCSIC continues to support and mentor client groups. In its first year of operations, CCSIC supported 70 client groups and supported the generation of 36 of 99 invention disclosures.</li> </ul>

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
3.4 Enhance supports for innovation and entrepreneurial activity (cont'd)	3.4.1 Work with Office of the VPFO to explore the potential for the university to gain access to venture capital (cont'd)	<ul style="list-style-type: none"> <li>• CCSIC also continues to hold business plan competitions (PlanIt) and three business pitch competitions (PitchIt) that award funding to UVic start-ups.</li> <li>• ORS RPKM and CCSIC continue to facilitate access for its clients to venture funds via the Capital Investment Network and VIATEC's angel networks.</li> <li>• ORS RPKM and CCSIC also continue to work with UVic Alumni and Development on seeking donor funds for student ventures. In early 2019, RPKM received \$50K from the Glickman family specifically for student ventures.</li> </ul>
3.5 Increase UVic's research profile regionally, nationally and internationally	3.5.1 Work with UC+M and RPKM to enhance and implement strategic research communications about research partnerships	<ul style="list-style-type: none"> <li>• This strategy is <b>complete</b>. ORS RPKM continue to have regular meetings with UC+M on partnerships communications; publish on its website UVic technologies available for licensing and partnering and recognizing successful research collaborations at an annual event</li> </ul>
3.7 Further integrate university libraries into UVic research processes	3.7.1 Identify opportunities for librarians to collaborate on research projects	<ul style="list-style-type: none"> <li>• Although this is an ongoing priority for UVic Libraries, their initial strategy is <b>complete</b>. UVic Libraries has developed, and continues to disseminate, its new grants services package. This package addresses data storage, organization, sharing and discovery and provides in-kind costs that can be included as institutional contributions in grant applications.</li> <li>• UVic Libraries have seen a significant increase in partnerships on faculty funding applications, for example, SSHRC partnership and NSERC Create grant and UVic Libraries continue to do outreach in this area.</li> <li>• UVic's <a href="#">Internal Research and Creative Project Grant</a> was opened up to Librarians as of 2017-18.</li> <li>• The VPR continues to Chair the Research Data Canada Steering Committee.</li> </ul>
	3.7.2 Raise awareness of the ability of UVic Libraries to access other collections and repositories	<ul style="list-style-type: none"> <li>• This strategy is <b>complete</b>. UVic Libraries continues to promote its ability to provide access to <a href="#">specialized collections</a> and repositories, and to collections held at other libraries via their document delivery service.</li> </ul>

#### PRIORITY 4: IMPROVING RESEARCH COMPETITIVENESS THROUGH DIFFERENTIATION AND SPECIALIZATION

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
4.1 Provide and sustain a high-quality research environment that enables and nurtures the expertise and aspirations of researchers	4.1.1 Develop and implement annual priority-setting process with RAC and COCD	<ul style="list-style-type: none"> <li>• This strategy is <b>complete</b>. The VPRE has implemented an annual Faculty and Centre Research Planning process. Faculties and centres complete a template that describes plans to grow existing or initiate new large scale and/or team-based and/or multi-faculty partnerships, or network-based research.</li> <li>• The OVPR also updated the <a href="#">RAC and COCD Terms of References</a>.</li> </ul>
4.2 Enable existing and emerging dynamic research capabilities	4.2.2 Ensure that the allocation of space, infrastructure and research chairs aligns with SRP priorities	<ul style="list-style-type: none"> <li>• This strategy is <b>complete</b>. New CRC guidelines and processes have been approved that address the sustainability of the CRC program, follow Federal requirements for equity and diversity, and aligns with the SRP.</li> <li>• A new CFI-JELF process has been implemented and is aligned with the UVic SRP and ensures UVic makes best strategic use of its CFI allocations.</li> </ul>

OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
4.2 Enable existing and emerging dynamic research capabilities (cont'd)	4.2.2 Ensure that the allocation of space, infrastructure and research chairs aligns with SRP priorities (cont'd)	<ul style="list-style-type: none"> <li>A new <a href="#">Institutional Research Review Committee</a> has been established to provide advice to the VPR on the evaluation, prioritization and strategic development of major institutional research initiatives.</li> </ul>
4.3 Fully engage the expertise and leadership of research chairs	4.3.1 Develop a research chairs forum focused on research leadership for UVic	<ul style="list-style-type: none"> <li>This work is <b>complete</b>. The OVPR hosted a research chairs forum in 2018 to discuss advancing the UVic Strategic Framework's goal: <i>Advance research excellence and impact</i>, and its five associated strategies.</li> </ul>
4.4 Ensure that UVic meets the use and reporting requirements of the Research Support Fund	4.4.1 Work with VPFO to review Research Support Fund use to ensure consistency with evolving reporting requirements	<ul style="list-style-type: none"> <li>This strategy is <b>complete</b>. The VPFO in collaboration with the VPRE developed <a href="#">performance measures, outcomes and outputs</a> for the use of Research Support Funds to ensure compliance with federal policy.</li> </ul>
4.5 Optimize the collection of indirect costs of research	4.5.1 Engage internal community and external funders to optimize the collection of indirect costs of research	<ul style="list-style-type: none"> <li>This strategy is <b>complete</b>. ORS continually monitors indirect funds requested on contracts and agreements for eligibility and compliance.</li> </ul>
4.6 Enable an support research centres to respond to emerging research opportunities, promote collaborative and interdisciplinary research	4.6.1 Develop standardized annual reporting templates	<ul style="list-style-type: none"> <li>This strategy is <b>complete</b>. As referred to in 4.1.1, the VPRE implemented an annual Faculty and Centre Research Planning process and planning template.</li> </ul>
4.8 Continue to build the visibility and reputation of UVic as a research-intensive university	4.8.1 Develop and implement a strategic research communications plan with UC+M and align Strategic Research Plan priorities with the UVic Edge	<ul style="list-style-type: none"> <li>This strategy is <b>complete</b>. UVic established a Research Communications Committee, co-chaired by the VPR and VPER, to provide advice and guidance on the development and implementation of a strategic research communications plan.</li> <li>The OVPR and UC+M have developed and are implementing a strategic research communications plan, see example activities and products in 1.7.1.</li> </ul>

**PRIORITY 5: ENHANCING AND OPTIMIZING THE PROVISION OF RESEARCH SERVICE**







OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
5.1 Position the Office of Research Services for 2021	5.1.1 Ensure that ORS' annual service plan reflects Strategic Research Plan priorities	<ul style="list-style-type: none"> <li>This strategy is <b>complete</b>. ORS's annual service plan development is aligned with the UVic SRP's priorities.</li> </ul>
5.2 Increase the quantity and improve the quality of research grant applications	5.2.1 Work with faculty to assess the needs of researchers for achieving, measuring and recognizing success	<ul style="list-style-type: none"> <li>This strategy is <b>complete</b>. ORS Pre-Awards hosts ongoing capacity building <a href="#">workshops and grant information sessions</a> and networking events. They work one-on-one and in small groups with researchers and Faculty Grant Officers to improve grant submissions, to build research plans and create linkages between researchers and mentors. They also liaises with funding agencies and researchers to interpret funding committee assessment reports to improve subsequent submissions and to identify gold standard submissions.</li> <li>UVic's Grant Facilitator Network was set up in 2018-19. The 6 grant facilitators across 7 faculties are co-supervised by ORS and the co-sponsoring faculty(ies). A seventh grant facilitator is also in place, and receives mentorship by the Senior Grants Officer and training through the Network.</li> </ul>



















































OBJECTIVES	STRATEGIES	STATUS AND ACTIONS
5.2 Increase the quantity and improve the quality of research grant applications (cont'd)	5.2.1 Work with faculty to assess the needs of researchers for achieving, measuring and recognizing success (cont'd)	<ul style="list-style-type: none"> <li>As noted in 5.1.2 above, the next RAIS module will support the workflow for the submission of research proposals and provide information to researchers on their research account status. ORS Pre-Awards plans to monitor the use of peer review via a declaration on the research application summary form to see if the additional co-support results in increased grants success.</li> </ul>
5.2 Increase the quantity and improve the quality of research grant applications (cont'd)	5.2.2 Create a university-wide, robust system of grants facilitation and management distributed through the faculties	<ul style="list-style-type: none"> <li>This strategy is <b>complete</b>. Using a cost-share model, the VPRE and faculties have funded a pilot project for faculties to expand grant facilitation support.</li> <li>By Spring 2018, Faculty Grants Officers were appointed in the Faculties of Education, Fine Arts, Human and Social Development, Humanities, Law and Social Sciences. The Gustavson School of Business has also appointed a Faculty Grants Officer, with funding outside of the original pilot project.</li> <li>VPRE also provides co-grants crafting on CIHR and Michael Smith Foundation for Health Research applications.</li> </ul>
	5.2.3 Monitor application success rates	<ul style="list-style-type: none"> <li>This strategy is <b>complete</b>. ORS Pre-Awards monitors its grants success rates, including comparing UVic success rates with national success rates for major funding competitions.</li> </ul>
	5.2.5 Develop pre-selection guidelines for institutional program opportunities	<ul style="list-style-type: none"> <li>This strategy is <b>complete</b>. As described in 4.2.2, new CRC guidelines and processes have been approved that address the sustainability of the CRC program, follow Federal equity requirements and align with SRP priorities.</li> <li>A new CFI-JELF process has been implemented that is aligned with the UVic SRP and ensures UVic makes best strategic use of its CFI allocations.</li> <li>A new <a href="#">Institutional Research Review Committee</a> has been established to advise the VPR on the evaluation, prioritization and strategic development of major institutional research initiatives.</li> </ul>
	5.2.6 Work with Faculty of Graduate Studies to develop grants facilitation supports for graduate students	<ul style="list-style-type: none"> <li>This strategy is <b>complete</b>. FGS provides facilitation support to graduate students with their Tri-council grant applications and FGS' Scholarship Coordinator attends ORS' research facilitators' network meetings.</li> </ul>
5.4 Improve the management of major research infrastructure	5.4.1 Work with VPFO to review Research Support Fund use to ensure consistency with evolving reporting requirements	<ul style="list-style-type: none"> <li>This strategy is <b>complete</b>. As referred to in 4.4.1, the VPFO and VPRE developed <a href="#">performance measures, outcomes and outputs</a> for the use of Research Support Funds to ensure compliance with federal policy.</li> </ul>
5.5 Improve UVic's internal research grants program	5.5.1 Strike a review committee, develop recommendations and consult before implementation	<ul style="list-style-type: none"> <li>This strategy is <b>complete</b>. The committee completed its review in 2015-16, which resulted in the establishment of a new set of criteria and new assessment committee structure for UVic's <a href="#">Internal Research/Creative Project Grants</a>. A routine review of the program is anticipated following the 2018-19 allocation.</li> </ul>

**APPENDIX 1: ACRONYMS AND ABBREVIATIONS**

1.	AVPR	Associate Vice-President Research	27.	OVPR	Office of the Vice-President Research
2.	AVPRO	Associate Vice-President Research Operations	28.	Queen's	Queens University
3.	BCIT	British Columbia Institute of Technology	29.	RAC	Research Advisory Committee
4.	CAE	Canadian Academy of Engineering	30.	RPKM	Research Partnerships and Knowledge Mobilization
5.	Carleton	Carleton University	31.	RUCBC	Research Universities' Council of British Columbia
6.	CCSIC	Coast Capital Savings Innovation Centre	32.	SFU	Simon Fraser University
7.	CFI	Canada Foundation for Innovation	33.	SRP	Strategic Research Plan
8.	CFI-JELF	Canada Foundation for Innovation - John R. Evans Leaders Fund	34.	SSHRC	Social Sciences and Humanities Research Council
9.	CIFAR	Canadian Institute for Advanced Research	35.	STEHM	Scanning transmission electron holography microscope
10.	CIHR	Canadian Institutes for Health Research	36.	TRIUMF	TRI-University Meson Facility
11.	CIRCLE	Centre for Indigenous Research and Community-Led Engagement	37.	U of A	University of Alberta
12.	COCD	Council of Centre Directors	38.	U of T	University of Toronto
13.	CRC	Canada Research Chairs	39.	UBC	University of British Columbia
14.	CUVIC	Community-University-Victoria	40.	UC+M	University Communications and Marketing
15.	Emily Carr	Emily Carr University of Art + Design	41.	UM	Université de Montréal
16.	EQHR	Equity and Human Rights	42.	UMan	University of Manitoba
17.	EPT	Enhanced Planning Tool	43.	VIATEC	Victoria Innovation, Advanced Technology and Entrepreneurship Council
18.	FGS	Faculty of Graduate Studies	44.	VITP	Vancouver Island Technology Park
19.	Guelph	University of Guelph	45.	VPAC	Vice-President Academic and Provost
20.	IP	Intellectual property	46.	VPER	Vice-President External Relations
21.	JCURA	Jamie Cassels Undergraduate Research Awards	47.	VPFO	Vice-President Finance and Operations
22.	MSFHR	Michael Smith Foundation for Health Research	48.	VPR	Vice-President Research
23.	NSERC	Natural Sciences and Engineering Research Council	49.	VPRE	Portfolio of the Vice-President Research
24.	OCUE	Office of Community-University Engagement	50.	York	York University
25.	Office of IACE	Office of Indigenous Academic & Community Engagement			
26.	ORS	Office of Research Services			

SRP SCORECARD

Legend	
	Implementation in Y1 (Jan – Jun 2016)
	Implementation in Y1 (Jan – Jun 2016) and ongoing
	Implementation in Y2 (2016-17)
	Implementation in Y2 (2016-17) and ongoing
	Implementation in Y3 (2017-18)
	Implementation in Y3 (2017-18) and ongoing

Strategies	Y1	Y2	Y3	Y4	Y5
1.1.1 Communicate with academic units and integrate the definition into Enhanced Planning Tool (EPT) processes					
1.2.1 Integrate EPT quality indicators for research into annual priorities of the Office of the Vice-President Research (OVPR) and implementation plans					
1.2.2 Align submissions to Integrated Planning with Strategic Research Plan priorities					
1.2.3 Work with the Office of the Vice-President Academic (VPAC) and the Dean of Graduate Studies to consider increasing the proportion of graduate students among the total student population					
1.2.4 Work with VPAC to foster a culture of recognition of research excellence through reporting and acknowledgement of research funding success					
1.3.1 RPKM to coordinate and facilitate research partnerships with the Office of the Vice-President External Relations (VPER) and the Office of Community-University Engagement (OCUE)					
1.4.1 Increase the annual number of award nominations					
1.4.2 Work with academic units to define Enhanced Planning Tool indicators of research quality to support research award nominations					
1.5.1 Work with VPER to use fundraising priority-setting process to increase donations					
1.6.1 Align EPT quality and demand indicators for research with mandate and activities of RPKM and OCUE					
1.7.1 Work with University Communications and Marketing (UC+M) to enhance and implement strategic research communications about UVic research excellence					
1.7.2 Work with UC+M to create tools and training for research communications, including social media					
1.7.3 Support the organization of conferences, workshops, colloquia, and reporting meetings with stakeholders					
1.7.4 Work with libraries to support open-access initiatives					
1.8.1 Undertake a review of graduate student support with VPAC and the Faculty of Graduate Studies (FGS)					
1.8.2 Work with VPER to use fundraising priority- setting process to increase donations for graduate research					
1.8.3 Work with other research universities in BC to improve competitiveness in graduate student funding, relative to other provinces					



**SRP SCORECARD**

1.8.4 Improve competitiveness in recruiting graduate students by enhancing financial packages and enhancing campus space allocations for graduate student use	Blue	Blue	Blue	Blue	Blue
1.9.1 Work with VPAC and FGS to consolidate administrative supports for post-doctoral fellows	White	Red	Red	Red	Red
1.9.2 Work with VPAC and FGS to improve the profile of and supports for post-doctoral fellows	White	White	Yellow	Yellow	Yellow
2.1.1 Work collaboratively with VPAC on hiring processes	White	Red	Red	White	White
2.2.1 Coordinate academic and research planning processes with VPAC	Blue	Blue	Blue	White	White
2.2.2 Work with VPAC to review awards related to the integration of research and educational programs consistent with UVic learning outcomes	Blue	Blue	White	White	White
2.3.1 Work with academic units to expand opportunities for student engagement in research	Blue	Blue	Blue	Blue	Blue
2.3.2 Provide on-campus and distance-learning research opportunities	White	White	Yellow	Yellow	Yellow
2.4.1 Work with FGS to monitor program completion rates for graduate students	White	Red	Red	White	White
2.5.1 Promote digital information fluency training throughout UVic	Blue	Blue	White	White	White
3.1.1 Implement international working group recommendations	Blue	Blue	Blue	Blue	Blue
3.1.2 Identify supports for ongoing and new international research partnerships	White	Red	Red	White	White
3.2.1 Engage partners and potential partners to identify key priorities for enhancing responsiveness	White	Red	White	White	White
3.2.2 Contribute to the review of a revised intellectual property policy	Blue	Blue	Blue	Blue	White
3.2.3 Foster greater collaboration between UVic researchers and companies at the Vancouver Island Technology Park	White	Red	Red	Red	White
3.2.4 Work with the VPER, OCUE and regional economic development leadership to create the conditions and opportunities for economic and social development that improve wellbeing of citizens	White	Red	Red	White	White
3.2.5 Foster collaborative approaches to designing, conducting and implementing research and educational programs with partners	Blue	Blue	Blue	White	White
3.3.1 Establish electronic workflows and refine approval process	Blue	Blue	White	White	White
3.4.1 Work with Office of the Vice-President Finance and Operations (VPFO) to explore the potential for the university to gain access to venture capital	White	Red	Red	White	White
3.5.1 Work with UC+M and RPKM to enhance and implement strategic research communications about research partnerships	Blue	Blue	White	White	White
3.6.1 RPKM to develop cultural protocols and best practices for initiating, continuing and expanding research partnerships in collaboration with other units including OCUE and the Office of Indigenous Affairs (OIA)	Blue	Blue	Blue	Blue	White
3.7.1 identify opportunities for librarians to collaborate on research projects	White	Red	Red	White	White
3.7.2 Raise awareness of the ability of UVic Libraries to access other collections and repositories	White	Red	Red	White	White
4.1.1 Develop and implement annual priority-setting process with the Research Advisory Committee and the Council of Centre Directors	Blue	Blue	Blue	White	White
4.2.1 Promote clustering of resources where strategically advantageous	Blue	Blue	Blue	Blue	Blue
4.2.2 Ensure that the allocation of space, infrastructure and research chairs aligns with Strategic Research Plan priorities	Blue	Blue	Blue	White	White
4.2.3 Identify opportunities for increasing and improving space for researchers and students	White	Red	Red	Red	Red
4.2.4 Explore ways to provide seed-funding for interdisciplinary conferences and workshops	White	Red	Red	Red	Red
4.3.1 Develop a research chairs forum focused on research leadership for UVic	White	White	Yellow	White	White
4.4.1 Work with VPFO to review Research Support Fund use to ensure consistency with evolving reporting requirements	Blue	White	White	White	White
4.5.1 Engage internal community and external funders to optimize the collection of indirect costs of research	Blue	White	White	White	White

**SRP SCORECARD**

4.5.2 Collaborate with other universities and organizations regarding related (SRP) initiatives	Blue	Blue	Blue	Blue	Blue	Blue
4.6.1 Develop standardized annual reporting templates	Blue	Blue	Blue	Blue	Blue	Blue
4.6.2 Increase research networking capacity and infrastructure	Blue	Blue	Blue	Blue	Blue	Blue
4.7.1 Support, or lead, research-related policy and procedure reviews	Blue	Blue	Blue	Blue	Blue	Blue
4.8.1 Develop and implement a strategic research communications plan with UC+M and align Strategic Research Plan priorities with the UVic Edge	Blue	Blue	Blue	Blue	Blue	Blue
5.1.1 Ensure that ORS' annual service plan reflects Strategic Research Plan priorities	Blue	Blue	Blue	Blue	Blue	Blue
5.1.2 Implement enterprise-class research information and administration systems	Blue	Blue	Blue	Blue	Blue	Blue
5.2.1 Work with faculty to assess the needs of researchers for achieving, measuring and recognizing success	Blue	Blue	Blue	Blue	Blue	Blue
5.2.2 Create a university-wide, robust system of grants facilitation and management distributed through the faculties	Blue	Blue	Blue	Blue	Blue	Blue
5.2.3 Monitor application success rates	Blue	Blue	Blue	Blue	Blue	Blue
5.2.4 Optimize ORS workflow consistent with differentiated services	Blue	Red	Red	Red	Red	Red
5.2.5 Develop pre-selection guidelines for institutional program opportunities	Blue	Blue	Blue	Blue	Blue	Blue
5.2.6 Work with Faculty of Graduate Studies to develop grants facilitation supports for graduate students	Blue	Red	Blue	Blue	Blue	Blue
5.3.1 Conduct a review of asset management models at other institutions	Blue	Blue	Blue	Blue	Blue	Blue
5.3.2 Develop an asset management process for major UVic research infrastructure	Blue	Blue	Blue	Blue	Blue	Blue
5.3.3 Seek advice from Internal Audit	Blue	Blue	Blue	Blue	Blue	Blue
5.4.1 Work with VPFO to review Research Support Fund use to ensure consistency with evolving reporting requirements	Blue	Blue	Blue	Blue	Blue	Blue
5.5.1 Strike a review committee, develop recommendations and consult before implementation (to improve UVic's internal research grants program)	Blue	Blue	Blue	Blue	Blue	Blue
5.6.1 Explore sources of funds to increase discretionary activity	Blue	Red	Red	Red	Red	Red



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**Date:** April 16, 2019  
**To:** Senate  
**From:** David Castle, Vice-President, Research *DC*  
**Re:** **Annual report to Senate on UVic-approved research centre approvals, renewals and closures**

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

The 2018-19 annual report is appended (Attachment A) for the information of Senate members, along with the approval authorities (Attachment B) and list and description of current centres (Attachment C).

**ANNUAL REPORT TO BOARD 2018/19**

**Establishment, renewal and closure of UVic-approved research centres**

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

**ESTABLISHMENT OF NEW RESEARCH CENTRES**

There were no new research centres established in the 2018-19 academic year.

**REVIEW OF EXISTING CENTRES**

**Inter-institutional**

No inter-institutional research centres were reviewed in the 2018-19 academic year.

**Multi-faculty**

**Centre for Biomedical Research (CFBR)**

On the recommendation of the Senate Committee on Planning from the meeting of April 2, 2019, the review and recommendation to renew CFBR for a two-year term is being considered by Senate at the meeting on May 3, 2019.

**Institute on Aging and Lifelong Health (IALH)**

On the recommendation of the Senate Committee on Planning from the meeting of April 2, 2019, the review and recommendation to renew IALH for a five-year term is being considered by Senate at the meeting on May 3, 2019.

**Institute for Integrated Energy Systems (IESVic)**

On the recommendation of the Senate Committee on Planning from the meeting of February 13, 2019 (via electronic approval), the review and recommendation to renew IESVic for a five-year term was approved by Senate at the meeting on March 1, 2019.

**Inter-faculty**

No inter-faculty research centres were reviewed in the 2018-19 academic year.

**Intra-faculty**

No intra-faculty research centres were reviewed in the 2018-19 academic year.

**MAJOR CHANGES TO EXISTING RESEARCH CENTRES**

No major changes to existing research centres occurred in the 2018-19 academic year.

**DISESTABLISHMENT / CLOSURE OF EXISTING RESEARCH CENTRES**

No closures of existing research centres occurred in the 2018-19 academic year.

ATTACHMENT B

**UVIC-APPROVED RESEARCH CENTRES**

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

ACTIONS					
	Dean(s)	VPR	SCP	Senate	BOG
<b>Establishment of new centres</b>					
Inter-institutional	consult	recommend	recommend	recommend	<b>approve</b>
Multi-faculty	consult	recommend	recommend	<b>approve</b>	information
Inter-faculty	recommend	<b>approve</b>	information	information	information
Intra-faculty	<b>approve</b>	information		information	information
<b>Renewal/closure/disestablishment of existing centres</b>					
<b>Inter-institutional</b>					
<a href="#">Pacific Institute for Climate Solutions</a> (PICS)	consult	recommend	recommend	recommend	<b>approve</b>
<b>Multi-faculty</b>					
<a href="#">Canadian Institute for Substance Use Research</a> (CISUR) <a href="#">Centre for Advanced Materials and Related Technology</a> (CAMTEC) <a href="#">Centre for Asia Pacific Initiatives</a> (CAPI) <a href="#">Centre for Biomedical Research</a> (CFBR) <a href="#">Centre for Global Studies</a> (CFGS) <a href="#">Centre for Indigenous Research and Community-Led Engagement</a> (CIRCLE) <a href="#">Centre for Studies in Religion and Society</a> (CSRS) <a href="#">Centre for Youth and Society</a> (CFYS) <a href="#">Institute for Integrated Energy Systems</a> (IESVic) <a href="#">Institute on Aging and Lifelong Health</a> (IALH)	consult	recommend	recommend	<b>approve</b>	information
<b>Inter-faculty</b>					
None at present	recommend	<b>approve</b>	information	information	information
<b>Intra-faculty</b>					
<a href="#">Astronomy Research Centre</a> (ARC) Institute for Applied Data Analytics (Matrix Institute) <a href="#">Centre for Forest Biology</a> (FORB) <a href="#">Centre for Social and Sustainable Innovation</a> (CSSI) <a href="#">Victoria Subatomic Physics and Accelerator research centre</a> (VISPA)	<b>approve</b>	information		information	information

ATTACHMENT C

## BACKGROUND INFORMATION ON UVIC-APPROVED RESEARCH CENTRES

UVic Research centres are organizations made up of **a group of faculty members who collaborate on an area of research**. Their work provides added value over and above their individual research programs. UVic encourages the establishment of research centres that will enhance and facilitate disciplinary and interdisciplinary research collaboration, knowledge transfer and training. At UVic, the purposes of establishing a Research Centre are listed in the policy on [Establishment and Review of Research Centres \(and Associated Procedures\)](#) RH8300, and include:

- a) Promote and facilitate collaborative and/or interdisciplinary research and enhancement of research networking capacity and infrastructure.
- b) Increase and effectively manage the resources and research support for its members and the wider university community.
- c) Provide education and training in research and related skills, especially for graduate and undergraduate students and thereby enhance the academic programs of their constituent academic units.
- d) Contribute to the university's strategic educational and research missions and to support synergies between research, teaching and learning.
- e) Transfer and mobilize knowledge gained through research for the benefit of society, via a variety of mechanisms as appropriate.
- f) Enhance the reputation of its members, the constituent academic units, and the university through the quality of its work.

UVic currently has 16 research centres (one established in April 2018), 11 of which report to the Vice-President Research (currently delegated to the Associate Vice-President Research) and the rest reporting to a Dean or Deans.

The administrative requirements, approval and renewal processes, breadth of activities, and other aspects of Research Centres occur along a continuum that is proportionate to the breadth of their academic constituencies. This proportionality is primarily based on the location of the majority of the membership and activities of the centre and approximately parallels a department-faculty- university structure. Information about the UVic-approved research centres is listed under their categories below. More information can be found on the Research website:  
<https://www.uvic.ca/research/learnabout/home/centres/index.php>

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**INTER-INSTITUTIONAL** - membership and activities between multiple universities

### **Pacific Institute for Climate Solutions (PICS)**

**Date of establishment:** 11 March 2008

**Name of Director:** Dr. Sybil Seitzinger

The mission of PICS is to partner with governments, the private sector, other researchers and civil society, in order to undertake research on, monitor, and assess the potential impacts of climate change and to assess, develop and promote viable mitigation and adaptation options to better inform climate change policies and actions.

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**MULTI-FACULTY** - membership and activities normally between 3 or more faculties

**[Canadian Institute for Substance Use Research \(CISUR\) \(formerly CARBC\)](#)**

**Date of establishment:** 1 April 2003

**Name of Director:** Dr. Tim Stockwell

CISUR's mandate involves the study of psychoactive substance use, with particular attention to the exploration of ways to minimize negative impacts on individuals and society. Substance use, like other human behaviours, is influenced by multiple factors: personal, social and environmental. Effectively addressing the negative impacts requires understanding the various factors that influence substance use and that contribute to the differential impact of that use (positive or negative).

**[Centre for Advanced Materials and Related Technology \(CAMTEC\)](#)**

**Date of establishment:** 1 November 1992

**Name of Director:** Dr. Alexandre Brolo

CAMTEC is a research centre committed to interdisciplinary work on advanced materials and technology. CAMTEC's objectives are to carry out fundamental and applied research in advanced materials, to train technical and academic personnel in these areas, and to disseminate the knowledge gained from the research through scientific publications, conferences, workshops and seminars.

**[Centre for Asia Pacific Initiatives \(CAPI\)](#)**

**Date of establishment:** 1 April 1989

**Name of Director:** Dr. Victor V. Ramraj

The Centre's primary mandate is to conduct and facilitate research on policy issues related to the Asia-Pacific region. In addition, the Centre serves as a regional research facility to the University and to the larger community.

**[Centre for Biomedical Research \(CFBR\)](#)**

**Date of establishment:** 1 January 2002

**Name of Director:** Dr. Stephanie Willerth

The Centre for Biomedical Research (CBR) is a collaborative group of scientists and clinicians who are investigating a number of important biomedical problems. The CBR is a multidisciplinary unit with an emphasis on genetics, molecular biology, and biotechnology. The centre was created to promote interdisciplinary basic and translational biomedical research.

**[Centre for Global Studies \(CFGS\)](#)**

**Date of establishment:** 1 July 2000

**Name of Director:** Dr. Oliver Schmidtke

CFGS is committed to fostering reflection on the complex array of social forces associated with an increasingly interconnected world characterized by new forms of economic activity, artistic production, politics, media, nationalism, ethnicity, spirituality and community that increasingly transcend local, national and regional boundaries.

**[Centre for Indigenous Research and Community-Led Engagement \(CIRCLE\)](#)**

**Date of establishment:** 1 June 2008

**Name of Director:** Dr. Jeff Corntassel

The mandate of CIRCLE involves providing opportunities for collaborative Indigenous research development and implementation as well as capacity development and support for diverse Indigenous and allied research partners. The centre also facilitates and supports the development, implementation and utilization of Indigenous research that is interdisciplinary, inter-institutional, and community-led.

**[Centre for Studies in Religion and Society \(CSRS\)](#)**

**Date of establishment:** 1 April 1991

**Name of Director:** Dr. Chris Douglas

The Centre for Studies in Religion and Society (CSRS) is a leading centre in Canada for scholarly interdisciplinary research on topics at the intersection of religion and public life. We host several national public policy research networks, sponsor visiting fellowships for senior and junior scholars and members of the community, and produce a dynamic annual program of public lectures and seminars.

**[Centre for Youth and Society \(CFYS\)](#)**

**Date of establishment:** 1 April 2002

**Name of Director:** Dr. Fred Grouzet

Youth & Society aims to promote the well-being of youth from diverse social, economic, and ethnic backgrounds, across developmental transitions, and in evolving societal circumstances. The core mandate of the Centre is to promote research and action that contribute to the well-being of youth.

**[Institute on Aging and Lifelong Health \(IALH\)](#)**

**Date of establishment:** 1 May 1993

**Name of Director:** Dr. Scott Hofer

The Centre's mandate is to promote and conduct basic and applied research throughout the lifespan. Research is conducted in partnership with seniors, their families, organizations, health care providers, and the government. The research conducted includes needs assessments and social surveys, experimental research, program evaluations, development of clinical diagnostic tools, and social policy research; some of which is conducted using the Survey Research Centre.

**[Institute for Integrated Energy Systems \(IESVic\)](#)**

**Date of establishment:** 1 February 1994

**Name of Director:** Dr. Andrew Rowe

The Institute for Integrated Energy Systems at the University of Victoria (IESVic) is unique in its big picture approach to sustainable energy research. Collaboration between mechanical engineers, economists and environmental scientists is the norm rather than the exception. Students get hands-on experience, examining entire sustainable energy systems – from harnessing, storing and converting energy sources to delivering end-user services.

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**INTER-FACULTY** - membership and activities normally between 2 faculties

None at present.



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**INTRA-FACULTY** - membership and activities normally within a single department, a non-departmentalized Faculty, or between departments in a single faculty

**[Astronomy Research Centre \(ARC\)](#)**

**Date of establishment:** 1 April 2015

**Faculty:** Science

**Name of Director:** Dr. Kim Venn

ARC brings together world-renowned researchers with the expertise to answer many basic questions about our universe. UVic scientists work closely with colleagues at the nearby [NRC Herzberg](#) Astronomy and Astrophysics centre and at the [TRIUMF Laboratory](#) in Vancouver to form one of the largest concentrations of astronomy talent in Canada. Members are engaged in research ranging from observational planetary and stellar astrophysics, to computational astrophysics and cosmology, and observational galactic and extra-galactic astronomy. ARC is also involved in the development of some of the next-generation astronomical facilities, including the Thirty Meter Telescope, and leading edge technologies such as high contrast imaging and adaptive optics.

**[Centre for Forest Biology \(FORB\)](#)**

**Date of establishment:** 10 December 1990

**Faculty:** Science

**Name of Director:** Dr. Peter Constabel

The Centre for Forest Biology carries out fundamental and applied research in forest biology, and trains graduate students and postdoctoral fellows. Research projects emphasize the adaptations of trees and their interactions with the environment. The Centre is now embarking on a major research and training initiative, the NSERC CREATE Program in Forests and Climate Change, which supports graduate students for research on the interaction of trees and forests with climate change, including carbon sequestration.

**[Centre for Social and Sustainable Innovation \(CSSI\)](#)**

**Date of establishment:** January 2011

**Faculty:** Business

**Name of Director:** Dr. Monika Winn

The Centre for Social and Sustainable Innovation (CSSI) is powered by the constantly charging battery of action, ideas and research housed at the Peter B. Gustavson School of Business. Our goal is to open a door to the array of resources that help students, faculty and staff incorporate all kinds of sustainability into their studies, careers and lives. Business leaders can learn how our research affects their industries, enlist students for creative sustainability solutions, and speak to our classes about their field experiences.

**[Institute for Applied Data Analytics \(Matrix Institute\)](#)**

**Date of establishment:** April 2018

**Faculty:** Engineering

**Name of Director:** Dr. Ted Darcie & Dr. Margaret-Anne Storey

The Institute for Applied Data Analytics (known as the Matrix Institute) is a new research centre that is looking to coordinate, expand research capacity, and enhance the UVic brand as a world-class destination for research and teaching in leading-edge Data Science. The Institutes plans to engage a broad spectrum of experts from diverse disciplines, including law, business, science, healthcare and social sciences to address vital social and public policy issues related to security, privacy, economics, environment and the impact of data-driven technology on society.

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

**Date of establishment:** January 2011

**Faculty:** Science

**Name of Director:** Dr. Randall Sobie

The Victoria Subatomic Physics and Accelerator (VISPA) Research Centre brings together people with the skills and expertise to investigate the fundamental constituents of the Universe. VISPA members work together on leading international particle physics experiments, share computing and laboratory resources, jointly support and manage technical staff, provide a natural home for adjunct faculty from other institutions, and support high quality graduate and post-doctoral training.



University  
of Victoria

University  
Secretary

# MEMO

**Date:** April 14, 2019

**To:** Members of Senate

**From:** Carrie Andersen  
University Secretary

**Re:** **Parchment Change – Acknowledgment of Partnership:  
University of Victoria in Partnership with the College of the  
Rockies**

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Attached for Senate's approval for the June 2019 convocation is a request to change the University of Victoria parchment to accommodate the MOU (memorandum of understanding) for the delivery of the University of Victoria and College Partners BSN program (Attachment A). This agreement has been in place since April 2016 with the goal of maximizing the academic strengths and collaborations of the two partner institutions. Signatures to the MOU include the former President of the College and the former Associate Vice-President, Academic Planning at UVic.

The MOU provides for the change in the BSN degree designated by the "University of Victoria in partnership with College of the Rockies" on the parchment (Attachment B).

**MOTION:**

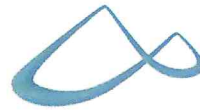
*That Senate approve the change to the parchment as per the April 2016 memorandum of understanding between the College of the Rockies and the University of Victoria.*

/Attachment





University  
of Victoria



COLLEGE OF  
THE ROCKIES

## MEMORANDUM OF UNDERSTANDING University of Victoria – College of the Rockies

### For the Delivery of the University of Victoria Nursing and College Partners BSN Program (PBP)

This memorandum of understanding (MOU) will outline our mutual interests and responsibilities in offering the University of Victoria Nursing and College Partners BSN Program (PBP), which leads to a Baccalaureate of Science in Nursing (BSN) degree, delivered in partnership between the University of Victoria's (UVic) School of Nursing, Faculty of Human and Social Development and the College of the Rockies' (COTR) Nursing program in the department of Health and Human Services.

#### 1. Goals, Purpose and Principles of the MOU, Partnership, and Program

##### A. The overarching goals of the UVic-COTR MOU are:

- To support effective and collaborative oversight of the PBP;
- To ensure that the PBP's academic and support programs maximize the strengths and synergies provided by the two partner institutions;
- To ensure that the PBP meets the regulatory requirements of the College of Registered Nurses of British Columbia (CRNBC) Education Program Review Committee and the accreditation standards of the Canadian Association of Schools of Nursing (CASN);
- To support student success for all those enrolled in the PBP.

##### B. The purposes of the PBP partnership are to provide students with an outstanding undergraduate nursing education, a high quality educational experience, and the preparation necessary to succeed as Registered Nurses upon graduation. These purposes will be achieved by:

- Using resources at both institutions synergistically, efficiently and effectively;
- Committing ourselves to providing the best possible learning environment through a process of continuous quality improvement for the PBP program;
- Recognizing the importance of supporting regional education for students who live and wish to work in the East Kootenay Columbia region;

- Ensuring that PBP graduates meet obligatory requirements and master key professional competencies required for Registered Nurse licensure.
- C. The partners agree that PBP will operate in accordance with the Guiding Principles for the Members of the University of Victoria Nursing and College Partners BSN Program (PBP):
- ensure the quality, integrity, and effectiveness of a shared curriculum
  - provide vision and innovation in nursing education
  - advocate for academic preparation for nurses
  - collaborate on and foster scholarly activities
  - facilitate the sharing of intellectual resources and experiences
  - share in the completion and achievement of national accreditation, provincial program recognition, and territorial approval with regulatory bodies
2. **Governance Structure:**
- A. The University of Victoria Nursing and College Partners BSN Program (PBP), which coordinates the activities of the partnership, will enact its partnership through two primary mechanisms:
- i. The PBP Steering Committee
  - ii. The PBP Joint Curriculum and Evaluation Committee
- B. The MOU between UVic and COTR will be enacted and monitored by each institution's representatives on the PBP Steering Committee.
3. **Faculty Recruitment and Employment:** College faculty members teaching in terms 1-5 at COTR will: (a) be recruited by the College in accordance with the recruitment and selection procedure set out by the College; (b) meet standards consistent with the CASN standards for accreditation; (c) be acceptable to the University, acting reasonably; and d) be paid by COTR as the employer of the College faculty members teaching in accordance with the College faculty association's collective agreement.
4. **Faculty Professional Development and Scholarship:** COTR will collaborate with UVic to seek ways to achieve a strategic approach to professional development of College faculty particularly as related to research and scholarship. The College supports research and acknowledges the need to explore a range of strategies that enable its faculty to actively participate in scholarly projects and to ensure that students in the program are exposed to nurse researchers as per CASN accreditation criteria.
5. **Participation in Professional Nursing Bodies:** COTR will continue to actively participate in provincial (NECBC, Deans and Directors) and national (CASN) bodies where feasible. The College and the University will work collaboratively during the CRNBC program recognition process and in the process of recognition renewal. The College and the University will work collaboratively during the accreditation and reaccreditation of the cooperative program by the CASN Accreditation Bureau. The College and University nursing programs shall submit joint cooperative self-study reports to the CRNBC approval and CASN accrediting bodies when undertaking such program reviews. The College will remain an active participant in British Columbia's articulation processes.

**6. Services**

- A. The PBP Steering Committee will be responsible for maximizing consistency in policies and procedures for service delivery to PBP students.
- B. Services will normally be provided to students at the institution where the student takes a majority of the coursework each term.

**7. Course Funding and Budget**

It is understood that the College will receive FTE allocation from the responsible Ministry of the Government of British Columbia for terms 1-5 (including Consolidated Practice Experiences (CPE) 1 and 2). The University will receive FTE allocation from the responsible Ministry of the Government of British Columbia for terms 6-8. The College will be responsible for the funding of delivery of terms 1-5 of the program including CPE 1 and 2, and the University will be responsible for the funding of delivery of terms 6-8. The funding model will be reflective of the program delivery model.

**8. Registration and Matriculation**

- A. The college will maintain institutional policies and procedures for the recruitment, admission, and progression of students such that they meet the requirements for transfer to the University of Victoria and completion of the requirements for the BSN degree coordinated, as appropriate, through the PBP Steering Committee. PBP students will register for courses through the regular registration processes at each institution, and will pay tuition and other fees as set according to each institution's policy.
- B. Students admitted to the PBP at the College of the Rockies will transfer to the University of Victoria after successful completion of term 5.
- C. Required non-nursing and elective courses may be taken at any institution as long as they meet the requirements approved by UVic.
- D. Students who complete terms 1-5 at COTR and meet all requirements for graduation from UVic, will be awarded a BSN degree designated by "University of Victoria in partnership with College of the Rockies" on the parchment.

**9. Curriculum**

- A. The PBP Curriculum and Evaluation Committee will oversee the curriculum's development and evaluation for the program in accordance with the Guiding Principles for the Members of the University of Victoria Nursing and College Partners BSN Program.
- B. Curricular changes will follow the respective institutional approval processes and be coordinated, as appropriate, with the PBP Curriculum and Evaluation Committee.

**10. Terms and Termination**

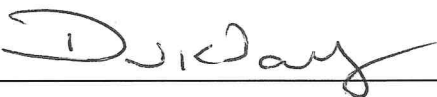
- A. The term of this Agreement shall commence on **May 16, 2016** and will continue for a period of **five years**.
- B. This agreement shall not create any rights in any third parties, specifically any students participating in the program. The only parties to this agreement are UVic and COTR.
- C. Implementation of this Agreement will be through the nursing academic units at each institution, in consultation with other units responsible for the delivery of the academic programs and associated services.
- D. The parties will cooperate to make all faculty, staff, students, and applicants aware of this Agreement. UVic and COTR will conduct periodic reviews of this Agreement, such reviews to occur not less than twice during the term of this Agreement.

- E. UVic's director of the School of Nursing and COTR's department head of the Nursing Program are accountable for the enactment of this Agreement on an ongoing basis.
- F. To enable the accreditation process, both institutions will maintain membership in the Canadian Association of Schools of Nursing.
- G. Both parties agree to explore the potential for delivery of the full BSN program onsite at College of the Rockies in a manner that is educationally of high quality and financially sustainable.
- H. Amendments to this agreement must be in writing and approved by UVic and COTR.
- I. Both parties may terminate this Agreement upon six months written notice to the other party and such termination shall take effect the following academic year.
- J. In the event of termination, each party will respect the students who are currently in process of obtaining their degrees and will provide an opportunity for them to complete the program according to the appropriate requirement of the Senate of the University of Victoria and the Education Council at College of the Rockies.

**11. Partnership Dispute Resolution**

- A. Any partnership dispute arising within the PBP should be resolved at the lowest possible level of the governance process, progressing as follows: 1) program director and department head; 2) deans; 3) the appropriate Vice President.
- B. Any dispute that cannot be resolved through the normal governance process may be referred to a mediation process agreed to by both partners.

**Signatures:**



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David Walls  
President and CEO  
College of the Rockies



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Date



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Catherine A. Mateer  
Associate Vice-President, Academic Planning  
University of Victoria



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Date

**University of Victoria**

Office of the Registrar  
PO Box 3025 STN CSC  
Victoria BC V8W 3P2  
Canada

**College of the Rockies**

SEN-MAY 3/19-29

Page 6 of 7

Official Transcript of  
Academic Record



Nicole Greengoe  
Registrar

Date Issued: 09 NOV 2018

Name:

Student No.

Date of Birth:

PEN:

Issued to: VO

Valid only if bearing the Registrar's signature and printed  
on secure paper with a blue background.

Course History at the University of Victoria

SESSION	COURSE	DESCRIPTION	UNIT VALUE	GRADE	GRADE POINT	AWARDED UNITS	NOTE	COMPARATIVE MEAN	SIZE
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ACADEMIC RECORD FOR UNDERGRADUATE STUDIES EXCLUDING LAW PROGRAMS

Course Credit Recognized on Admission

College of the Rockies

TOTAL CREDITS RECOGNIZED: 0.0 UNITS

WINTER 2016-2017

First Term: Sep - Dec 2016

CONTINUING STUDENTS: COLLABORATIVE NURSING PROGRAM  
COLLEGE OF THE ROCKIES

TOTAL CREDITS RECOGNIZED: 30.0 UNITS

Second Term: Jan - Apr 2017

HUMAN & SOCIAL DEVELOPMENT B.S.N.

CYC	171	FAMILIES:ISSUES, PATTERNS	1.5	86% A	8	1.5		78%	25
NURS	341	PROF PRACTICE IV:NURS INQUIRY	1.5	90% A+	9	1.5		84%	42
NURS	342	HLTH+HEALNG VI:GLBL HLTH ISSUE	1.5	91% A+	9	1.5		89%	42
NURS	350	HLTH & HEALING VII:PROMO+COMM	1.5	86% A	8	1.5		83%	42
NURS	360	PROF PRACTICE VI:NURS RESEARCH	1.5	79% B+	6	1.5		80%	42

SESSIONAL GPA = 8.00 (03MAY2017)

CREDIT IN 7.5 UNITS

IN GOOD ACADEMIC STANDING (24APR2017)

SUMMER 2017

Summer Session: May - Aug 2017

HUMAN & SOCIAL DEVELOPMENT B.S.N.

NURS	370	PRACTICE EXPERIENCE III	4.5	COM		4.5		N/A	
NURS	470	PRACTICE EXPERIENCE IV	4.5	COM		4.5		N/A	

CREDIT IN 9.0 UNITS

IN GOOD ACADEMIC STANDING (21AUG2017)

WINTER 2017-2018

First Term: Sep - Dec 2017

HUMAN & SOCIAL DEVELOPMENT B.S.N.

NURS	425	DATA ANALYSIS	1.5	86% A	8	1.5		86%	42
NURS	430	PROF PRAC V:LEADERSHIP IN NURS	1.5	78% B+	6	1.5		82%	42
NURS	456	COMMUNITIES AND HEALTH SYSTEMS	1.5	COM		1.5		N/A	

COURSE CREDIT RECOGNIZED

BRITISH COLUMBIA INST OF TECH

TOTAL CREDITS RECOGNIZED: 1.5 UNITS

Second Term: Jan - Apr 2018

HUMAN & SOCIAL DEVELOPMENT B.S.N.

NURS	475	PRACTICE EXPERIENCE V	4.5	COM		4.5		N/A	
NURS	491	NURS PRACT VIII:TRANSITNS	4.5	COM		4.5		N/A	

SESSIONAL GPA = 7.00 (23APR2018)

CREDIT IN 13.5 UNITS

IN GOOD ACADEMIC STANDING (23APR2018)

CREDENTIAL GRANTED:  
24 MAY 2018 BACHELOR OF SCIENCE IN NURSING

2017W CUMULATIVE GPA: 7.71



**SUBJECT TO APPROVAL**

*in partnership with*  
**COLLEGE OF THE ROCKIES**

*The Senate of the University of Victoria upon the recommendation of*  
**THE FACULTY OF HUMAN AND SOCIAL DEVELOPMENT**  
*admits*

**Sample Student**

*to the degree of*  
**BACHELOR OF SCIENCE IN NURSING**  
**WITH DISTINCTION**

*with all the rights, privileges, duties and responsibilities of this degree*

COLLEGE OF THE ROCKIES  
CRANBROOK, BRITISH COLUMBIA, CANADA

*Registrar*

*President*

UNIVERSITY OF VICTORIA  
VICTORIA, BRITISH COLUMBIA, CANADA  
MAY 2019



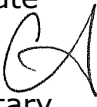
*Registrar*



*President and Vice-Chancellor*



# MEMO

**Date:** April 17, 2019  
**To:** Members of Senate  
**From:** Carrie Andersen   
University Secretary

**Re:** **Stole for University Orators**

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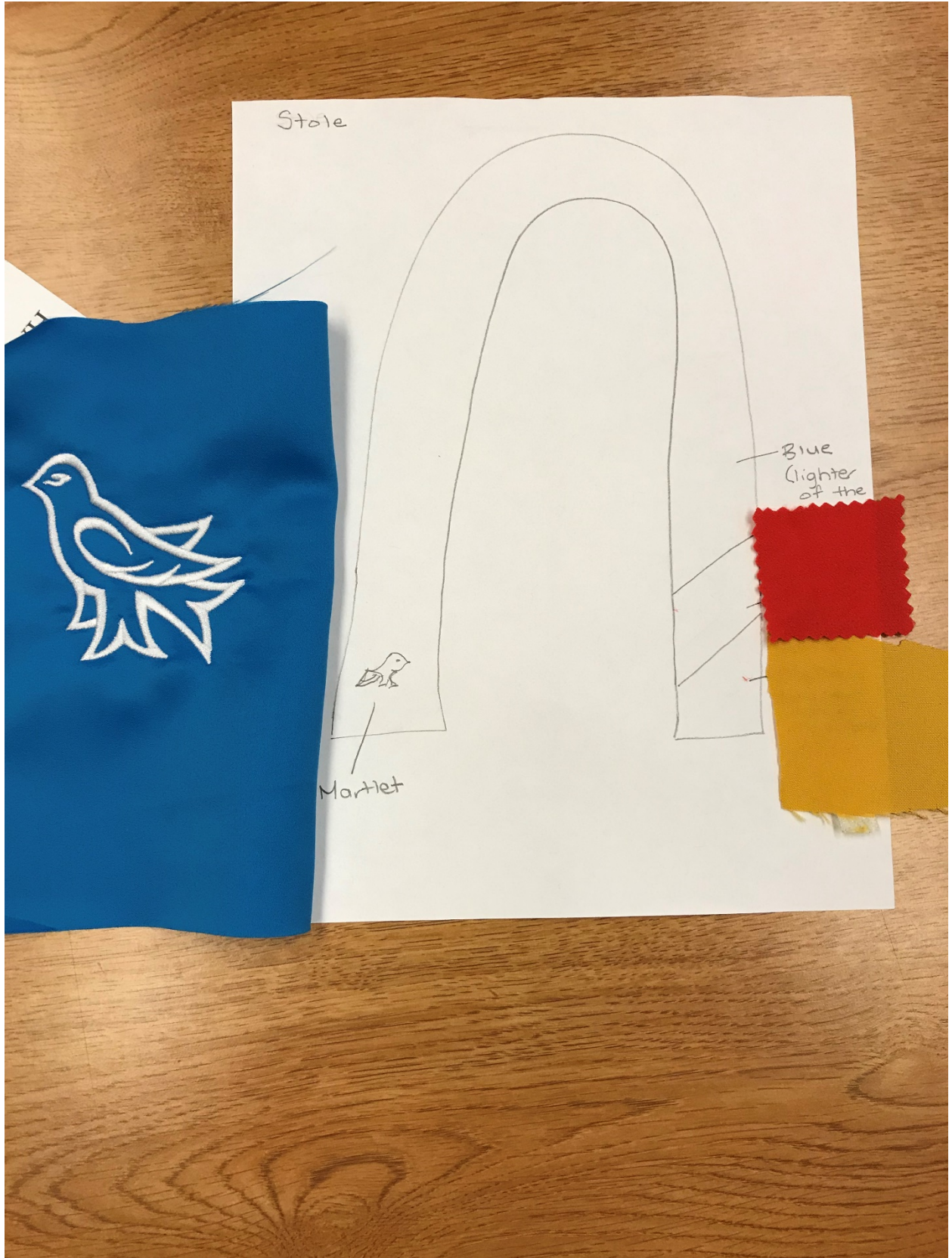
The University of Victoria Ceremonies Office has designed an academic stole to be worn by the university orators who present our honorands for their honorary degrees during convocation.

A stole is a decorative vestment worn by members of various organizations for the purpose of denoting outstanding achievements. This stole will be in the university colours of blue, red and yellow. It will be predominantly blue with a white image of a martlet appearing on one side and stripes of red and yellow on the other.

**MOTION:**

*That Senate approve an orator stole for the University of Victoria convocation ceremony.*







University  
of Victoria

University  
Secretary

# MEMO

**Date:** April 16, 2019

**To:** Members of Senate

**From:** Carrie Andersen   
University Secretary

**Re:** **2018/2019 Emeriti**

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Below is a listing of faculty, assistant teaching professors and librarians who were granted emeriti status in 2018/19. This list is for Senate's information and will be submitted for inclusion into the 2019/2020 academic calendar, effective September 1, 2019.

Douglas Baer, BES, MA, PhD (Waterloo)  
Elizabeth Churchill, BA, Bed, MA, PhD (Calgary)  
Marion F. Ehrenberg, BA (McG), MA, PhD (S. Fraser)  
Yasuko France, BA (Tokyo), MEd (UMass)  
Noreen Frisch, BSN (California State), MSN (Dal), MSN (Evansville), PhD (S. Illinois)  
Bill Gaston, BA, MA, MFA (Brit Col)  
Lynda Gagné, BA, MA (SFU), PhD (UBC)  
Lisa Gould, BA, MA (Alberta), PhD (Wash. U, St. Louis)  
Rebecca Grant, BS (Union College), MBA (McGill University), PhD (U of Western Ontario)  
Budd Hall, BA, MA (MI), PhD (UCLA)  
Michael Hayes, BA, MSc, PhD (McMaster)  
Margaret Klatt, MA (Wilfrid Laurier University), CPA, CMA, ICD.D  
Jo-Anne Lee, BA (S Fraser), MA (Brit Col), PhD (Sask)  
Marjorie MacDonald, BN (Calg), MSc (Wat), PhD (Brit Col)  
Scott Macdonald, BSc (UVic), MA (Toronto), PhD (Western Ontario)  
Joan MacLeod, BA (Vic), MFA (Brit Col)  
Catherine Mateer, BA, MSc (Wis, Madison), PhD (W. Ont)  
David McCutcheon, BEng (RMC of Canada), MBA, PhD (U of Western Ontario)  
James McDavid, BA, MA (UofA), PhD (IN)  
Jeannine Moreau, BSN, MN (Victoria), PhD (c) (Australia)  
Natalie Popadiuk, BA, BEd, MA (Brit Col), PhD (Calgary), RPsych  
Caron Rollins, MLS (Alberta)  
Elena Romaniuk, BSc (McMaster), MSc (Illinois)  
Eric Roth, BA (Missouri), MA, PhD (Toronto)  
Frank Ruskey, BA, MA, PhD (Calif, San Diego)  
Joan Wharf-Higgins, BA, MA (UVic), PhD (UBC)  
Zheng Wu, BA (Beijing International University, Beijing), MA (Victoria), PhD (Western Ontario)  
Brian Wyvill, BSc (London), PhD (Bradford)  
Lynne Young, BSN, MSN, PhD (Brit Col)



**Date:** April 16, 2019  
**To:** Members of Senate  
**From:** Carrie Andersen   
University Secretary  
**Re: Elections update**

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### Members Elected by the Faculties

The following have been acclaimed by their faculty colleagues to serve on Senate for a three-year term beginning July 1, 2019 and ending June 30, 2022:

- Graham McDonough – Faculty of Education
- Carolyn Butler-Palmer - Faculty of Fine Arts
- Martha McGinnis - Faculty of Graduate Studies
- Susan Strega – Faculty of Human and Social Development
- Mark Gillen – Faculty of Law
- Brian Leacock – Peter B. Gustavson School of Business

The following have been elected by their faculty colleagues to serve on Senate for a three-year term beginning July 1, 2019 and ending June 30, 2022:

- Phalguni Mukhopadhyaya – Faculty of Engineering
- Alexandra D’Arcy – Faculty of Humanities

### Members Elected by Faculty Members

The following have been elected by their faculty colleagues to serve on Senate for a three-year term beginning July 1, 2019 and ending June 30, 2022:

- Laura Cowen – Faculty of Science
- Annalee Lepp – Faculty of Humanities
- CindyAnn Rose-Redwood – Faculty of Social Sciences

### Student Representatives

On January 7, 2019 a call for nominations was issued for student representatives to the Senate. Five students were nominated and acclaimed in the Faculties of Graduate Studies, Humanities, Science and Social Sciences.



A second call for nominations was issued February 25, 2019 for remaining student representatives for the Faculties of Education, Engineering, Fine Arts, Graduate Studies, Human and Social Development, Law, and the Peter B. Gustavson School of Business. Thirteen students were nominated.

The following students were acclaimed or elected to Senate for 2019/2020. Please note, students are elected in a manner that ensures at least one student from each faculty and three students from the Faculty of Graduate Studies are elected.

Almudena Antiman (Faculty of Science)  
Caelen Cook (Faculty of Humanities)  
Sarina de Havelyn (Faculty of Social Sciences)  
Megan Ingram (Faculty of Social Sciences)  
Caoimhe Laird (Peter B. Gustavson School of Business)  
Eslam Mehina (Faculty of Graduate Studies)  
Sean Oliver (Faculty of Graduate Studies)  
Kai Richins (Faculty of Engineering)  
Marshall Scott-Bigsby (Faculty of Social Sciences)  
(Alivia) Tianyi Wang (Faculty of Graduate Studies)  
Dawit Weldemichael (Faculty of Social Sciences)  
Lulu Wise (Faculty of Humanities)

There are vacant positions for student representatives in the Faculties of Education, Fine Arts, Human and Social Development, and Law. A third call for nominations for these positions will be issued in early September 2019 and an election will be conducted at the October 2019 Senate meeting.





University  
of Victoria

University  
Secretary

# MEMO

**Date:** April 16, 2019

**To:** Senate

**From:** Carrie Andersen   
University Secretary

**Re:** Election to the Senate Committee on Agenda and Governance

The *Senate Rules and Procedures* state that:

56.00 The composition of the Senate Committee on Agenda and Governance will include members of Senate only and will be determined in part through an election conducted on the floor of Senate. Two members of Senate who are not students or convocation members will be elected to the Senate Committee on Agenda and Governance by Senate at the May meeting.

As Dr. Doug Baer is retiring from the university effective June 30, 2019, there is a vacancy for an elected position on the Senate Committee on Agenda and Governance for the remainder of his term beginning July 1, 2019 to June 30, 2021. Nominations for the position will be accepted on the floor of the May 3, 2019 Senate meeting. If required, an election will take place at the meeting.

