



University
of Victoria

The next open meeting of the Senate of the University of Victoria is scheduled for Friday, November 2, 2018 at 3:30 p.m. in the David Strong Building, Room C116.

****Please note change in room****

AGENDA as reviewed by the Senate Committee on Agenda and Governance.

- 1. APPROVAL OF THE AGENDA** **ACTION**

- 2. MINUTES**
 - a. October 5, 2018 (SEN-NOV 2/18-1) **ACTION**

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

- 3. BUSINESS ARISING FROM THE MINUTES**
 - a. Results of Election of Students to the Senate **INFORMATION**
- Faculties of Engineering and Graduate Studies

- 4. REMARKS FROM THE CHAIR**
 - a. United Way Presentation **INFORMATION**
*Dr. Rachael Scarth, UVic United Way Campaign Chair
has been invited to attend*

- 5. CORRESPONDENCE**

- 6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES**
 - a. Senate Committee on Academic Standards – Dr. Sara Beam, Chair
 - i. 2017/2018 Annual Report (SEN-NOV 2/18-2) **INFORMATION**

- ii. Proposed Revisions to the English Deficiency Clause **ACTION**
(SEN-NOV 2/18-3)

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

- iii. Proposed Leave with Permission of the Dean **ACTION**
(SEN-NOV 2/18-4)

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

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

- i. Appointments to the 2018/2019 Senate standing committees **ACTION**
(SEN-NOV 2/18-5)

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

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

- i. New and Revised Awards **ACTION**
(SEN-NOV 2/18-6)

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:

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

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ii. Annual Report (SEN-NOV 2/18-7)

INFORMATION

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

i. Proposal to Change the Name of the Religious Studies Program (SEN-NOV 2/18-8)

ACTION

Motion: 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.

ii. Proposed Changes to the Hispanic Studies Honors, Major, Minor, Combined Hispanic and Italian Major, and Spanish Certificate Programs (SEN-NOV 2/18-9)

ACTION

Motion: 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.

iii. Proposed Changes to the Required Courses in the Concentration in Indigenous Languages to a Concentration in Language Advocacy (SEN-NOV 2/18-10)

ACTION

Motion: That Senate approve the proposed changes to the required courses in the Concentration in Indigenous Languages to a Concentration in Language Advocacy, as described in the Memorandum to Propose a Major Change to a Program dated September 17, 2018.

iv. Proposal to Establish a Certificate in Indigenous Language Proficiency (SEN-NOV 2/18-11)

ACTION

Motion: 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.

- v. Proposed Changes to the First-year and Second-year English Majors Requirement (**SEN-NOV 2/18-12**) **ACTION**

Motion: 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.

- vi. Proposal to Establish a Neurobiology Option within the Combined Biology and Psychology Programs (**SEN-NOV 2/18-13**) **ACTION**

Motion: 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.

- vii. Proposed Changes to the Certificate in Aboriginal Language Revitalization (**SEN-NOV 2/18-14**) **ACTION**

Motion: 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.

7. PROPOSALS AND REPORTS FROM FACULTIES

- a. Faculty of Humanities
- i. Launch of the Humanitas Awards

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

- a. Enrolment update

9. OTHER BUSINESS

10. ADJOURNMENT



University
of Victoria

MINUTES

A meeting of the Senate of the University of Victoria was held on October 5, 2018 at 3:30 p.m. in the Senate and Board Chambers, University Centre, Room A180.

1. APPROVAL OF THE AGENDA

The agenda was deemed approved as circulated.

2. REMARKS FROM THE CHAIR

a. President's Report

Prof. Cassels provided an update to members of Senate. He reported on government relations at the provincial and federal levels, including updates on recent meetings, government activities and UVic priorities and strategies. International trips to Thailand, Japan, China, and the Cascadia Corridor are planned this year to strengthen relationships and create new partners. Initiatives were celebrated such as the launch of the JD/JID program as well as the annual Canadian Universities' Building Recognition Forum to be held on campus in November. Priorities for the university included the new Strategic Framework, various academic initiatives, student housing and the continued work to campus facilities and infrastructure. To finish, Prof. Cassels mentioned this will be an important year for collective bargaining.

3. MINUTES

a. May 4, 2018

Motion: (S. Klein/R. Lipson)

That the minutes of the open session of the meeting of the Senate held on May 4, 2018 be approved and that the approved minutes be circulated in the usual way.

CARRIED

4. BUSINESS ARISING FROM THE MINUTES

There were none.

5. ELECTION OF STUDENTS TO THE SENATE

a. Faculties of Engineering and Human and Social Development

Ms. Saab reported that a nominations call for two student vacancies on Senate had been issued in September for the Faculty of Engineering and Human and Social Development. A resignation in September from a student senator in the Faculty of Graduate Studies left a third vacant position. Ms. Saab explained that the Senate Rules and Procedures provided that student positions not filled in the spring are filled by an election on the floor of Senate at the October meeting. She acknowledged the previous concerns regarding Senate voting for student senator positions. The University Secretary's office is working toward an improved system to avoid these vacancies in the future.

Ballots were circulated to members of Senate.

6. CORRESPONDENCE

a. University of Victoria Financial Statements as at March 31, 2018

Prof. Cassels reminded Senate that financial statements are provided annually for information. There were no questions.

7. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Agenda and Governance

i. Revisions to the Terms of Reference for the Senate Committee on Curriculum

Dr. Lepp explained the inclusion of the Division of Medical Sciences in the terms of reference for the Senate Committee on Curriculum.

Motion: (A. Lepp/M. Garcia-Barrera)

That Senate approve the revisions to the terms of reference for the Senate Committee on Curriculum.

ii. Appointments to the 2018/2019 Senate standing committees

Dr. Lepp introduced the proposal.

Prof. Cassels reminded members of Senate of the nomination process and asked for additional nominations. There were none.

Motion: (A. Lepp/S. Lewis)

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

CARRIED

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

i. K-12 Curriculum Modernization Working Group Recommendations

Dr. Hundza introduced the motion and reviewed the committee's recommendation. There were no questions.

Motion: (S. Hundza/S. Beam)

That Senate approve effective September 2019, a minimum final grade of 67% for English Studies 12/English 12 First Peoples be required for admission to all Year 1 programs and be published in the May 2019 edition of the academic calendar.

CARRIED

Motion: (S. Hundza/C. Whittla)

That Senate approve a change as indicated in the proposal to the 'Admission Requirements' introductory paragraph and 'Applicants from Secondary School: British Columbia/Yukon' of the Undergraduate Academic Calendar, effective September 2019 and be published in the May 2019 edition.

CARRIED

c. Senate Committee on Academic Standards

i. Revisions to the Posthumous Degree Guidelines

Dr. Beam introduced the motion and explained the revision to the undergraduate posthumous degree guidelines. Dr. Beam addressed a question as to the intent of the motion and explained that the single point of contact is meant to ensure that families affected are treated with the upmost sensitivity.

Motion: (S. Beam/J. Colby)

That Senate approve the revisions to the Posthumous Degree Guidelines.

CARRIED

d. Senate Committee on Awards

i. New and Revised Awards

Dr. Lepp introduced the motion regarding new awards and revisions to existing awards. A question was raised as to the gender inclusiveness of awards when only men and women were named. Dr. Lepp acknowledged this can be a challenge when working with donors but the committee is working toward more gender inclusive language in the terms of reference of awards, wherever possible.

Motion: (A. Lepp/C. Whittla)

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:

- Brian Williams Memorial Scholarship Award (revised)*
- UVic Bookstore Scholarship in Writing (revised)
- M.A. Micklewright Award (revised)*
- United Empire Loyalists' Assoc. (Victoria Branch) Alvin Huffman, UE Scholarship in Canadian History (revised)
- Engineers and Geoscientists British Columbia Achievement Award (revised)
- Engineers and Geoscientists British Columbia Gold Medal Award (revised)
- Westshore Soroptimist Award (new)
- May Yuen Memorial Scholarship (revised)*
- Angus & Annie MacKay Bursary (revised)*
- Trudy Martin Memorial Bursary (revised)*
- Ian H. Perrigo Memorial Bursary (revised)*
- Ethel N. Lohbrunner Bursary (revised)*
- David H. Turpin National Entrance Scholarship (revised)*
- David Strong Entrance Scholarship (revised)
- Elsa Eleonora Fagerberg & Clara Maria Fagerberg Entrance Scholarship (revised)*
- National Entrance Scholarship (revised)*
- UVic Excellence Scholarship (revised)
- Elsa Eleonora Fagerberg & Clara Maria Fagerberg Bursary (revised)*
- Margaret T. Clinch Bursary (revised)*
- Margaret t. Clinch Bursary in Business Administration (revised)*
- Walker Wood Foundation Scholarship in Social Sciences (new)
- Island Community Home Support Services Bursary (revised)*
- Donald & Evelyn Munro Scholarship (revised)*
- Henriette Ann Schmidt Scholarship (revised)
- Physics Red Scholarship (revised)*
- Kathleen M. Hoyte and Cheryl A. Barnard Memorial Bursary (revised)*
- VNHS Bev Glover Memorial Scholarship (revised)
- VNHS Alice M. Hay Scholarship (revised)
- Ana and Peter Lowens Scholarship in Victorian Literature (new)*
- Nelson Family Bursary (revised)*
- Adeline Julienne Deloume Memorial Scholarship (revised)*
- Sherry Lovine Sagris Memorial Bursary in Art Education (revised)
- Hakai-Raincoast Bursary (revised)

- John F. Reeves Memorial Award (revised)*
- David Ritchie Business Grant (revised)*
- Certificate of Outstanding Academic Distinction in Human and Social Development
- Urbanecology.ca Scholarship (revised)
- Dana R. Kingstone Scholarship in Economics (revised)
- Ronald S. Nairne Memorial Award (revised)*
- Vicky Husband Scholarship (revised)*
- Val Faris Memorial Scholarship (revised)*
- Stephen Canning Memorial Scholarship (revised)*
- Tolmie-Wood Scholarship (revised)*
- Woods Trust Scholarship (revised)*
- UVic Foundation Scholarship (revised)*
- Miranda Ward Physics Award (revised)*
- All My Relations Award (new)
- T.S. McPherson Entrance Scholarship (revised)*
- John Locke Malkin Entrance Scholarship (revised)*
- W. Gordon Fields Memorial Fellowship (revised)*
- Terry and Myrna Daniels Scholarship in Music (new)*
- Bentley Nichvolodoff Memorial Book Prize (revised)*
- VIPIRG Scholarships (revised)
- Jennifer Davison Undergraduate Scholarship in Russian Studies (revised)
- Clio Book Prize in Theatre History (revised)*
- Oak Bay and Saanich Centennial Scholarship (revised)*
- Allen P. James Scholarship (revised)*
- Saanich Employees Benefit Association Award (revised)
- Maureen De Burgh Memorial Scholarship (revised)*
- William Wowchuk Memorial Graduate Scholarship (revised)*
- Dorothy and Ernest Ayton Memorial Scholarship (revised)*
- Átol,ánw: A Season of Just and Fair Treatment Award (new)*
- Capstone Award (new)*
- Combined Computer Science and Mathematics Scholarship (new)*
- Dean of Science Entrance Scholarship for Indigenous Students (new)*
- Drew Wolfe-Fraser Memorial Scholarship (new)
- Matthew Prentice Scholarship (revised)*
- Max Walker Scholarship in Geography (new)*
- Nimrod Hungarian Mobility Award (revised)*
- Oak Bay High Nick Mathers & Dylan Jones Memorial Award (new)*
- Opening Night Scholarship (revised)*
- Phillips, Hager & North Graduate Bursary (revised)
- VNHS Samuel Simco Graduate Bursary (revised)

- VNHS Samuel Simco Undergraduate Bursary (revised)
- Olthuis Kleer Townshend Indigenous Law Scholar Award (new)
- Goldstream Hatchery Education Bursary (new)
- Wilson S.C. Lai Scholarship (new)
- Lee Hayes Award (revised)*
- Henry & Marian Thiel International Business Award (revised)*
- MT + Co. Leonard George Memorial Indigenous Law Scholar Award (new)
- Ratcliff & Company Indigenous Law Scholar Award (new)
- Union Club Scholarship (revised)
- W.E. Cowie Innovation Award (revised)*
- Peter Zachary Graduate Scholarship In Ukrainian Studies (new)*
- Woodward & Company Indigenous Law Scholar Award (new)
- Peter L. Smith Scholarship in Greek & Roman Studies (revised)*

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CARRIED

e. Senate Committee on Continuing Studies

i. 2017/2018 Annual Report

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

f. Senate Committee on Curriculum

i. 2017/2018 Annual Report

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

ii. 2018/2019 Calendar Cycle 3 Curriculum Submissions

Dr. Haskett introduced the curriculum changes. There were no questions.

Motion: (T. Haskett/C. Goto-Jones)

That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the 2018-2019 academic calendar, effective January 1, 2019.

CARRIED

Motion: (T. Haskett/S. Hundza)

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

CARRIED

g. Senate Committee on Planning

i. 2018/19 Annual Report on Status of Academic Program Reviews

Dr. Wright introduced the report. There was a question regarding who has access to the report. Dr. Wright confirmed that the reports are kept both in the department and the VPAC office.

8. PROPOSALS AND REPORTS FROM FACULTIES

a. Faculty of Graduate Studies

i. Revisions to Membership in the Faculty of Graduate Studies

Dr. Capson outlined the revisions. Members spoke in support about the need to pass this policy in order to resolve the current ambiguity on who may supervise graduate students. Questions were raised by a few members regarding the terms for associate membership. Dr. Capson recognized the importance of the issue but that this was not within the scope of the current motion before Senate. Following a discussion of how best to address the concerns raised, the decision was made to call the motion.

Motion: (D. Capson/M. Garcia-Barrera)

That Senate approve the conditions and procedures for appointment of Emeritus Professors as Adjunct Professors in the Faculty of Graduate Studies given in Section 5.0 of this document, and Sections 1.1, 1.2, 1.3; Section 2; and Sections 4.1, 4.2, 4.3 of the proposed revised Membership in the Faculty of Graduate Studies policy attached as Appendix A.

CARRIED

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

There were none.

10. OTHER BUSINESS

a. Academic Year Important Dates

Ms. Saab introduced the regular update to the academic year important dates calendar.

Motion: (J. Gilson/T. Haskett)

That Senate approve the Academic Year Important Dates calendar for the period January 2020 through April 2020 for submission to the online academic calendar and for the academic calendar January 2019 publication.

CARRIED

b. Election of Vice-Chair of Senate

Prof. Cassels reported that Dr. Krull's term as Vice-Chair of Senate was at an end. He called for nominations for Vice-Chair of Senate. Dr. Capson nominated Dr. Lewis. Prof. Cassels confirmed she was willing to stand. Prof. Cassels asked for additional nominations. There were none. Dr. Lewis was acclaimed as Vice-Chair of Senate for 2018-19.

c. Notification of vacancy on Senate

Ms. Saab reported that a Faculty of Fine Arts vacancy arose on Senate for which an election was held over the summer and the position is now filled.

d. Joint Senate Board Retreat

Ms. Saab reminded members of the Joint Board Senate Retreat on November 26th on the topic of reputational advancement. In addition, all Senate members were asked to convene in the University Centre foyer for the annual photograph.

There being no other business the meeting was adjourned at 4:49 p.m.

Name	In Attendance	Regrets		Position
Alexander, David	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Convocation Senator	Elected by the convocation
Andersen, Carrie	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Acting University Secretary	Secretary of Senate
Aragon, Janni	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Faculty of Social Sciences	Elected by the faculty members
Baer, Doug	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Social Sciences	Elected by the faculty members
Beam, Sara	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Graduate Studies	Elected by the Faculty
Beaveridge, Chandra	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Convocation Senator	Elected by the convocation
Bengston, Jonathan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	University Librarian	Ex officio
Boyle, Patrick	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	Faculty of Science	Elected by the Faculty
Butler-Palmer, Carolyn	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Faculty of Fine Arts	Elected by the Faculty
Calder, Gillian	<input checked="" 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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	Faculty of Social Sciences	Elected by the faculty members
Driessen, Peter	<input type="checkbox"/>	<input type="checkbox"/>	Faculty of Engineering	Elected by the Faculty
Dunsdon, Jim	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Associate Vice-President Student Affairs	By Invitation
Eso, David	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Gagné, Lynda	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	Faculty of Law	Elected by the Faculty
Gilson, Jordan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Goto-Jones, Chris	<input checked="" type="checkbox"/>	<input 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
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 checked="" type="checkbox"/>	<input type="checkbox"/>	Dean, Peter B. Gustavson School of Business	Ex officio
Krull, Catherine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Dean, Faculty of Social Sciences	Ex officio
Kuehne, Valerie	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	Dean, Faculty of Human and Social Development	Ex officio
Marcy, Richard	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Human and Social Development	Elected by the Faculty
Ng, Adair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Ni, Jack	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Popova, Diana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Premasagar, Nikheel	<input type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Prendergast, Monica	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Faculty of Education	Elected by the Faculty
Rogers, Shelagh	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chancellor	Ex officio
Russell, Carolyn	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	Librarian	Elected by the Professional Librarians
Smith, Brock	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Peter B. Gustavson School of Business	Elected by the Faculty
St. Clair, Ralf	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Dean, Faculty of Education	Ex officio
Struchtrup, Henning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Engineering	Elected by the Faculty
Taylor, Wendy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Acting Registrar	By Invitation
Ulysses, Alicia	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Human and Social Development	Elected by the faculty members
Welling, Linda	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Social Sciences	Elected by the faculty members
Whittla, Curtis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Wild, Peter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Acting Dean, Faculty of Engineering	Ex officio
Woodin, Erica	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Social Sciences	Elected by the Faculty
Wright, Bruce	<input type="checkbox"/>	<input checked="" 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
Wu, Yu Ten (Jason)	<input type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Wyatt, Victoria	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Fine Arts	Elected by the faculty members
TBD (ENGR)	<input type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
TBD (GRAD)	<input type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
TBD (HSD)	<input type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students

MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

Effective July 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) “
 Jordan Gilson (SOSC) “
 Adrienne Graham (SCIE) “
 Ashlee Kirby (LAW) “
 Cameron Leckenby (HUMS) “
 Isabella Lee (SOSC) “
 Adair Ng (EDUC) “
 Erhan (Jack) Ni (FINE) “
 Diana Popova (GRAD) “
 Nikheel Premsagar (BUSI) “
 Curtis Whittla (SOSC) “
 Yu Ten (Jason) Wu (SCIE) “
 TBD (ENGR) “
 TBD (GRAD) “
 TBD (HSD) “

MEMBERS ELECTED BY THE CONVOCATION

– Section 35 (2) (i)

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

ADDITIONAL MEMBERS - Section 35 (2) (k)

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

Dean Seeman (30/06/21)

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

SECRETARY OF SENATE - Section 64 (2)

Acting University Secretary: Carrie Andersen

BY INVITATION - Seated with specified speaking rights

Assoc. V.P. Student Affairs: Jim Dunsdon
 Assoc. V.P. Academic Planning: Nancy Wright
 Acting Registrar: Wendy Taylor
 Acting Associate University Secretary: Ada Saab



Date: October 16, 2018

To: Senate

From: Senate Committee on Academic Standards

Re: **2017/18 Annual Report**

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

The Senate Committee on Academic Standards met eight times in 2017/18: September 18, 2017, October 18, 2017, November 8, 2017, January 8, 2018, February 5, 2018, March 12, 2018, April 9, 2018 and May 24, 2018. During the course of the year, the committee approved the convocation lists of faculties, approved a posthumous degree, made recommendations to Senate, initiated projects in areas of the committee's concern, and received proposals for input from other Senate committees and campus constituencies. Within these areas, the committee considered a number of issues over the course of the year, including:

- Approval of the convocation lists of the faculties
- Approval of posthumous degrees
- Recommendations to Senate:
 - Faculty of Engineering to change to the program requirements for Computer Science programs
- Continued Projects in 2017/18
 - review of academic concession regulations
 - annual grading patterns report
 - report and recommendations regarding grading patterns
 - report on editorial changes to the academic calendars
 - revisions to the undergraduate grading scale
 - Exam Cancellation Policy
 - provided input on initiatives
 - proposals from other Senate committees

Approval of the convocation lists of the faculties:

The committee approves, on behalf of Senate, the granting of degrees. At its October 2017 and May 2018 meetings, the committee approved the fall and spring convocation lists respectively. The deans of the faculties or a designate were in attendance.

At the October 2017, January 2018, and March 2018 meetings, the committee considered requests for posthumous degrees.

Recommendations to Senate:

To approve revisions to the program requirements for Computer Science programs, Faculty of Engineering

At the January meeting, the committee considered a proposal outlining changes to the program requirements for Computer Science programs effective May 1, 2018. The proposal was approved by Senate at its February 2018 meeting.

To approve the deferral of revisions to the program requirements for Computer Science programs, Faculty of Engineering

At the April meeting, the committee considered a request from the Faculty of Engineering to defer the implementation of the proposal previously approved by the committee and Senate to September 2019. The faculty subsequently requested that the proposal not go forward to Senate.

Continued Projects in 2017/18

Review of Academic Concession Regulations

At the September meeting, the committee was provided with an update on the work done by the VPAC working group on academic concessions. It was noted that the working group would continue working over the course of the fall, while providing updates to the committee, and provide any recommended changes to the regulations for the committee for its approval and recommendation to Senate.

At the March meeting, the committee was provided an update on the consultations that had been undertaken by the working group and the feedback received. Committee members provided further feedback.

Grading Patterns Report Portal

The committee received the annual Grading Patterns Report at its November 2017 meeting. The report was provided to Senate at its December 2017 meeting.

Report and Recommendations Regarding Grading Patterns

At the November meeting, the committee was provided with an update on the implementation of recommendations made by Senate related to the creation of resources and workshops for instructors, Chairs/Directors and Deans.

Exam Cancellation Policy

At the October meeting, the committee reviewed and provided feedback on a draft Exam Cancellation Policy.

At the February meeting, the committee reviewed the policy with committee's feedback incorporated. It was suggested that it would be used to have guidelines for instructors that would assist in implementing the policy. It was noted that the policy was being presented to the Senate Committee on Agenda and Governance for its feedback and that a plan to proceed would be developed in light of feedback from both committees.

At the April meeting, the committee had been provided an update of the feedback received by the Senate Committee on Agenda and Governance.

At the May meeting, the committee had been updated on the next step which was to consider the creation of guidelines to support the implementation of the policy. A subcommittee was formed and would begin meeting in the fall.

Revisions to the Undergraduate Grading Scale

At the February meeting, the committee reviewed and provided feedback on proposed changes to the Undergraduate grading scale.

At the March meeting, the committee reviewed and provided feedback on the process for consultation including those who should be consulted.

At the May meeting, the committee was provided an update on the consultation process and that work would continue over the course of the summer and a further update would be provided in the fall.

Report on Editorial Changes to Academic Calendars

At the September meeting, the committee was provided a report from the Office of the Registrar on substantive editorial changes to the January 2018 Academic Calendars. Committee members agreed to receive these type of reports prior to the publication of each calendar.

At the April meeting, the committee was provided a report on the editorial changes to the September 2018 Academic Calendars. It was agreed that one of the changes proposed was not editorial and would need the approval of Senate.

Provided input on initiatives:

Provided Feedback on Proposals from Other Senate Committees

At the January 2018, the committee reviewed a number of proposals from the Senate Committee on Admission, Re-registration and Transfer:

- Faculty of Engineering, Computer Science – change to admission requirements for transfer applicants (New applicants and applicants from other faculties)
- Faculty of Education, BA Recreation and Health Education – Year 1 Admission Requirements

- Faculty of Education, BSc Kinesiology – Year 1 Admission Requirements

At the April meeting, the committee reviewed a proposal from the Senate Committee on Admission, Registration and Transfer on the Discovery Studies calendar entry.

Respectfully submitted,

2018/2019 Senate Committee on Academic Standards

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

2017/2018 Senate Committee on Academic Standards

Sara Beam, Chair, Faculty of Graduate Studies
Laurie Barnas, Associate Registrar
Gillian Calder, Faculty of Law
Rosaline Canessa, Faculty of Social Sciences
Gillian Dornan, GSS Representative
Kate Fry, Student Senator
Nicole Greengoe, Registrar
David Harrington, Faculty of Science
Susan Lewis, Dean, Faculty of Fine Arts (VPAC designate)
Peter Liddell, Convocation Senator
Michele Martin, Division of Medical Sciences
Norah McRae, Executive Director, Cooperative Education and Career Services
Michael Nowlin, Faculty of Humanities
Abdul Roudsari, Faculty of Human and Social Development
Richard Rush, Division of Continuing Studies
Ada Saab, Director, Graduate Admissions and Records
Henning Struchtrup, Faculty of Engineering
Ken Thornicroft, Peter B. Gustavson School of Business
Nancy Wright, Associate Vice-President Academic Planning (President's nominee)
Carrie Andersen (Secretary), Associate University Secretary



Date: October 17, 2018

To: Senate

From: Senate Committee on Academic Standards

Re: **Proposed Revisions to the English Deficiency Clause**

At its meeting on October 17, 2018, the Senate Committee on Academic Standards reviewed and approved the attached proposed revisions to the English Deficiency clause in the academic calendars.

Recommended Motion

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

Respectfully submitted,

2018/2019 Senate Committee on Academic Standards

Sara Beam, Faculty of Graduate Studies (Chair)

Janni Aragon, Faculty of Social Sciences

Laurie Barnas, Associate Registrar

Neil Burford, Faculty of Science

Gillian Calder, Faculty of Law

Nathan Daisley, Student Senator

Steve Evans, VPAC designate

Kathy Gaul, Faculty of Education

Jordan Gilson, Student Senator

Robert Hancock, Convocation Senator

Catherine Harding, Faculty of Fine Arts

Cindy Holder, Associate Dean, Academic Advising

(Humanities, Science and Social Sciences)

Sabrina Jackson, Acting Director, Graduate Admissions and Records

Michele Martin, Division of Medical Sciences

Norah McRae, Executive Director Coop & Career Services

Michael Nowlin, Faculty of Humanities

Richard Rush, Division of Continuing Studies

Esther Sangster-Gormley, Faculty of Human and Social Development

Henning Struchtrup, Faculty of Engineering

Wendy Taylor, Acting Registrar

Ken Thornicroft, Peter B. Gustavson School of Business

Claire Wood, UVSS representative

Nancy Wright, AVP Academic Planning

Ada Saab (Secretary), Acting Associate University Secretary

MEMO

Date: 12 October 2018

To: Senate Committee on Academic Standards

From: Lisa Surridge (Associate Dean Academic, Faculty of Humanities) and Erin Kelly (Academic Writing Requirement Advisor)

Re: **Deficiency Clause, UVic Calendar**

General Background

Since at least 1998-99 (the date of the earliest calendar available online), the *UVic Calendar* has contained an “English Deficiency” provision applying to both the graduate and undergraduate programs. In its current version, which differs only in copy-edited details from the version in the 1998-99 Calendar, the clause reads as follows:

English Deficiency: Term essays and examination papers in any course will be refused a passing grade if they are deficient in English. When an instructor has reasonable grounds for believing a student lacks the necessary skills in written English, the instructor, in consultation with the English department’s Director of Writing, can require the student to write an English Deficiency Examination, administered by the English department, the results of which will be binding, regardless of any credit the student has accumulated at UVic or elsewhere.

See: <https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/evaluation.html#> and <https://web.uvic.ca/calendar2018-09/grad/academic-regulations/evaluation.html#>

The Academic Writing Requirement Program and English Department concur that this clause is outdated in its emphasis on *deficiency* and punitive to students who require writing support. We also doubt very much that it is ethically, pedagogically, or legally valid to disregard “any credit the student has accumulated at UVic or elsewhere.” Also, a standardized “English Deficiency Examination” of the sort implied by the calendar language does not exist and, from what we can tell, never has.

History and Usage

This clause originated from the English department under the initiative of a former Writing Program Advisor, Dr. Arnie Keller (now retired). The English department knows of only one case in which the deficiency clause was actually invoked. Since 2014, in the very few instances when a campus course instructor has inquired about using the clause, the following steps have normally been taken: the AWR Adviser arranges a meeting with the student and that unit's academic advisor and works to create a support plan for that student, a plan usually involving the Centre for Academic Communication (CAC). The current Adviser has received only one request related to the clause in the past two academic years.

Past Attempts to Revise or Revoke the Clause:

The English Proficiency Working Group considered revising the clause in 2010-11, but attempts to re-word it failed, and at the time Office of the Registrar was in favour of keeping it. The English Department has twice voted to change or eliminate the clause, most recently in Spring 2016. It is unclear to the department, however, who has jurisdiction to request its removal or revision since it is not an English Department standard (although the department is the supposed administrator of the non-existent "English Deficiency Examination").

Recent Legal Opinion

In the summer of 2018, at the request of Erin Kelly, Lisa Surridge contacted the University of Victoria's General Counsel to ask whether the deficiency clause has any legal standing. His reply makes clear the urgency and necessity of reconsidering the statement in its current form.

Don Barnhardt, General Counsel:

I am in agreement that this clause is problematic and may not be legally enforceable. As you note no deficiency test exists, but in addition the language is ambiguous as to what is meant by the results will be binding regardless of any credit the student has earned. The ambiguity is such that I am of the view that it is not possible to discern what this is intended to mean, and therefore the provision cannot be enforced.

Proposal

The General Counsel offered the following as an enforceable statement to include in the *Calendar*:

English Standard: Term essays and examination papers in any course may be refused a passing grade if they do not meet an appropriate level of English for the course level in question.

We propose that SCAS change the clause in both sections of the *Academic Calendar* as recommended above.

Recommended Motion

That Senate approve the changing and renaming of the English Deficiency Clause effective May 1, 2019 for the May 2019 calendars with the following amendment to the “Undergraduate Academic Regulations: Evaluation of Student Achievement” section of the undergraduate calendar and the “Evaluation of Student Course Work” section of the graduate calendar:

<p>English Deficiency: Term essays and examination papers in any course will be refused a passing grade if they are deficient in English. When an instructor has reasonable grounds for believing a student lacks the necessary skills in written English, the instructor, in consultation with the English department’s Director of Writing, can require the student to write an English Deficiency Examination, administered by the English department, the results of which will be binding, regardless of any credit the student has accumulated at UVic or elsewhere.</p>	<p>English Standard: Term essays and examination papers in any course may be refused a passing grade if they do not meet an appropriate level of English language proficiency for the course in question. Students who are concerned about meeting English standards should consult with the Division of Learning and Teaching Support and Innovation (LTSI) for resources and support services.</p>
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Consultation

Please find attached consultation with

- Graduate Curriculum Review Committee
- Nancy Wright, AVPAP
- Laurene Shields, LTSI
- Laurie Barnas, Associate Registrar
- Cindy Holder, Associate Dean, Academic Advising
- Nancy Ami, CAC

Preliminary Consultation Concerning the Clause

In 2016, the Interim Director of Academic Writing, Dr. Lisa Surridge consulted with the Learning and Teaching Centre (LTC), the CAC, and the Associate Dean, Academic Advising concerning the clause. All concur with the Department of English that the clause should be revised or eliminated. Their comments are as follows:

Dr. Joe Parsons, Interim Director of the LTC:

As the Interim Director, I am reluctant to make any official statement, but I am willing to give my personal opinion on the matter.

I find the wording in the Calendar off-putting and unhelpful to students and instructors. It is unclear what a binding result would entail or how it might be applied or appealed. I also do not like the focus on deficiencies.

I can understand that the university would want its graduates to have proficiency in written (and spoken) English. What is not clear from the Calendar entry is the set of criteria that would constitute proficiency (or in this case deficiency). At the minimum, I would suggest that the Calendar modify the wording to focus on proficiency rather than deficiency, and to make available the criteria and the adjudication process.

Better yet would be a two-pronged approach that would (1) increase the probability that incoming students have sufficient English language repertoire to benefit from the learning opportunities made available at the university (e.g., TOEFL or alternative entrance scores), and (2) provide supplementary supports for those students who find their English repertoire inadequate to cope with the normal assessments used to measure student learning outcomes. We can be certain that any strategies used to select students (1) will be imperfect and (2) require remediation.

Nancy Ami, CAC Manager:

I concur that the English “deficiency” clause needs to be revised. UVic’s Strategic Plan describes undergraduate education as “accessible”, “welcoming”, and “supportive” in its mandate to “improve students’ experience and their success” (p. 17). Your efforts to develop plans for supporting students with minimal English skills align more closely with the university’s vision.

Dr. Cindy Holder: Associate Dean, Academic Advising:

I think that it is very important that this section be reviewed. For my own part, I think that the content of this is not consistent with current practice on campus and is out of step with best practices in higher education. I think that it would be very difficult to require a student to withdraw from the institution on the basis of this regulation and that the institution would be inviting problems to attempt to do so.

That said, the existence of the regulation points to a gap in University policy and support services: specifically the absence of clear direction as to what faculty and staff should do in instances where they believe students do not have sufficient language proficiency to succeed in their studies.

Summer 2018 consultation:

Hi Erin and Lisa,

Thanks for bringing this forward; it is actually fairly straightforward to put forward this proposal to request that the entry be removed from the calendar. No meeting with the Registrar (or Acting Registrar) is really required; we see updates made to the calendar quite frequently and this actually isn't a matter that the Registrar has the authority to make a decision on their own. Senate needs to approve the proposal before OREG is able to make that change in the academic calendar (even if the proposal is to delete the entry).

I've attached a template memo that you could use to fill out as you write up the proposal for the Senate Committee on Academic Standards (SCAS). I'm happy to review a draft of this before you submit it to the University Secretaries office (particularly if there is a specific calendar publication that you are aiming for). The proposal may include letters of support from anyone that you've consulted with. Once SCAS approves the proposal, the proposal will be sent to Senate for approval.

OREG regularly receives any Senate-approved regulation changes from the USEC office and we integrate that information into the academic calendar (3 possible calendar editions per year).

I have copied Kathy MacDonald in USEC so that she is aware that this is a potential SCAS agenda item. If you have questions about when these meetings are scheduled, please do not hesitate to connect with her directly.

Thank you,
Laurie

Laurie Barnas
Associate Registrar, Undergraduate Admissions, Records, Curriculum and Calendar

Together We Transform Students' Lives

Office of the Registrar
Division of Student Affairs
PO Box 3025 STN CSC
Victoria BC V8W 3P2 Canada

T: 250-472-5975 | F: 250-721-6225 | E: aregr@uvic.ca | W: registrar.uvic.ca

From: Nancy Wright – AVP Academic Planning
Sent: July 25, 2018 11:56 AM

To: Laurene Sheilds - LTSI Executive Director <lotsied@uvic.ca>
Cc: Erin Kelly <ekelly@uvic.ca>; Lisa Surridge <lsurridg@uvic.ca>; Laurie Barnas, Associate Registrar <aregr@uvic.ca>
Subject: RE: English deficiency clause

Hi Everyone,

I agree with Laurene's recommendation that you consult with Laurie Barnas who will be best placed to provide advice on removing an inactive or incorrect information from the calendar.

Nancy

Dr. Nancy Wright
Associate Vice President Academic Planning
University of Victoria
avpap@uvic.ca
250-721-7011

From: Laurene Sheilds - LTSI Executive Director
Sent: July 25, 2018 10:53 AM
To: Nancy Wright – AVP Academic Planning <avpap@uvic.ca>
Cc: Erin Kelly <ekelly@uvic.ca>; Lisa Surridge <lsurridg@uvic.ca>; Laurie Barnas, Associate Registrar <aregr@uvic.ca>
Subject: FW: English deficiency clause

Hi Nancy – catching up on emails 😊

There is a clause in the calendar entitled “English Deficiency Clause”. Erin Kelly and Lisa Surridge have brought forward issues related to this clause. The clause is in reality void as we do not have an English deficiency examination. Historically, there is also one case that came forward that was successfully overturned on appeal. This clause is not used from the perspective the Centre for Academic Communication and from the perspective of the Academic Writing Requirement. Erin (and Lisa) have been sorting through how to propose the deletion of this clause from the calendar. Because of the “general location” of the clause, I have recommended meeting with Laurie Barnas – and at the same time wanted you to be aware of this proposal for deletion given your membership on SCAS.

If you have other thoughts on how to proceed in relation to this – I know we would all be most interested.

Thanks Nancy, Laurene.

From: Laurene Sheilds - LTSI Executive Director <lotsied@uvic.ca>
Date: Wednesday, July 4, 2018 at 1:24 PM
To: AWR Adviser <awradviser@uvic.ca>, "Laurene Sheilds, LTSI Executive Director"

<ltcdir@uvic.ca>

Cc: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

Subject: Re: English deficiency clause

Hi Erin and Lisa – sorry that it has taken me so long to respond – seems like I am just now catching up on some June email. I received your message when we were in the middle of some of the discussion re: Strategic Enrolment Management so I had a chance to speak with Laurie Barnas about this. She was quite supportive and wanted to encourage you to meet with the Registrar about this. I think that this would be a very good idea as having them “on-side” as you come forward to SCAS will be important. I am certainly supportive. I think if we go together with the Registrar – given that there clause is “inactive” in that there is not an identified English Deficiency Test, the fact that the clause has not been invoked with one exception that you noted that was successfully appealed and the renewed focus on student academic success and retention of students – indicates to me that we can build a strong case. I am certainly will be to write a letter. I think perhaps the most effective contribution however that I could make is to discuss this with Nancy Wright, and once you have met with Registrar bringing this forward to Nancy – so that she can speak effectively to it at SCAS.

Hope this all makes sense – I am away until July 16th. After I am back if you would like to discuss it further I would be pleased to do so.

Laurene.

p.s. You likely know that Nicole Greengoe, the Registrar has been away on leave. I don't believe she is back – it might be helpful to contact Laurie and then meet with Wendy Taylor, Acting Registrar. L>

From: AWR Adviser <awradviser@uvic.ca>

Date: Monday, June 4, 2018 at 1:38 PM

To: "Laurene Sheilds, LTSI Executive Director" <ltcdir@uvic.ca>

Cc: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

Subject: FW: English deficiency clause

Dear Laurene,

I am sending you the attached document in the hope that you might be willing to offer an informed written evaluation of the so-called “deficiency clause” that remains in the university Calendar despite efforts by me and my predecessor (Lisa Surridge when she was in the role of Interim Director for what we now call the Academic Writing Requirement Program) to have it removed or revised.

Briefly, the following statement appears in the current Calendar as part of the page discussion “Evaluation of Student Achievement” (<https://web.uvic.ca/calendar2018-05/undergrad/info/regulations/evaluation.html>):

English Deficiency

Term essays and examination papers in any course will be refused a passing grade if they are deficient in English. When an instructor has reasonable grounds for believing a student lacks the necessary skills in written English, the instructor, in consultation with the English department's Director of the Division of Academic Writing, can require the student to write an English Deficiency Examination,

administered by the English department, the results of which will be binding, regardless of any credit the student has accumulated at UVic or elsewhere.

Lisa and I believe that this statement, which first appeared in UVic official documents sometime in the 1980s, recommends a course of action that (1) does not reflect pedagogical best practices for working with EAL students and (2) is not in keeping with our current practice of working with the CAC to set up Learning Plan Options for students who need support to further develop their English writing skills. Consultation with the university's general counsel suggests, additionally, that it is not legally enforceable.

We began drafting a letter to the University Senate asking them to remove or revise the "deficiency clause" in spring 2016; at that time, Joe Parsons (in his role as Interim Director of the Centre for Teaching and Learning) provided a written opinion. Before we finalize and send this letter, we would like to have an updated statement from you to replace that section. (Note that if you are unable or unwilling at this time to offer a written opinion, we can simply delete the paragraph from Joe.)

Would you please let me know if you will contribute your professional opinion to this project – and when I might expect a blurb from you if you are willing to provide one?

Thank you for considering this request.

Yours, Erin

Erin E. Kelly, Adviser
Academic Writing Requirement Program
University of Victoria
<http://www.uvic.ca/humanities/english/undergraduate/academicwriting/index.php>

Graduate Consultation:

From: Carolyn Swayze - FGS Coordinator <fgscirc@uvic.ca>
Date: Wednesday, September 26, 2018 at 3:36 PM
To: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Cc: Ada Saab – Acting Associate University Secretary <aus@uvic.ca>, AWR Adviser <awradviser@uvic.ca>, "Laurie Barnas, Associate Registrar" <aregr@uvic.ca>
Subject: RE: Deficiency clause

Hi Lisa,

The proposed amendments to the existing Deficiency Clause have been reviewed by the Graduate Curriculum Review Committee and everyone is in favor of the amendments.

Thanks for consulting with us regarding this item.

Best,

Carolyn



Carolyn Swayze
Coordinator of Information, Research &
Communication

Faculty of Graduate Studies
University of Victoria | PO Box 3025
Victoria BC V8W 3P2 | Canada
250-472-4939 | University Centre A207
fgscirc@uvic.ca
www.uvic.ca/graduatestudies

From: Lisa SurrIDGE - Humanities Associate Dean, Academic
Sent: September 20, 2018 9:49 AM
To: Carolyn Swayze - FGS Coordinator <fgscirc@uvic.ca>
Cc: Ada Saab – Acting Associate University Secretary <aus@uvic.ca>; AWR Adviser <awradviser@uvic.ca>; Laurie Barnas, Associate Registrar <aregr@uvic.ca>
Subject: Deficiency clause

Dear Carolyn:

As you will see from the email string below, I am approaching SCAS about changing the English Deficiency clause in the *Calendar*. The university lawyer has confirmed what English has suspected for some time: that, in its present form, it is unenforceable.

I had not realized that the clause exists also in the graduate *Calendar* and I am writing at Ada's suggestion to ask you to consult the Associate Deans and Dean Capson about whether the proposed revision (attached) will work for graduate level as well. We could then solve this problem at both levels at once.

We are aiming to take this to the October SCAS meeting.

Do give me a call if you have questions—it has taken us a while to reach this point and I am sorry not to have consulted you before. My apologies for the oversight!

Thanks! Lisa.



Dr. Lisa Surridge
Associate Dean Academic
Faculty of Humanities
[University of Victoria](#)
Office: Cle C309
T 250-721-7246
F 250-721-7059
[web page](#)

From: Ada Saab – Acting Associate University Secretary <aus@uvic.ca>
Date: Wednesday, September 19, 2018 at 9:22 PM
To: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Cc: AWR Adviser <awradviser@uvic.ca>, "Laurie Barnas, Associate Registrar" <aregr@uvic.ca>
Subject: RE: Memo on deficiency clause

Hi Lisa,

Thank-you for your email. At this point, I don't think it is necessary to worry about who this will come from in regards to the curriculum submission document. This is something the Registrar's office will handle once approval for the revision from SCAS is received.

I would advise that you speak with Carolyn Swayze about this proposed change at the graduate level. The same paragraph also appears in their calendar and we try to ensure the calendars are consistent as much as possible. She will ensure this is brought to the attention of the Associate Deans and Dean Capson. They may propose something more appropriate for graduate students but this consultation will solve the mysterious "English Deficiency Examination" at both levels.

I hope this helps. Please don't hesitate to contact me if you have any further questions.

Sincerely,
Ada

Ada Saab
Acting Associate University Secretary

Office of the University Secretary
University of Victoria
aus@uvic.ca
250-721-8104



Date: October 17, 2018
To: Senate
From: Senate Committee on Academic Standards
Re: **Proposed Leave with Permission of the Dean**

At its meeting on October 17, 2018, the Senate Committee on Academic Standards reviewed and approved the attached proposed Leave with Permission of the Dean.

Recommended Motion

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

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

Steve Evans, VPAC designate

Kathy Gaul, Faculty of Education

Jordan Gilson, Student Senator

Robert Hancock, Convocation Senator

Catherine Harding, Faculty of Fine Arts

Cindy Holder, Associate Dean, Academic Advising

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Sabrina Jackson, Acting Director, Graduate Admissions and Records

Michele Martin, Division of Medical Sciences

Norah McRae, Executive Director Coop & Career Services

Michael Nowlin, Faculty of Humanities

Richard Rush, Division of Continuing Studies

Esther Sangster-Gormley, Faculty of Human and Social Development

Henning Struchtrup, Faculty of Engineering

Wendy Taylor, Acting Registrar

Ken Thornicroft, Peter B. Gustavson School of Business

Claire Wood, UVSS representative

Nancy Wright, AVP Academic Planning

Ada Saab (Secretary), Acting Associate University Secretary



Memorandum

To: Chair, Senate Committee on Academic Standards
From: David Capson, Dean, Faculty of Graduate Studies
Re: **Proposed Leave with Permission of the Dean**
Date: October 9, 2018

Over the last several years there have, on occasion, arisen extraordinary circumstances in which it has been necessary to place graduate students on leave without their consent in order to maintain their continuity of registration. This usually arises for medical reasons where the student is unable to formulate the request, but can also arise as a consequence of a civil matter, where the student has not been withdrawn from their program and yet has been required not to be physically present on campus or participate in their studies for a given length of time.

On those occasions where such a leave was required, it was imposed as a Compassionate Leave, which is not always entirely appropriate in either of the circumstances mentioned above.

There currently exist Personal Leave, Medical Leave, Parental Leave and Compassionate Leave. Students may take through the UVic Portal a limited number of terms of Personal Leave depending on their program, with each term counting toward the total time limits for completion. The remaining leave types are granted by the Dean of Graduate Studies upon the submission of appropriate documentation, do not count toward the total time limits for completion, and (except for Medical Leave) also have restrictions on the number of terms that are usually permitted.

The proposed Leave with Permission of the Dean (or Dean's Leave) will not require documentation from the student, but will rely instead on documentation from a University, medical or civil authority, and will also not count toward the total time limits for completion. No limit has been specified for the number of such leaves that may normally be offered so as to give the Dean maximum flexibility; however, a student should not be on Dean's Leave any longer than necessary.

The leave type is not recorded on the transcript, but is held elsewhere in the student record. All leaves on the transcript are given as, '*Leave of absence with permission,*' and so the addition of the Dean's Leave does not represent any new administrative burden.

PROPOSED GRADUATE CALENDAR ENTRY

LEAVES OF ABSENCE WITH PERMISSION AND WITHDRAWAL FROM GRADUATE PROGRAMS

Leaves of absence are available to students for a variety of reasons or circumstances after completion of a minimum of one term. Normally, tuition fees are not assessed during leaves. While students are on a leave, all supervisory processes are suspended as students are normally expected, and may be required, not to be involved in any academic or research work during the period of the leave. Additionally, ...

There are ~~four~~ **five** types of leaves of absence:

1. Personal Leave
2. Parental Leave
3. Medical Leave
4. Compassionate Leave
5. **Leave with Permission of the Dean**

Students granted parental, medical, compassionate **leave, or leave with permission of the Dean** will retain the full value of a University of Victoria Graduate Fellowship or other award whose terms and conditions are established by the Faculty of Graduate Studies. Such awards will be suspended at the onset of the leave and reinstated when the student reregisters. Other awards will be paid according to the conditions established by the donor or granting agency.

Leave with Permission of the Dean (*insert after Compassionate Leave on pg 37*)

Leave with Permission of the Dean is granted at the sole discretion of the Dean of Graduate Studies in cases where the Dean has been notified by a supervisor, graduate advisor, chair, director or other University, health or civil authority that a student is required to suspend their studies but is not able to apply personally for a leave due to illness, affliction or some other circumstance. This type of leave period is not included in the time period for the completion of the degree and deadlines will be adjusted accordingly. All other program requirements and academic unit requirements will remain the same. Documentation may be required by the Dean of Graduate Studies depending on the attendant circumstances

Please feel free to contact me with any questions regarding this request.



DC/cs



Date: October 16, 2018

To: Senate

From: Senate Committee on Agenda and Governance

Re: Appointments to the 2018/2019 Senate Standing Committees

The Senate Committee on Agenda and Governance nominations sub-committee met on October 19, 2018 to consider appointments to the 2018/19 Senate committees. These appointments are to fill outstanding vacancies on the Senate committees. The proposed new appointments are bolded in the attached document.

Recommended Motion

That Senate approve the appointments to the 2018/2019 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



2018- 2019 Senate Committees

Senate Committee on Academic Standards

Name	Faculty or Department	Term
Sara Beam (S) (Chair)	Graduate Studies	2019 (2013)
Gillian Calder (S)	Law	2021 (2015)
Michael Nowlin (NS)	Humanities	2019 (2013)
Janni Aragon (S)	Social Sciences	2021 (2018)
Ken Thornicroft (NS)	Business	2020 (2017)
Richard Rush (NS)	Continuing Studies	2019 (2013)
Kathy Gaul (NS)	Education	2020 (2017)
Henning Struchtrup (S)	Engineering	2020 (2017)
Catherine Harding (NS)	Fine Arts	2020 (2017)
Esther Sangster-Gormley	Human & Social Development	2021 (2018)
Michele Martin (NS)	Medical Sciences	2021 (2015)
Neil Burford (S)	Science	2021 (2018)
Jordan Gilson (S)	Student Senator	2019 (2018)
Nathan Daisley (S)	Student Senator	2019 (2018)
Claire Wood (NS)	Student Representative (UVSS)	2019 (2018)
Anabelle Bernard Fournier (NS)	Student Representative (GSS)	2019 (2018)
Robert Hancock (S)	Convocation Senator	2021 (2018)
Stephen Evans (S)	Vice-President Academic and Provost's designate	(ex officio)
Nancy Wright (NS)	President's nominee	(ex officio)
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 Appeals

Name	Faculty or Department	Term
Michelle Lawrence (Chair) (NS)	Law	2021 (2018)
Doug Baer (Vice-Chair) (S)	Social Sciences	2020 (2017)
Neil Burford (S)	Science	2021 (2018)
Dale Ganley (S)	Business	2019 (2017)
Jillian Roberts (NS)	Education	2020 (2017)
Poman So (NS)	Engineering	2019 (2016)
Stephen Ross (NS)	Humanities	2021 (2015)
Lynda Gagné (S)	HSD	2019 (2016)
Carolyn Butler-Palmer (S)	Fine Arts	2021 (2015)
Mauricio Garcia-Barrera (S)	Graduate Studies	2021 (2018)
Adair Ng (S)	Student Senator	2019 (2018)
Yu Ten (Jason) Wu (S)	Student Senator	2019 (2018)
Anona Wiebe (S)	Student Senator	2019 (2018)
Maan Hani (NS)	Student Representative (GSS)	2019 (2018)
Ada Saab (Secretary)	Acting Associate University Secretary	

Senate Committee on Learning and Teaching

Name	Faculty or Department	Term
David Leach (Chair) (NS)	Fine Arts	2019 (2013)
Erica Woodin (S)	Social Sciences	2021 (2018)
Cedric Littlewood (NS)	Graduate Studies	2021 (2016)
Jason Colby (S)	Humanities	2021 (2018)
Dale Ganley (NS)	Business	2019 (2013)
Laura Vizina (NS)	Continuing Studies	2019 (2016)
Monica Prendergast (S)	Education	2020 (2017)
Michael McGuire (NS)	Engineering	2021 (2018)
Rebecca Warburton (S)	HSD	2019 (2016)
Tim Richards (NS)	Law	2020 (2016)
Kurt McBurney (NS)	Medical Sciences	2019 (2013)
Mark Laidlaw (S)	Science	2020 (2017)
Maan Hani (S)	Student Senator	2019 (2018)
Isabella Lee (S)	Student Senator	2019 (2018)
Kate Fairley (NS)	Student Representative (UVSS)	2019 (2018)
Juliette Blake Jacob (NS)	Student Representative (UVSS)	2019 (2018)
Esmaeil Rahimi (NS)	Student Representative (GSS)	2019 (2018)
Jennifer Whately (NS)	Alumni Association	2021 (2018)
Rebecca Raworth (NS)	Library, (FALC)	2019 (2016)
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)
Nancy Wright (NS)	Associate Vice-President Academic Planning (President's nominee)	(ex officio)
Ada Saab (Secretary)	Acting Associate University Secretary	

Senate Committee on Libraries

Name	Faculty or Department	Term
Simon Devereaux (NS) (Chair)	Humanities	2019 (2016)
Elena Pnevmonidou (NS)	Graduate Studies	2019 (2016)
Richard Marcy (S)	HSD	2021 (2018)
Sylvia Pantaleo (NS)	Education	2020 (2017)
Miranda Angus (NS)	Continuing Studies	2019 (2013)
Peter Driessen (S)	Engineering	2021 (2018)
Kirk McNally (NS)	Fine Arts	2020 (2017)
Jamie Lawson (NS)	Social Sciences	2019 (2016)
Hao Zhang (NS)	Business	2020 (2017)
Robert Howell (NS)	Law	2020 (2016)
Leigh Anne Swayne (NS)	Medical Sciences	2019 (2013)
Louise Page (NS)	Science	2020 (2017)
Adair Ng (S)	Student Senator	2019 (2018)
Myles Maillet (NS)	Student Representative (GSS)	2019 (2018)
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	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
Nancy Wright (Chair) (NS)	Associate Vice-President Academic Planning	(ex officio)
Sang Nam (NS)	Business	2021 (2015)
Graham McDonough (NS)	Education	2019 (2016)
Dan Russek (NS)	Humanities	2021 (2018)
Victoria Wyatt (S)	Fine Arts	2019 (2013)
Abdul Roudsari (NS)	HSD	2019 (2016)
Ralf St. Clair (S)	Dean	2019 (2014)
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)
Ashlee Kirby (S)	Student Senator	2019 (2018)
Carla Osborne (NS)	Student Representative (GSS)	2019 (2018)
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)
Ada Saab (NS)	Acting Associate University Secretary	(ex officio)
Sandra Duggan (Secretary)	Office of the Vice-President Academic and Provost	



Date: 17 October 2018
To: Senate
From: Senate Committee on Awards
Re: **New and Revised Awards**

The Senate Committee on Awards recommends that the Senate approves and recommends to the Board of Governors the following awards:

*Administered by the University of Victoria Foundation
Additions are underlined
Deletions are ~~struck through~~

**REBECCA AND ESTHER LAZARUS SCHOLARSHIPS IN MUSIC:
PIANO* (REVISED-UG)**

~~A Two scholarships are made available by Miss Rivkah Isaacs~~ is awarded to an academically for
outstanding undergraduate pianist performers entering their third or fourth year in of the School
of Music University music program. One is to be given to a singer in memory of Rebecca
Lazarus Isaacs, and the other is to be given to a pianist in memory of Esther Lazarus Levy. In the
case of two equally gifted candidates for either or both of the above, need is to be the determining
factor. Selection Approval of the recipients will be made by the Senate Committee on Awards
upon the recommendations of the faculty members of the School of Music.

**REBECCA AND ESTHER LAZARUS SCHOLARSHIPS IN MUSIC:
VOICE* (REVISED-UG)**

~~A Two scholarships are made available by Miss Rivkah Isaacs~~ is awarded to an academically for
outstanding undergraduate singer performers entering their third or fourth year in of the School of
Music University music program. One is to be given to a singer in memory of Rebecca
Lazarus Isaacs, and the other is to be given to a pianist in memory of Esther Lazarus
Levy. In the case of two equally gifted candidates for either or both of the above, need is
to be the determining factor. Selection Approval of the recipients will be made by the
Senate Committee on Awards upon the recommendations of the faculty members of the
School of Music.



WOMEN'S RUGBY BENEFACTORS AWARD* (NEW-UG)

One or more awards are given to undergraduate students who compete on the Vikes Women's Varsity Rugby Team. Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria set by the Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Associate Director, Sport.

ELIAS MANDEL PRIZE FOR STUDY ABROAD IN HISPANIC AND ITALIAN STUDIES * (REVISED-UG)

One or more prizes are awarded to undergraduate students ~~in the Department of Hispanic and Italian Studies~~ to assist with tuition costs and/or travel costs relating to studying abroad through courses, field schools or programs offered or recognized by the Department of Hispanic and Italian Studies. ~~The Department of Hispanic and Italian Studies will nominate the recipients of these prizes. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Hispanic and Italian Studies.~~

PETER LIDDELL AWARD IN HUMANITIES COMPUTING* (REVISED-UG/GS)

One or more awards are given to undergraduate or graduate students in the Faculty of Humanities who have completed a single ~~h~~Humanities computing project that makes a significant creative or innovative contribution. Nomination forms may be obtained from the Office of the Dean of the Faculty of Humanities and must be submitted to that office by March 31st. ~~Selection will be determined by the Dean of the Faculty of Humanities.~~ Approval of the undergraduate recipients will be made by the Senate Committee on Awards upon the recommendation of the Dean of the Faculty of Humanities. Approval of the graduate recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Dean of the Faculty of Humanities.

Winning projects must fulfill the following criteria:

- The project must be done in conjunction with a course offered in the Faculty of Humanities; and
- The project must be a complete working system rather than a work-in-progress. Designs or prototypes do not qualify.

ABORIGINAL HEALTH CAREER BURSARY (REVISED-UG/GS)

One or more bursaries ~~totalling \$1,000~~ will be awarded to students of Aboriginal heritage (First Nations, Métis, ~~and or~~ Inuit) enrolled in the following health degree programs: BSN, Masters of Nursing Nurse Practitioner (NP) or PhD in Nursing. ~~in any health-related diploma or degree program.~~ Applicants must be registered in full-time studies at UVic. The delivery of the

program/course may be through either distance education or on-campus. First preference will be given to Aboriginal students from Vancouver Island. Second preference will be given to Aboriginal students from within BC. Third preference will be given to Aboriginal students from within Canada.

RITA IRWIN SCHOLARSHIP* (NEW-GS)

One or more scholarships are awarded to academically outstanding graduate students in the Faculty of Education specializing in Art Education. Approval of the recipients will be made by the Faculty of Graduate Studies, Graduate Awards Committee, upon the recommendation of the Faculty of Education.

ADELINE JULIENNE DELOUME MEMORIAL SCHOLARSHIP* (REVISED-UG)

~~One or more~~ Two scholarships of \$300 each are awarded to academically outstanding undergraduate students of different genders who the first year female student and the first year male student attaining the highest grades in French in their first year ~~university~~ and who intending to continue studies in French, ~~at the University of Victoria~~. Additional ~~awards~~ scholarships may ~~will~~ be presented to students in the Major and Honours programs up to a total of \$2500.

DOROTHY AND ERNEST AYTON MEMORIAL SCHOLARSHIP* (REVISED-UG)

~~One or more~~ sScholarships of \$500 each are awarded to academically outstanding undergraduate students who have completed three units of Spanish or Italian ~~are in first or second year~~ and who are continuing to take courses in Hispanic and Italian Studies.

PABLO CABANAS MEMORIAL SCHOLARSHIP* (REVISED-UG)

Scholarships are awarded to academically outstanding students who have taken at least three units of 300-400 level Spanish and in second or third year who intend to continue taking courses ~~studies~~ in Spanish at the University of Victoria.

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

**UNIVERSITY OF VICTORIA
2018 ANNUAL REPORT
SENATE COMMITTEE ON AWARDS
OCTOBER 15, 2018**

NOTE: Previous year's (2017) figures are shown in brackets. Scholarships included in this report were adjudicated on the basis of academic performance in 2017-2018.

SUMMARY

- The Senate Committee on Awards approved **232** (162) new or revised awards for undergraduate and graduate students in 2017-18.
- There were **3734** (3727) scholarships awarded to **2963** (2918) undergraduate students, with a total value of **\$8,868,680** (\$8,111,205).

ENTRANCE SCHOLARSHIPS

Student Awards and Financial Aid made offers of entrance scholarships to academically outstanding students from Canadian secondary schools, international secondary schools, and Canadian colleges and universities. UVic awarded **1779** (1685) entrance scholarships (non-renewable) to **1417** (1507) students with a value of **\$3,999,366** (\$3,076,328). In addition, **143** (130) students received a renewable scholarship for a value of **\$828,500** (\$728,570). The total of all entrance scholarships and awards is **\$4,827,866** (\$3,965,297).

Renewable Entrance Scholarships

Title of Scholarship	2018	2017	Value	TOTAL 2018	TOTAL 2017
UVic Excellence Scholarship	30	14	@ \$6,500	\$ 195,000	\$ 91,000
UVic Excellence Scholarship	89	83	@ \$5,000	\$ 445,000	\$ 415,000
David Strong Entrance Scholarship	1	1	@ \$5,000	\$ 5,000	\$ 5,000
Robert & Ellen Pearce Scholarship	2	2	@ \$5,000	\$ 10,000	\$ 10,000
John Locke Malkin Entrance Scholarship	0	6	@ \$4,000	\$ 0	\$ 24,000
David H. Turpin National Entrance Scholarship	1	1	@ \$5,000	\$ 5,000	\$ 5,000
National Entrance Scholarship	2	2	@ \$5,000	\$ 10,000	\$ 10,000
Elsa Eleonora & Clara Maria Fagerberg	0	3	@ \$3,000	\$ 0	\$ 9,000
T.S. McPherson Entrance Scholarship	10	9	@ \$4,500	\$ 45,000	\$ 40,500
Schulich Leader Scholarship	1	1	@ \$25,000	\$ 25,000	\$ 25,000
Schulich Leader Scholarship	1	1	@ \$20,000	\$ 20,000	\$ 20,000
Schulich Leader Scholarship	n/a	n/a	@ \$15,000	\$ 0	\$ 0
Maurice William Summerhayes Scholarship	4	4	@ \$10,000	\$ 40,000	\$ 40,000
Fairfax Financial Ltd. Award	1	1	@ \$6000	\$ 6,000	\$ 5,000
Aga Khan Academy Scholarship	1	1	@ \$22,500	\$ 22,500	\$ 22,500
East China Normal University Entrance Scholarship	0	0	@ \$5,000	\$ 0	\$ 0
Loran Scholarship	0	1	@ \$6,570	\$ 0	\$ 6570
Totals	143	130		\$ 828,500	\$ 728,570

IN-COURSE SCHOLARSHIPS

UVic awarded 1555 (1592) non-renewable in-course scholarships to 1146 (961) students with a value of **\$2,587,882** (\$2,534,489). In addition, 257 (320) students received a renewal of their renewable scholarships with a value of **\$1,452,932** (\$1,771,818.83). The total value of all in-course scholarships and awards is **\$4,040,814** (\$4,306,307).

In-Course Renewable Scholarships

Title of Scholarship	2018	2017	Value	TOTAL 2018	TOTAL 2017
UVic Excellence Scholarship \$6500	42	72	@ \$6,500	\$273,000	\$468,000
		4	@ \$3,250	\$	\$13,000
Student graduating		1	@\$2,843.83	\$	\$2,843.83
UVic Excellence Scholarship \$5000	143	142	@ \$5,000	\$715,000	\$710,000
	2	5	@ \$2,500	\$5,000	\$12,500
UVic Excellence Scholarship \$4000	2	28	@ \$4,000	\$8,000	\$112,000
		3	@ \$2,000	\$	\$6,000
David Strong Entrance Scholarship	3	2	@ \$5,000	\$15,000	\$10,000
Robert & Ellen Pearce Scholarship	6	8	@ \$5,000	\$30,000	\$40,000
		0	@ \$2,500	\$	\$
John Locke Malkin Entrance Scholarship	11	10	@ \$4,000	\$44,000	\$40,000
	1		@\$2,250	\$3,334	\$
David H. Turpin National Entrance Scholarship	2	2	@ \$5,000	\$10,000	\$10,000
National Entrance Scholarship	5	5	@ \$5,000	\$25,000	\$25,000
Elsa Eleonora & Clara Maria Fagerberg Scholarship	6	2	@ \$3,000	\$18,000	\$6,000
T.S. McPherson Entrance Scholarship	11	14	@ \$4,500	\$49,500	\$63,000
	1	3	@ \$2,250	\$3,014	\$6,750
Schulich Leader Scholarship	3	3	@\$20,000	\$60,000	\$60,000
	2	3	@\$15,000	\$30,000	\$45,000
	1		@ \$25,000	\$25,000	\$
Maurice William Summerhayes Scholarship	7	9	@ \$10,000	\$70,000	\$80,000
			@ \$5,000	\$	\$
Loran Scholarship Renewal	1	1	@\$5,584.50	\$5,584	\$5,475
Ray and Naomi Simpson	2		@\$3,000	\$6,000	\$
	1		@\$5,000	\$5,000	\$
Fairfax Financial Ltd. Award			@ \$5,000	\$	\$
Albert Hung Chao Hong	2		@\$3,000	\$6,000	\$
	1		@\$1,500	\$1,500	\$
East China Normal Scholarship		0	@ \$5,000	0	
UVic International Scholarship		0	@ \$5,000	0	
Aga Khan Academy Scholarship	2	2	@ \$22,500	\$45,000	\$33,750
United World College Scholarship	0	1	@ \$22,500	\$	\$22,500
Council of International Schools Scholarship			@ \$22,500	\$	\$
TOTALS	257	320		\$1,452,932	\$1,771,818.83

The following table shows the total funds awarded by scholarship category, GPA range for the President's Scholarships, and the number of awards per faculty or program. The budget for the President's Scholarships is proportionally allocated by the number of students in each faculty or program in relation to the total student population.

	PRESIDENT'S SCHOLARSHIPS			RENEWABLE SCHOLARSHIPS		OTHER SCHOLARSHIPS AND AWARDS		TOTALS
	AMOUNT	GPA RANGE	QTY	AMOUNT	QTY	AMOUNT	QTY	
SOCIAL SCIENCES	\$139,801	9.0-8.50	44	\$213,000	38	\$252,923	111	\$605,724
SCIENCE	\$138,971	9.00-8.56	45	\$507,334	91	\$283,392	127	\$929,697
HUMANITIES	\$101,117	9.00-8.10	33	\$147,584	29	\$228,215	130	\$476,916
ENGINEERING								
CIVE	\$7,228	8.81-8.61	3	\$19,500	4	\$9,046	7	\$35,774
BENG	\$7,441	9.00-8.60	4	\$45,000	6	\$19,406	11	\$71,847
SENG	\$16,506	9.00-8.75	11	\$108,500	15	\$13,293	10	\$138,299
CENG	\$31,731	9.00-8.60	10	\$49,014	9	\$6,443	5	\$87,188
MECH	\$15,755	9.00-8.56	6	\$110,000	16	\$28,825	8	\$154,580
ELEC	\$10,325	9.00-8.67	5	\$28,000	3	\$14,024	14	\$52,349
HUMAN & SOCIAL DEVELOPMENT								
HINF; Public Health & Social Policy	\$8,000	8.63-7.50	5	\$11,500	2	\$31,535	16	\$51,035
Nursing	\$42,000	9.00-8.40	21	\$0	0	\$82,384	16	\$124,384
Public Admin						\$0	0	\$0
Child & Youth Care	\$17,114	8.89-8.56	9	\$7,500	2	\$28,347	17	\$52,961
Social Work	\$10,550	8.38-7.50	9	\$0	0	\$23,999	17	\$34,549
EDUCATION								
EPHE ,BSC	\$23,700	9.00-8.67	7	\$31,500	6	\$48,176	22	\$103,376
Curriculum & Instruction	\$31,554	8.80-8.30	11	\$26,500	5	\$47,948	32	\$106,002
FINE ARTS								
General	\$0	8.75-8.00		\$0	0	\$0		\$0
Art History & Visual Studies	\$12,423	8.70-7.63	6	\$5,000	1	\$14,919	7	\$32,342
Music	\$10,365	8.82-8.46	5	\$30,500	6	\$149,859	85	\$190,724
Theatre	\$5,087	8.70-8.22	4	\$24,500	5	\$41,981	21	\$71,568
Visual Arts	\$2,940	9.00-8.10	1	\$9,000	2	\$20,835	11	\$32,775
Writing	\$12,753	9.00-8.25	7	\$20,000	4	\$38,131	22	\$70,884
BUSINESS	\$41,404	9.00-7.90	27	\$59,000	13	\$189,135	81	\$289,539
LAW	\$14,000	7.19-6.57	11	\$0	0	\$314,301	92	\$328,301
TOTALS	\$700,765		284	\$1,452,932	257	\$1,887,177	862	\$4,040,814

UVic aspires to be both nationally and internationally competitive in recruiting and retaining students of the highest calibre. Our ability to offer a more competitive undergraduate scholarship program supports the UVic Strategic Framework vision of attracting, supporting, and developing a diverse community of talented students, faculty and staff, as well as being recognized internationally as a university of choice. Through involvement in the Strategic Enrolment Management process, Student Awards and Financial Aid continues to work to better align our student financial aid resources with institutional enrolment goals.

In 2018/19 and 2019/20 Integrated Planning approved additional funding for the undergraduate scholarship program, which allowed UVic to increase the value of the one-time undergraduate entrance scholarships. The impact of those increases is reflected in the total value of scholarships detailed in this report.

The Senate Committee on Awards wishes to acknowledge the University's ongoing commitment to undergraduate financial aid programs.



Dr. Annalee Lepp, Chair
Senate Committee on Awards

2018-19 Senate Committee on Awards

A. Lepp, Chair
D. Roberts, Acting Secretary
L. Hume, Recording Secretary
C. Schaillié
W. Taylor, Acting Registrar
A. Cirillo
M. Runtz
H. Hallgrimsdottir
L. Welling
Y. Rondeau
C. Whittla
B. Smith
K. Clark
C. Watt

2017-2018 Senate Committee on Awards

J. Walsh, Chair
L. Nolt, Secretary
L. Hume, Recording Secretary
C. Schaillié
N. Greengoe
A. Lepp
A. Cirillo
M. Runtz
H. Hallgrimsdottir
L. Welling
Y. Rondeau
C. Saint-Vil
J. Wyatt



University
of Victoria

Senate Committee on
Planning

MEMO

Date: October 16, 2018

To: Senate

From: Senate Committee on Planning

Re: Proposal to Change the Name of the Religious Studies Program

At its meeting of October 2, 2018, the Senate Committee on Planning considered a proposal presented by Dr. Shamma Boyarina and Dr. Lisa Surridge, to change the 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.

The following motion is recommended:

That Senate approve the change of the 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.

Respectfully submitted,

2018/2019 Senate Committee on Planning

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

**MEMORANDUM ON THE PROPOSED NAME CHANGE FOR THE RELIGIOUS STUDIES
PROGRAM**

To: Dr. N. Wright, Chair, Senate Committee on Planning

From: Dr. Shamma Boyarin, Director Religious Studies Program

Date: 3 September 2018

The Religious Studies Program was approved by the Faculty of Humanities in March 2009 and first admitted students in January 2011.

Last year, the program began the procedure to change its name to the "Religion, Culture and Society" Program. This move has received support from the Program members and from the Dean of the Faculty and has been approved by the Humanities Faculty Council.

Although this name change constitutes a major change in how the program presents itself, it does not represent a change in the program itself. When the program was established, its focus was always on religion in the broadest terms possible. While this focus, of course, means researching and teaching about the world's religious traditions-their beliefs, histories, and contemporary practices-it also includes a much wider range of topics that can be best described as investigating the relationship among religion, society and culture. This relationship can be seen, for example, in the history of art, literature, or Middle-Eastern Politics, none of which can be studied without taking religion into consideration. But this relationship also comprises less obvious examples: the history of atheism and secularization or phenomena such as the rise of the religious "nones"-people who describe themselves as religious while at the same time choosing not to affiliate with a specific faith tradition.

The current program title, "Religious Studies," has always been intended to include this capacious understanding of the program's domain. However, we have found out that many people, including prospective students and their parents (as well as members of the university community) do not understand it in this way. Many students either think that the program focuses exclusively on the world's faith traditions, while others think it is for people who are interested in pursuing a career working within one of these traditions. That is, they mistake the program for a theological training program. Hence the decision to change the name to "Religion Culture and Society" has been reached (after deliberation and with broad consultation with students and faculty) in order to clarify the social and cultural, rather than theological, emphasis of the program.

We hope that this clarification will assist with student recruitment for the major and minor programs. Currently, our two lower-level courses (RS200A: Introduction to Judaism Christianity and Islam and RS200B: Introduction to Asian Religions) average 90

students each, but we see a much lower enrollment in majors: our total number of majors, double majors and minors runs between 15-20. Our latest program review concluded that students are interested in studying about religion but want to combine this interest with studying other areas (history, literature, et c.). This new name will help clarify that this combination lies, in fact, at the heart of the program.

When considering the new name, we looked to see if there was a precedent at other institutions across Canada, and we found there were a number of programs or departments that no longer used "Religious Studies" in their names. Some notable examples include the following:

- Wilfrid Laurier: Department of Religion and Culture;
- University of Winnipeg: Department of Religion and Culture; and
- Concordia University: Department of Religions and Cultures.

The name change would be planned for May 2019. If it is approved, students who are currently in the program but are scheduled to graduate after this date will be given the opportunity to choose whether they want to maintain the current name of the program or adopt the new name on their transcripts.

This proposal is being concurrently brought before the Faculty Curriculum Committee and Senate Planning Committee, Winter term 2018.

Signatures:

Director of the Religious Studies Program: Original signed by Sharma Boyarin

Date: September 18, 2018

Religious Studies Program Committee Member: Original signed by Erin Kelly

Date: September 18, 2018

Chair of the Faculty of the Curriculum Committee: Original signed by Lisa SurrIDGE

Date: September 18, 2018

Dean of the Faculty of the Humanities: Original signed by Chris Goto-Jones

Date: September 18, 2018

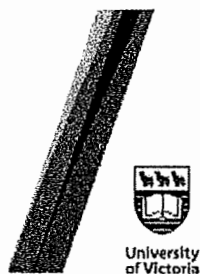
Thursday, August 30, 2018 at 11:20:40 AM Pacific Daylight Time

Subject: FW: Religious Studies
Date: Tuesday, August 21, 2018 at 8:36:11 AM Pacific Daylight Time
From: Blair Taylor – Humanities, Deans Office
To: Director, Religious Studies
Attachments: image001.jpg

Hi Shamma,

Here is the consultation re: RELS name change from the Dean of Social Sciences. That is all that Chris has received so far.

Thanks,
Blair



Blair Taylor
Assistant to the Dean
Faculty of Humanities
University of Victoria
T 250-472-4677
F 250-721-7059
web page

From: Chris as DeanHums
Sent: August 17, 2018 4:04 PM
To: Blair Taylor – Humanities, Deans Office <humsoff@uvic.ca>
Subject: FW: Religious Studies

--
Chris Goto-Jones, DPhil.
Dean of Humanities & Professor in Philosophy, University of Victoria.
open your mind, transform our world
provoke/inspire/engage/enrich

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From: "Catherine Krull - Dean, SOSOC" <soscdean@uvic.ca>
Date: Thursday, January 18, 2018 at 7:07 AM
To: Chris as DeanHums <deanhums@uvic.ca>
Cc: Lisa Surridge <lsurridg@uvic.ca>
Subject: Re: Religious Studies

I have no objections, Chris.

Cathie

CATHERINE KRULL, PhD
Dean, Faculty of Social Sciences
Professor, Sociology & Cultural Studies
University of Victoria | PO Box 1700 STN CSC | V8W 2Y2
T: [250-472-5058](tel:250-472-5058) | F: [250-472-4583](tel:250-472-4583) | E: soscdean@uvic.ca
<http://www.socialsciences.uvic.ca>

On Jan 17, 2018, at 8:32 AM, Chris as DeanHums <deanhums@uvic.ca> wrote:

Dear Cathie,

Something (hopefully) simple for you this morning...

As you're probably aware, the Religious Studies programme that is based in Humanities involves a number of faculty and offerings from elsewhere on campus, including Social Sciences. It's a non-Departmental (interdisciplinary?!) programme.

You may not be aware that the Director of RS, Shamma Boyarin, has been discussing the possibility of changing the programme's name with the Programme Committee (of 6 faculty members from around the university) and the broader members of the programme (amounting to about 20 faculty members from different parts of the university). Following a formal voting process, both groups have enthusiastically endorsed changing the name to 'Religion, Culture, and Society.' In some ways, this brings the programme into line with the themes of the CSRS, whose Director supports the change. However, the real purpose of the change is simply better to reflect the actual content of the programme, which is rather clearly focused on the cultural and social context, implications, and impact of various religious movements and ideas; ie. it is not a traditional, theological or philological 'religious studies' programme.

Shamma offers this brief explanation:

"The Religious Studies Program would like to change its name to Religion, Culture and Society. The purpose of this name change is to better reflect what the study of religion at the University of Victoria includes. That is, alongside research and courses that treat aspects of the world religious traditions as such, we also look at the phenomenon of Religion more broadly, including also its social and cultural aspects. This capacious nature of the program is already exemplified by our program members- our guiding body, and by the list of elective courses which our majors need to choose from, both of which are drawn from a number of different faculties across the University and a wide range of disciplines."

Anyway, the change in name requires no changes whatsoever to the programme's content, we're just viewing it as a correction in the description of what's already going on.

As we rush through the process of producing our recruitment materials etc, we're in a bit of dilemma with timing, since the name change has not yet formally been approved (but should be by the time new materials are printed). Rather than have to reprint all our Faculty materials, we're keen to use the new title. So I just wanted to check in to make sure that you don't object

to it.

Hoping to hear from you soon, and with all good wishes,
Chris

--

*Chris Goto-Jones, DPhil.
Dean of Humanities. Professor in Philosophy.
University of Victoria.*

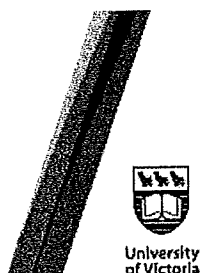
Thursday, August 30, 2018 at 11:20:21 AM Pacific Daylight Time

Subject: FW: Religious studies
Date: Tuesday, August 21, 2018 at 10:45:51 AM Pacific Daylight Time
From: Blair Taylor – Humanities, Deans Office
To: Director, Religious Studies
Attachments: image001.jpg

Hi Shamma,

No objections from HSD.

Thanks,
Blair



Blair Taylor
Assistant to the Dean
Faculty of Humanities
University of Victoria
T 250-472-4677
F 250-721-7059
web page

From: hsddean <hsddean@uvic.ca>
Date: Monday, August 20, 2018 at 4:41 PM
To: Chris as DeanHums <deanhums@uvic.ca>
Cc: "Catherine Krull - Dean, SOSOC" <soscdean@uvic.ca>
Subject: RE: Religious studies

Get on then (☺)

Patricia Marck RN, PhD
Professor & Dean
Faculty of Human & Social Development
University of Victoria
PO Box 1700, STN C
Victoria, BC, CANADA V8W 2Y2
Asst: Judi Baker hsddeanasst@uvic.ca
1-250-721-8050

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From: Chris as DeanHums
Sent: August 20, 2018 4:37 PM
To: hsddean <hsddean@uvic.ca>

Cc: Catherine Krull - Dean, SOSC <soscdean@uvic.ca>
Subject: Re: Religious studies

Hey Tricia,

Thanks for this.

Yep, Cathie kindly voted 'no objections' back in January when this first came racing across our desks. At the time, we thought SocSci was the only faculty we needed to ask, so that moved things along nicely. Since then, we've also been asked whether other faculties might object. As you say, I can't imagine why anyone would object, since it's basically an adjustment of the title (with no curricular changes) to being it in line with its actual content and the major institution in this field on campus (CSRS).

Anyway, Susan (Fine Arts) just confirmed that she's happy with the change too. So, if you're willing to say 'no objections,' we'll just get on with it!

With all good wishes,
Chris

--

Chris Goto-Jones, DPhil.

Dean of Humanities & Professor in Philosophy, University of Victoria.

***open your mind, transform our world
provoke/inspire/engage/enrich***

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From: hsddean <hsddean@uvic.ca>
Date: Friday, August 17, 2018 at 5:43 PM
To: Chris as DeanHums <deanhums@uvic.ca>
Cc: "Catherine Krull - Dean, SOSC" <soscdean@uvic.ca>
Subject: RE: Religious studies

Hi Chris,

If FSS is OK with this name change, I cannot imagine why HSD would object. It sounds like it makes total sense.

What is not clear to me is whether this sort of thing needs to be taken to my faculty for a vote, or if I just say as Dean "no problem". I would usually mention these kinds of requests to my directors in case anyone knew of some issue I was not aware of that needed dialogue. I just cannot envision who would object to this.

When do you need my response by?

Patricia Marck RN, PhD
Professor & Dean
Faculty of Human & Social Development
University of Victoria
PO Box 1700, STN C

Victoria, BC, CANADA V8W 2Y2
Asst: Dale Piner hsddeanasst@uvic.ca
1-250-721-8050

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From: Chris as DeanHums
Sent: August 17, 2018 4:08 PM
To: hsddean <hsddean@uvic.ca>
Subject: Religious studies

Dear Tricia,

Something (hopefully) simple for you today ...

As you're probably aware, the Religious Studies programme that is based in Humanities involves a number of faculty and offerings from elsewhere on campus. It's a non-Departmental (interdisciplinary?!) programme.

You may not be aware that the Director of RS, Shamma Boyarin, has been discussing the possibility of changing the programme's name with the Programme Committee (of 6 faculty members from around the university) and the broader members of the programme (amounting to about 20 faculty members from different parts of the university). Following a formal voting process, both groups have enthusiastically endorsed changing the name to 'Religion, Culture, and Society.' In some ways, this brings the programme into line with the themes of the CSRS, whose Director also supports the change. However, the real purpose of the change is simply better to reflect the actual content of the programme, which is rather clearly focused on the cultural and social context, implications, and impact of various religious movements and ideas; ie. it is not a traditional, theological or philological 'religious studies' programme.

Shamma offers this brief explanation:

"The Religious Studies Program would like to change its name to Religion, Culture and Society. The purpose of this name-change is to better reflect what the study of religion at the University of Victoria includes. That is, alongside research and courses that treat aspects of the world religious traditions as such, we also look at the phenomenon of Religion more broadly, including also its social and cultural aspects. This capacious nature of the program is already exemplified by our program members- our guiding body, and by the list of elective courses which our majors need to choose from, both of which are drawn from a number of different faculties across the University and a wide range of disciplines."

Anyway, the change in name requires no changes whatsoever to the programme's content, we're just viewing it as a correction in the description of what's already going on.

Social Sciences have voiced support. Are you able to confirm that HSD would not object to this name-change?

Hoping to hear from you soon, and with all good wishes,
Chris

--

Chris Goto-Jones, DPhil.

Dean of Humanities & Professor in Philosophy, University of Victoria.

open your mind, transform our world

provoke/inspire/engage/enrich

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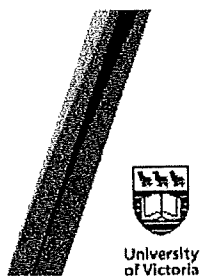
Thursday, August 30, 2018 at 11:20:30 AM Pacific Daylight Time

Subject: FW: Religious studies
Date: Tuesday, August 21, 2018 at 10:35:17 AM Pacific Daylight Time
From: Blair Taylor – Humanities, Deans Office
To: Director, Religious Studies
Attachments: image001.jpg, image002.jpg

Hi Shamma,

He is a letter of support from the Dean of Fine Arts.

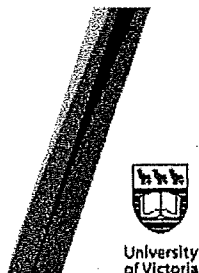
Thanks,
Blair



Blair Taylor
Assistant to the Dean
Faculty of Humanities
University of Victoria
T 250-472-4677
F 250-721-7059
web page

From: Susan Lewis <sglewis@uvic.ca>
Date: Monday, August 20, 2018 at 9:45 AM
To: Chris as DeanHums <deanhums@uvic.ca>
Subject: RE: Religious studies

Chris, Thanks for your note. The proposed name change sounds reasonable and will likely provide a better guide to students in terms of what the courses entail. No objections here. Good luck moving it forward.
Cheers, Susan



Dr. Susan Lewis
Dean, Faculty of Fine Arts
University of Victoria
T 250-721-7755
finedean@uvic.ca
www.finearts.uvic.ca

From: Chris as DeanHums
Sent: August 17, 2018 4:07 PM
To: Susan Lewis <sglewis@uvic.ca>
Subject: Religious studies

Dear Susan,

Something (hopefully) simple for you today ...

As you're probably aware, the Religious Studies programme that is based in Humanities involves a number of faculty and offerings from elsewhere on campus, including Fine Arts. It's a non-Departmental (interdisciplinary?!) programme.

You may not be aware that the Director of RS, Shamma Boyarin, has been discussing the possibility of changing the programme's name with the Programme Committee (of 6 faculty members from around the university) and the broader members of the programme (amounting to about 20 faculty members from different parts of the university). Following a formal voting process, both groups have enthusiastically endorsed changing the name to 'Religion, Culture, and Society.' In some ways, this brings the programme into line with the themes of the CSRS, whose Director also supports the change. However, the real purpose of the change is simply better to reflect the actual content of the programme, which is rather clearly focused on the cultural and social context, implications, and impact of various religious movements and ideas; ie. it is not a traditional, theological or philological 'religious studies' programme.

Shamma offers this brief explanation:

"The Religious Studies Program would like to change its name to Religion, Culture and Society. The purpose of this name-change is to better reflect what the study of religion at the University of Victoria includes. That is, alongside research and courses that treat aspects of the world religious traditions as such, we also look at the phenomenon of Religion more broadly, including also its social and cultural aspects. This capacious nature of the program is already exemplified by our program members- our guiding body, and by the list of elective courses which our majors need to choose from, both of which are drawn from a number of different faculties across the University and a wide range of disciplines."

Anyway, the change in name requires no changes whatsoever to the programme's content, we're just viewing it as a correction in the description of what's already going on.

Social Sciences have voiced support. Are you able to confirm that you would not object to this name-change?

Hoping to hear from you soon, and with all good wishes,
Chris

--

Chris Goto-Jones, DPhil.
Dean of Humanities & Professor in Philosophy, University of Victoria.
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Date: October 16, 2018

To: Senate

From: Senate Committee on Planning

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

At its meeting of October 2, 2018, the Senate Committee on Planning considered 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.

The following motion is recommended:

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.

Respectfully submitted,

2018/2019 Senate Committee on Planning

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



MEMORANDUM TO PROPOSE A MAJOR MODIFICATION TO A PROGRAM

R.plyseni:

J. 0, 1, 1

To: Dr. N. Wright, Chair, Senate Committee on Planning

From: Dr. P. Restrepo-Gautier, Chair, Department of Hispanic & Italian Studies

Date: 20 August 2018

Hispanic and Italian Studies is proposing changes for its Hispanic Studies Honors, Major, Minor, Combined Hispanic & Italian Major, and Spanish Certificate programs. The most recent prior revision of the Honors, Major and Minor programs was in September of 2005, and the Combined Major in 2012. The certificate first came into effect in September 2013.

1. Honours and Major programs in Hispanic Studies

In our current program offerings, there are four literary survey courses (two for Spain, two for Latin America). For the Honors and Major programs, students take only three of those four courses, leaving a gap in their knowledge of Hispanic literary traditions. Under the proposed changes, these survey courses will be replaced by two new proposed compulsory survey courses, one covering Latin America, one covering Spain. Students will get a full picture of the literary history of both geographical areas.

Currently, our Honors and Major programs require students to take three years of Spanish language courses. Our experience has shown that students benefit from having four full years of language instruction that supports their learning in other non-language courses taught in Spanish. We will be adding a fourth year of language courses to the Honours and Major programs; this change will not apply to the minor.

2. Honours, Major and Minor programs in Hispanic Studies

One of SPAN 270, 275 or 280 is currently required for our Honors, Major, and Minor programs. Under the new proposed program, none of these courses will be required. Even under the guidance of our excellent undergraduate advisor, students often fail to take one of those courses in second year. In third year students are too advanced to take these courses and the Department has had to waive the requirement too often. Furthermore, the material in SPAN 270 is duplicated to a large extent in our current and proposed survey courses, so the course is not essential. SPAN 275 is a writing course and we have found students are not at the right level of language acquisition to fully benefit from it. As writing training is part of all our language and survey courses, SPAN 275 can be eliminated. SPAN 280 is used strictly for our study-abroad program in Spain. It is a combination culture and conversation course. The topics it includes are covered in greater depth in several of our upper-level courses, so it is not necessary to have it as a requirement.

3. Combined Major in Hispanic & Italian Studies

For the Combined Major program, students take only one of those four courses, leaving a gap in their knowledge of Hispanic literary traditions. Under the proposed changes, these survey courses will be replaced by two new proposed survey courses for students to choose 1.5 units from, one covering Latin America, one covering Spain. Students will get a fuller picture of the literary history of one of these geographical areas.

One of SPAN 270 or 275 is currently required for the Combined Major program. Under the new proposed program, neither of these courses will be required as described in point 2.

4. Certificate of Language and Cultural Proficiency (Spanish)

Currently, our Certificate of Language and Cultural Proficiency (Spanish) requires students to choose 4.5 units of courses related to literature, culture and intercultural proficiency from a list of courses. Although this list includes courses at all levels, we have found it to be restrictive . In the past few years, the department has had to request waivers for courses that are not on the current list, but that clearly fall within the category of "culture, film, or literature". To address these issues, the new certificate will allow students to choose 4.5 units from any of our cultures, film, or literature courses at any level. The changes to the certificate are designed to streamline the program, making it easier for students to plan and complete the certificate.

5. Provisions for students currently enrolled in programs

Current students will be grandfathered under the current programs or will be given the option to switch to the new programs. The addition of language requirements will not affect them. Those students who have taken two (Minor), three (Honours, Major), or one (Combined) of our literature survey courses will not be affected by the proposed changes. Those who have not taken all the required survey courses under the current programs will receive waivers that allow them to replace the missing units with either one of our new survey course and/or another upper-level course.

We propose the new changes for all programs come into effect May 1, 2019. The Department Curriculum Committee approved the changes on April 11th 2018.

There is no need of letters of support from other Chairs and Deans of other academic units because their students will not be affected by the changes .

Original signed by
Dr. P. Restrepo-Gautier, Chair, Hispanic & Italian Studies Date: August 20, 2018

Original signed by
Dr. Chris Goto-Jones, Dean Faculty of Humanities Date: August 20, 2018

Original signed by
Dr. L. Surridge, Chair, Humanities Curriculum &
Academic Standards Committee Date: August 20, 2018

Cc: Dr. T. Haskett, Chair, Senate Committee on Curriculum



Date: October 16, 2018

To: Senate

From: Senate Committee on Planning

Re: Proposed Changes to the Required Courses in the Concentration in Indigenous Languages to a Concentration in Language Advocacy

At its meeting of October 2, 2018, the Senate Committee on Planning considered the proposed changes to the Required Courses in the Concentration in Indigenous Languages to a Concentration in Language Advocacy, as described in the Memorandum to Propose a Major Change to a Program dated September 17, 2018.

The following motion is recommended:

That Senate approve the proposed changes to the required courses in the Concentration in Indigenous Languages to a Concentration in Language Advocacy, as described in the Memorandum to Propose a Major Change to a Program dated September 17, 2018.

Respectfully submitted,

2018/2019 Senate Committee on Planning

Nancy Wright, Associate Vice-President Academic Planning (Chair)

Gillian Calder, Faculty of Law

David Castle, Vice-President Research

Jo-Anne Clarke, Division of Continuing Studies

Merwan Engineer, President's Nominee

Mauricio Garcia-Barrera, Faculty of Graduate Studies

Andrea Giles, Cooperative Education and Career Services

Nicole Greengoe, Registrar (on leave)

Rishi Gupta, Faculty of Engineering

Robin Hicks, Faculty of Science

Ashlee Kirby, Student Senator

Valerie Kuehne, Vice-President Academic and Provost

Graham McDonough, Faculty of Education

Patrick Nahirney, Division of Medical Sciences

Sang Nam, Peter B. Gustavson School of Business

Abdul Roudsari, Faculty of Human and Social Development

Dan Russek, Faculty of Humanities

Nilanjana Roy, Faculty of Social Sciences

Ralf St. Clair, Dean, Faculty of Education

Victoria Wyatt, Faculty of Fine Arts

Carla Osborne, GSS Representative

Ada Saab, Acting Associate University Secretary

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

MEMORANDUM TO PROPOSE A MAJOR CHANGE TO A PROGRAM

To: Dr. Nancy Wright, Chair, Senate Committee on Planning
From: Dr. Suzanne Urbanczyk, Chair, Curriculum Committee, Dept. of Linguistics
Date: Sept. 17, 2018

RE: Concentration in Language Advocacy

The linguistics department is proposing to change the required courses in the Concentration in Indigenous Languages to a Concentration in Language Advocacy. We are proposing to require **LING 377** Global Contexts of Language instead of **LING 461** Linguistic Field Methods, with minor modifications to the set of electives. The other required course (**LING 431** Community-based initiatives in language revitalization) remains as is. The change in the title reflects the change in learning outcomes of the courses.

The change is being put forward for several reasons. First, it will help students to develop a specialization in Language Advocacy, an area of research and teaching strength in the department. This is an area broader than that covered by the current Indigenous Languages concentration. Language Advocacy is directly related to issues of social change and understanding the contexts and becoming an ally in the field of language revitalization, so many crucial issues will be covered in the core required course. Language advocacy is, as the name suggests, an area in which people advocate for language rights and usage. In the new concentration students will gain knowledge in social, cultural, economic, political, and historical factors involved in language use, as well as language rights and attitudes. Second, **LING 377** is a popular course in the department offered virtually every year, while **LING 461** is usually a smaller class. So, enrolments will not be an issue. Third, **LING 461** Field Methods was not always focused on an Indigenous language, so even when students did the Indigenous Language concentration, they may not have learned about the structure of an Indigenous language. Fourth, the department has recently changed our language-focus requirement to be an Indigenous language-focus, so every student will also know about the structure of an Indigenous language or language family. Finally, very few students availed themselves of the Concentration in Indigenous Languages, with only one person opting for this (as of 2016). We believe that this shift in concentrations will be a better fit for our students and our department's areas of expertise.

This change was discussed and approved by the Linguistics Curriculum Committee in October, 2017 and brought forward and approved by the Linguistics Department, November 2, 2017. The calendar change was then submitted and approved by the Humanities Curriculum and Academic Standards Committee on February 6, 2018. It was pulled from the docket by the Senate Committee on Curriculum in March, 2018 due to procedural issues. A meeting was held with Nancy Wright (**SCP**) on August 7, 2018, and with Lisa Surridge (Assoc. Dean Academic, Humanities) August 13, 2017. The Curriculum Committee in Linguistics re-approved these changes on August 8, 2017. We

have resubmitted the calendar changes for review in Cycle 1, 2019, August 30, 2018, to go into effect May 1, 2019 .

Original signed by Dr. Suzanne Urbanczyk, Chair, Curriulum Committee Linguistics
Date: September 17, 2018

Original signed by Dr. Annalee Lepp, Acting Chair, Linguistics
Date: September 17, 2018

Original signed by Dr. Chris Goto-Jones, Dean, Faculty of Humanities
Date: September 18, 2018

Original signed by Dr. Lisa Surrige, Humanities Curriculum & Academic Standards Committee
Date: September 17, 2018

Cc: Dr. Tim Haskett, Chair, Senate Committee on Curriculum.



Date: October 16, 2018

To: Senate

From: Senate Committee on Planning

Re: Proposal to Establish a Certificate in Indigenous Language Proficiency

At its meeting of October 2, 2018, the Senate Committee on Planning considered a proposal to establish a certificate in Indigenous Language Proficiency, as described in the document “Certificate in Indigenous Language Proficiency”.

The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a 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.

Respectfully submitted,

2018/2019 Senate Committee on Planning

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

UNIVERSITY OF VICTORIA

Certificate in Indigenous Language Proficiency

Dean's Name Ralf St. Clair	Signature Dean: Signed Sept 10
Contact Name and Number: Aliki Marinakis	721-7855
Date approved by Department: Sept 10	Head: Dr. Jean-Paul Restoule, Chair Signed Sept 10
Date approved by Faculty:	Dean or Faculty Chair: Dr. Ralf St. Clair, Dean



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A. Identification of new Undergraduate Certificate

Name, Location, Academic units (Faculties, departments, or schools) offering the new Certificate	Certificate in Indigenous Language Proficiency, (CILP) will be located within the Department of Indigenous Education, Faculty of Education in partnership with Department of Linguistics, Faculty of Humanities and the Cultural Management Programs, Division of Continuing Studies .
Anticipated Certificate start date	May 2019
Name, title, phone number and e-mail address of contact person	Aliki Marinakis, Indigenous Language Programs Manager 721-7855 ledlang@UVic.ca

B. History and context of the Undergraduate Certificate

British Columbia sits within a rich and diverse heritage of Indigenous languages and cultures. Approximately 60% of all Indigenous Languages in Canada are spoken in BC. These languages are spoken in 203 different communities and all of them are in danger of becoming extinct. There are five language families within British Columbia alone: Wakashan, Dene, Salish, Tsimshian, Algonquian, and two language isolates, Xaad Kil and Ktunaxa, with 40 distinct languages and 70+ dialects. (In comparison, there are only three language families in all of Europe.) The University of Victoria is located in one of the most linguistically diverse areas of the world.

There is a recognized and urgent need for direct action supporting the survival of Indigenous languages both provincially and nationally. The only way to guarantee language survival is to ensure new speakers are being created. Almost all of the 34 distinct languages in BC will face the loss of their last generation of fluent speakers within a decade. Here on the territory of the SENĆOŦEN and Lekwungen speaking people, where UVIC sits, there are fewer than 4 fluent (first language) speakers left.

The existing Certificate in Aboriginal Language Revitalization at UVic focuses on language revitalization strategies and theories, but only requires one language course. This proposal is to add a second option, a series of first-year courses making up a pathway called the Indigenous Language Proficiency Certificate (CILP), which will provide six language courses and three courses that support language learning. This proposal is a request to recognize a new credential: a Certificate in Indigenous Language Proficiency. This will add yet another unique laddering option that will better serve the Indigenous communities with whom we work. It will also increase the successful student completion rate, increase employability of Indigenous people, and produce more certified language assistants for immersion schools –needs that we are well placed to meet. With the CALR and CILP as available programs, communities can choose to prioritize revitalization strategies and theories, or proficiency building.

UVic has a strong history of supporting Indigenous languages and working across faculties and programs to do so in creative, responsive, and effective ways. The proposed certificate is based on a rich history of successful language teaching, linguistics and research at UVic dating back to 1974 and continuing to today.

- The Faculty of Education cooperated with the Department of Linguistics in the 1970s to implement the Native Indian Language Diploma Program (1974), taught largely by linguists working directly with Indigenous language speakers, followed by the Native Indian Language Teacher Training program (1980).
- In 2003 the Faculty of Education responded to a need for Indigenous Language teachers with a Developmental Standard Term Certificate (DSTC), a community-based pilot project in partnership with the school district and Indigenous language communities in the Campbell River area. The DSTC (a temporary provincial teaching certificate) served as a catalyst for the development of the Diploma and Bachelor of Education in Indigenous Language Revitalization.
- The award-winning Certificate Program in Aboriginal Language Revitalization (CALR) (with pending name change to Certificate Program in Indigenous Language Reclamation CILR), offered through the Division of Continuing Studies and the Department of Linguistics, in partnership with the En'owkin Centre, Okanagan Nations, began in 2004. This community-based credential is focused on the develop of knowledge and skills for Indigenous language reclamation.
- Community cohorts have two options for their first year: the CALR, or a series of courses that focus on proficiency building. Both paths lead into the second year of the Diploma in Indigenous Language Revitalization, which in turn ladders into the BEd ILR.
- The Diploma (DILR) and Bachelor of Education in Indigenous Language Revitalization (BEd ILR), administered within the Faculty of Education, began in 2011. The BEd ILR leads to K-12 teaching certification, while providing laddered steps and options for students and communities to focus on different areas of language revitalization along the way.
- The Graduate Certificate and Master's Degree in Indigenous Language Revitalization (MILR) began in 2012. Also a partnership between the Department of Indigenous Education and the Department of Linguistics, one goal of this program is to have graduates return to their communities and teach in language programs. We see this vision becoming a reality.

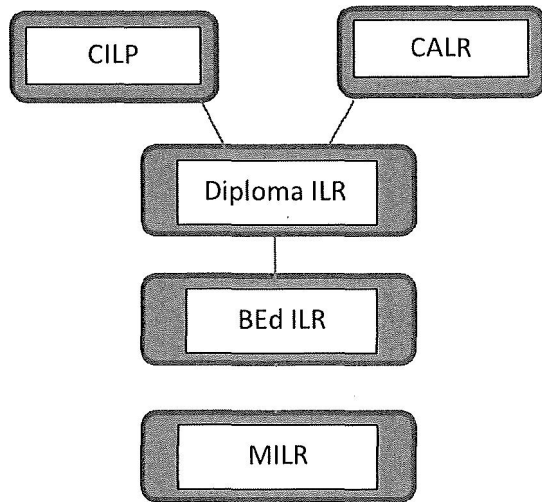
Language communities are seeking ways to create new speakers, and adult language learning is increasing in almost all areas of the province according to the new "Report on the Status of B.C. First Nations Languages 2018" published by the First Peoples' Culture Council.

The courses proposed here for the Certificate in Indigenous Language Proficiency (CILP) within UVic already exist and are successfully delivered as a first-year proficiency path within the Diploma in Indigenous Language Revitalization, which in turn ladders into the BEd ILR. The Department of Indigenous Education (IED) has the teaching expertise, the courses and the delivery experience to easily offer the CILP credential. IED began delivering language courses in collaboration with the Department of Linguistics in 2003. We now have three series of courses, cross-listed with Linguistics, that focus solely on building language learning, as well as a course specific to how to be a successful language learner. The collaborative relationship among the Faculties of Humanities, Education and the Division of Continuing Studies has supported many successful deliveries of courses and programs in Indigenous Language Learning and Indigenous Language Revitalization, and all three partners support the creation of the Certificate in Indigenous Language Proficiency.

A community-initiated evaluation of the BEd ILR in 2014 produced a number of recommendations for improving student experiences, and meeting program outcomes. One significant recommendation suggested more fully embedding language acquisition throughout the program.

The strong rationale for the proposed Certificate is that it meets community needs and requests, and it has very different learning outcomes from the existing CALR program. For a comparison of learning outcomes, please see Appendix A.

Please see a visual of how the Indigenous Language Revitalization (ILR) programs at UVIC will ladder together, providing potential for indigenous language communities or individual students:



C. Aims, goals and/or objectives

Goals

A certificate in proficiency building is an important contribution to Indigenous language revival and language revitalization, because the only way to ensure languages' survival is to ensure there are people speaking them. The proposed Certificate seeks to:

- meet the demand from Indigenous communities to learn and speak their languages;
- increase the number of speakers becoming proficient in Indigenous languages;
- contribute to the reversal of language shift and contribute to the cultural and linguistic health and well-being of Indigenous communities in BC;
- provide certification and meaningful education for Indigenous students that will draw them to UVic and provide a new pathway for success that ladders into further credentials;
- increase opportunities for reconciliation through respectful educational partnerships with Indigenous communities;
- address, implement and respond to the applicable calls to action of the Truth and Reconciliation Commission and the goals of UVic's Indigenous Plan and Indigenous Education Department;
- continue to lead in Indigenous educational programming, setting an example for proficiency and language revitalization programming for other post-secondary Institutions in Canada.

Distinctive characteristics of the proposed Certificate are:

1. It is unique in its focus on the learning and acquisition of Indigenous language as the primary outcome.
2. It meets a need within BC Indigenous language communities to increase the number of speakers and learners of the languages.
3. The delivery is community-based and draws upon partnerships and local Indigenous expertise.
4. Much of the coursework is experiential and is situated in the lands where the languages are spoken.

5. It provides further programming choices for Indigenous communities who may have limited resources to support longer programs.
6. It increases accessibility for Indigenous students.
7. It provides another ladder step option toward the Diploma in ILR and the B.Ed. in ILR, and an opportunity for successful program completion by offering a new focused path for Indigenous community partners whose main priority is language proficiency building.

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

The proposed Certificate responds directly to the UVic Indigenous Plan, Goal and Actions # 1 of Strand 1, that details our university's commitment to increasing educational access, relevance and success for Indigenous students. And in keeping with the UVic's Strategic Framework, the proposed Certificate "Fosters Respect and Reconciliation" by aligning with strategies 4.2, 4.3 to increase opportunities for Indigenous student access and developing new paths, as well as aligning with Indigenous community needs and priorities. It further supports strategy 4.1, in meeting the calls to action in the Truth and Reconciliation Commission including the call to create university and college programs in Aboriginal languages. The proposal also aligns with the UVic Strategic Framework point 4.5, which has the goal of fostering partnerships with Indigenous Communities of Canada. A key stated goal of both the Indigenous Plan and the UVIC Strategic framework is to increase recruitment, retention and success of Indigenous students across academic programs of study and programming that supports transition and pathways to university.

Target audience, student and labour market demand

The target audience is Indigenous community members who are interested in learning their language, as well as Indigenous students who are interested in working in educational or cultural settings where language knowledge is an asset.

Students who are attracted to our community-based language programs are often different from students who would enroll on-campus. Community-based students would often not otherwise consider post-secondary education, but are led to us by their passion for language and cultural revitalization, or their desire to connect to their own roots, and seek an education that is culturally and situationally relevant.

One important reason for seeking a Certificate as the year one of our Diploma is to provide a successful exit opportunity for students who are not interested or able to pursue a longer credential like a diploma or degree, but are still committed to learning their language. The proposed Certificate would also serve as a less intimidating first step for Indigenous students who can face tremendous barriers to pursuing post-secondary education. We anticipate the proposed Certificate will boost confidence and open doors into future post-secondary programming for Indigenous students.

There is a strong labour market demand for graduates. For example, two of our current partner communities plan to hire all the graduates of the programs to support the language work in language nests and immersion schools. Communities and employers are in need of language assistants who can speak enough of their language to stay ahead of the children who are learning in the schools and daycares.

Our Diploma ILR program currently has a waitlist of interested community partners.

Student recruitment happens at the community level with the support of UVic staff. When communities approach UVic they already know they have enough interest and demand to run language programming within their community. Usually cohorts begin with 18-30 students. The administration of each cohort is different and responsive to the needs of that particular community. Student retention and success are addressed in the following ways:

1. Connecting students to Elder speakers as language mentors and language teachers for language and cultural support;
2. Working with communities to design delivery times and locations that work best for students and their cultural and logistical contexts;
3. Designing effective, experiential and culturally connected course content;
4. Carefully selecting instructors within, and external to, partnering communities because quality of instructors and instruction contributes greatly to the success of the participants.
5. Providing community supports as well as university supports to address student concerns or difficulties.
6. And finally, we hope that students will gain confidence from each stage of laddering programming (certificate, diploma and Bachelor of Education), proving they can succeed in post-secondary education.

We have methods of promoting and sharing our program news through the IED website, shared UVic Language Revitalization programming website, provincial conferences like the First Nations Education Steering Committee, and international conferences like the Stabilizing Indigenous Language Conference, as well as through our brochures, newsletters and word of mouth.

D. Admission requirements

Normally, students will go through the admission process as a cohort. The nature of community-delivery is to be as inclusive as possible. When a new cohort is ready to be admitted, Indigenous Education works with Admissions to ensure an understanding of the circumstances, keep track of student applications and determine if or when students can be admitted to UVic either through the regular application process or through Special Access. Often the program will conduct entrance interviews or require essays to help determine suitability. The GPA minimum to remain in the program is consistent with that of the Faculty of Education.

Transfer possibilities will be unusual, and will be dealt with on a case by case basis. UVic is currently working with SFU to determine possibilities of block transfer between our undergraduate language revitalization programs. There is a recent Memorandum of Understanding between the two institutions to mutually support language revitalization programming at all levels. This agreement is included in Appendix B.

E. Areas of specialization and evidence of adequate faculty complement

Although there is an adequate complement of faculty at UVic, much of the instruction of these programs will be done by sessional instructors, selected from the linguistic and cultural communities of the different cohorts of students. This is due to the language expertise that is held in communities, and the growing number of MILR graduates within our community partnerships who are credentialed and linguistically knowledgeable.

There are currently five Indigenous faculty members in Indigenous Education with an area of specialization necessary for these programs, and several faculty members in the Department of Linguistics who specialize in different Indigenous Languages throughout BC, and language teaching and learning.

In the Department of Indigenous Education:

- Dr. Trish Rosborough is a provincial leader in language revitalization, and focuses her research and teaching on Indigenous Language learning and Indigenous Language Revitalization within community-based settings;
- Dr. Onowa McIvor is a recognized national expert on Indigenous language revitalization, and is the Principal Investigator on the largest research project in BC focusing on Adult Indigenous Language Learning;
- Dr. Carmen Rodriguez de France specializes in teacher education, Indigenous knowledge and early childhood education.
- Dr. Nick Claxton, whose research focuses on revitalizing traditional Indigenous practices and the relationship between Indigenous languages, lands and ecology;
- Dr. Jean-Paul Restoule, whose research focuses on Indigenous student success, identities, and Indigenous Education pedagogies and practice.

In the Department of Linguistics:

- Dr. Sonya Bird is a phonemicist who focuses on Dene and Salish languages with language revitalization projects;
- Dr. Ewa Czaykowska-Higgins, a phonologist and Dr. Tom Hukari, Professor Emeritus, both focus on Salish languages and community-based research in the context of language revitalization;
- Dr. Leslie Saxon is a syntactician who focuses on Dene languages and revitalization of Tł'icho;
- Dr. Su Urbanczyk is a morphologist who focuses on revitalization of Wakashan and Salish languages;
- Dr. Li-Shih Huang and Dr. Hossein Nassaji, are both specialists in language acquisition, assessment, and teaching;
- Dr. Megan Lukaniec focuses on Iroquoian languages (especially Wendat); language reclamation; and language documentation.

F. Curriculum design

The courses that will make up the proposed Certificate in Indigenous Language Proficiency (CILP) already exist in the UVic calendar and are currently delivered within the Diploma in Indigenous Language Revitalization. Three of the ten courses will be parallel to the Certificate in Indigenous Language Revitalization (CALR). CILP will be delivered through the Department of Indigenous Education and will continue and expand the partnership with the Department of Linguistics.

The courses we are proposing for the Certificate in Indigenous Language Proficiency are:

- 1.5 units of IED 157 Learning to Learn: Supporting Indigenous Language Learning,
- 3.0 units of IED 158 Indigenous Language Mentorship;
- 1.5 units of IED 156 Self-Directed Immersive Language Learning,
- 4.5 units of IED 159 Indigenous Language I,
- 1.5 units of LING 181 Introductory Linguistics for Language Revitalization,
- 1.5 units of LING 182 Language Learning, Language Revitalization and Social Action,
- 1.5 units of electives: One additional course (as chosen by community partner) from: IED 199, IED 187, IED 156, IED 258
- Total of 15 units.

While there is some course overlap with CALR (30%), a key distinction between the two pathways is the proposed certificate has a deep focus on learning Indigenous language *with the goal of producing proficient beginner speakers* rather than the theories and practices behind working to revitalize Indigenous languages.

Recommendation #16 of the Language and Culture Calls to Action of the Canadian Truth and Reconciliation Commission was for post-secondary institutions to create more programming in Indigenous languages. This is an opportunity to respond. The CALR program serves an important need in enabling language revitalization to be undertaken in communities, but this new certificate will serve a different need – starting the process of creating new fluent speakers. The CALR only requires one language course and it does not include language learning as a core outcome. The core outcome of the proposed CILP is successful language learning.

Program delivery can be full-time or part-time and is done in a community-based setting. Each cohort is planned and scheduled according to the needs and requests of the community partnership. A minimum of three courses are offered each term to ensure an immersive experience and adequate language exposure.

Course delivery is done face-to-face within each language community. Some deliveries (usually in very remote communities) use intensive face-to-face delivery, where they only meet two or three times a term, for intense periods, and in those cases, we use CourseSpaces to maintain ongoing connection between the instructor, students and course content between sessions.

IED 158 courses and IED 156 courses have significant experiential learning components which require students to do up to 100 hours of work with language mentors or within specific and contextual language domains.

Linkages between the learning outcomes and the curriculum design

The learning outcomes of the proposed Certificate are:

- Minimum of novice (high) comprehension of Indigenous language
- Minimum of novice (high) production of Indigenous language
- Primary understanding of how language is learned
- Understanding of successful principles and practices in Indigenous language maintenance and revitalization
- Understanding and application of individualized language learning strategies and path
- Personalized learning leading to increased proficiency throughout multiple language domains
- Exposure to practical application of the skills and theories learned
- Basic knowledge of the sound, word, and sentence patterns of the language

The main goal of the program is a significant increase in each student's language proficiency to a minimum of high novice according to American Council of the Teaching of Foreign Languages. One main element of the program is personalized learning whereby students undertake strategies to reach personal language learning goals, which include continual goal setting and meeting.

The pedagogical plan for delivery of these courses is to always offer IED 157, IED 158 and 159, together in the first term, usually along with LING 181 or LING 182. There are always at least two language courses offered each term, and all the other course content supports and provides opportunities for students to implement the learning strategies and tools within their own language acquisition process. There are three series of language learning courses that each provide complementary (and distinct) language learning methods and practice.

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

The delivery and coursework of the proposed CLP is embedded in the language contexts and revitalization activities of the communities with whom we partner. The IED 158 Indigenous Language Mentorship and IED 156 Self-Directed Immersive Language Learning courses draw upon and mutually support language resources and activities in the communities. While there is no practicum, the courses are highly connected to community programming. Courses are experiential because they are working with community resource people outside the classroom as well as inside, and they often take place in both natural and language teaching settings. By participating in immersion language contexts like school classrooms or language nests, and participating in National Indigenous Peoples Day activities, First Nations Assemblies, etc, they are contributing to the overall health and development of Indigenous language and community.

There is no residency requirement, as it is a community-based program. Often communities choose to come to UVic for an initial launch and program orientation. The anticipated time to completion is one-year full time study, unless specially negotiated to be delivered in a part-time schedule. Policies on student evaluation will follow existing policies of the departments and faculties involved.

Indigenous language revitalization and Indigenous adult language learning are growing fields of research. Many of the instructors who will teach in these programs will be directly integrating their research into their teaching. Our plans for integration of teaching and research include selecting instructors based partly on their research interests coinciding with course topics. The Faculty Program Lead, Trish Rosborough, actively integrates her research on the teaching and learning of Indigenous languages within the program.

All courses in the proposed Certificate not only incorporate Indigenous content and perspectives, but also situate all the learning in Indigenous contexts.

G. Enrolment plan for the length of the Undergraduate Certificate (Include a table of anticipated annual intake and graduates including those in any existing certificates)

The Certificate can be delivered as a stand-alone program, or as part of the long-term laddering program resulting in a BEd ILR degree. This laddering depends on the goals of the partner community. With current demand and capacity in our unit, it is anticipated that we can run three community-based programs at a time, at least one of which will be the proposed CILP. Often community partners will offer repeating deliveries of the program. Below is an estimation of a five-year enrollment plan for the certificate. Certain partnerships would be delivered part time, but most would be delivered full time. We expect an annual enrollment of 18-20 students with a graduation rate of 90%.

	Partnership development	Student Recruitment	Onboarding	Retention	Completion/ CILP Graduation
Fall 2018	W'SANEC (WS) begins their Diploma ILR in September, and would like a laddered Certificate as step 1 Nuu-chah-nulth (NCN) has current cohort of 30 DILR students and want laddered Certificate as step 1	18 students to start in September 2018	18 WS students	Retention of 30 Nuu-chah-nulth students	
Fall 2019	Tahltan will complete their Diploma ILR program W'SANEC program will continue Nuu-chah-nulth program will continue Dehcho First Nations requests new Delivery of Certificate or Diploma	20 students in Dehcho		16 WS students Explore options to ladder current cohorts into BED ILR	25-30 NCN Certificate students first graduating class June 2019
Fall 2020	Nuu-chah-nulth requests new delivery of Certificate Ktunaxa requests new delivery of Certificate	20 Nuu-chah-nulth students 20 students in Ktunaxa territories	18 students in Dehcho	17 WS students	17 WS students graduate
Fall 2021	W'SANEC requests new delivery of Certificate	18 new WS students	18 NCN students & 18 Ktunaxa students		17 students in WS
Fall 2022	Tahltan requests delivery of Certificate	18 Tahltan students to be recruited	18 new WS students	17 NCN students & 17 Ktunaxa students	17 students in Dehcho
Fall 2023	Kwakwakawa'kw nations request delivery of Certificate		18 Tahltan students		17 NCN students & 17 Ktunaxa

H. Funding plan for the length of the Undergraduate Certificate

The funding of this program is through a combination of external funds, community-partner contributions and base university funding. Funding plans will differ slightly depending on each community partnership, their financial situation and the ability to procure external funds. Managing and budgeting for this program is the responsibility of Indigenous Education in the Faculty of Education. IED language programs have a unique funding agreement that provides partial tuition recovery for community-based deliveries.

Two protocol agreements are included in Appendix B, which address aspects of revenue sharing for those LING courses offered through these programs, as well as communications and administrative issues. These protocol agreements exist between IED, the Department of Linguistics, and Cultural Management Programs within the Division of Continuing Studies, and will be updated once the CILP is approved.

Currently funded Faculty and Staff:

Indigenous Education has a faculty complement of 4 regular, full-time Faculty, and one limited term teaching Faculty member. Separate to this proposal, IED is in the process of completing two new faculty hires; one will be a regular, tenure track position, and the other is a limited two-year term position specifically to support the Indigenous language programs. There is also a staff of three full-time positions within the Department of Indigenous Education: a 1.0 FTE Assistant to the Chair and a 1.0 FTE Administrative Officer, as well as the 1.0 FTE Language Programs Manager, and 0.5 FTE Program Assistant who directly serve the language programs. There will also be an Indigenous Resurgence Coordinator in the Department.

Resources required:

Indigenous Education is well positioned to support this credential and would not require additional university resources to do so. Our department is new and growing, and so new resources will be necessary as we increase our program delivery, but this proposed program will have very little impact on those resource needs.

It is possible that the demand for the certificate may be greater than expected, and if we were to offer more than one Certificate delivery/year we may explore with LING and Continuing Studies alternative ways to offer the Certificate more frequently, or seek additional resources such as an increase in the Language Programs Assistant position FTE from 0.5 to 1.0.

The courses in this Certificate are already currently offered regularly as a part of the Diploma in Indigenous Language Revitalization. We anticipate most or many of our future partners who will seek this Certificate will be communities with whom we have worked with in the past, and so will be familiar with the UVic processes. This will help offset the work load of launching a new cohort every year.

The language mentorship component of the program is expensive and requires contributions from external funding agencies and community partners in order to ensure fluent elder speakers are paid for their time as mentors when students undertake IED 158 courses that required up to 100 hours of language mentorship time. This is, therefore, not a resource impact at UVic. Mentors are employed alongside sessional instructors, or faculty members.

Resources required for space:

There is no additional requirement for space as the programs are community-based and are delivered off campus.

Resources required from Library:

There will be no additional resources required from the library, as there is no library research component to this Certificate and most of the resources utilized are language specific and come from each language community.

Please see Appendix E for evidence of consultation with librarian as well as other UVIC consultations and endorsements.

I. Related Certificates within UVic or other British Columbia post-secondary institutions

Postsecondary Institution	Program	Courses
Simon Fraser University (SFU)	First Nations Language Proficiency Certificate Squamish Language Program (partnership between SFU and Kwi Awt Stelmexw)	27 unit certificate (9 courses)- 6 core courses + 3 electives
University of Northern British Columbia (UNBC)	First Nations Language Certificate	10 courses (includes academic English and other courses, only ½ pertain to language learning directly)
University of the Fraser Valley (UFV)	Intermediate Certificate in Halq'emeylem (partnership with the Sto:lo Nation)	4 courses
Nicola Valley Institute of Technology (NVIT)	Indigenous Languages Program	1 st Year Certificate, 2 nd Year Diploma, 3 rd Year Advanced Diploma in Indigenous Language Teaching
Capilano University	Lil'wat Nation Language and Culture Certificate Sechelt Nation Language and Culture Certificate Squamish Nation Language and Culture Certificate	4 terms part-time

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)

Please see Appendix E for letters of support from

- Kendra Underwood, Adult Centre Director, W'SANEC School Board (current language partnership)
- Dr. Marianne Ignace, Director of the First Nations Language Program, Simon Fraser University
- Dr. Judy Thompson, UNBC Professor and Tahltan Community partner
- Aliana Parker, Language Programs Manager, First Peoples' Culture Council
- Quuquuatsa Language Society, Port Alberni BC (current language partnership)
- Email from Dean of Humanities
- Email from Chair of Linguistics
- Email from Student Recruitment
- Email from Dean of Continuing Studies

**Proposal for a Certificate in Indigenous Language Proficiency
July 2018
Appendices**

Appendix A

Comparison of CALR outcomes and Proposed Certificate in Indigenous Language Proficiency Outcomes.

Learning outcomes for the (proposed) Certificate in Indigenous Language Proficiency:

- Minimum of novice (high) comprehension of Indigenous Language
- Minimum of novice (high) production of Indigenous language
- Primary understanding of how language is learned
- Understanding of successful principles and practices in Indigenous Language maintenance and revitalization
- Understanding and application of individualized language learning strategies and path
- Personalized learning leading to increased proficiency throughout multiple language domains
- Exposure to practical application of those skills and theories learned

Learning outcomes for the (existing) Certificate in Aboriginal Language Revitalization

CALR serves Indigenous and other students who have an interest in working with communities in order to preserve Indigenous languages, and to revitalize the use of these languages to strengthen cultural identity. You will:

- Learn foundational knowledge and skills in linguistics that are needed to undertake language preservation and revitalization work.
- Build knowledge and skills in language preservation, revitalization, and cultural resource management principles and practices.
- Develop your ability to analyze language preservation issues relevant across Indigenous cultures and specific to your own communities.
- Enhance your capacity to develop responsive strategies and programs designed to preserve and revitalize Indigenous languages.
- Earn a comprehensive and respected certificate.
- Create a foundation for subsequent academic studies in related areas, such as education, cultural resource management and linguistics.

**Proposal for a Certificate in Indigenous Language Proficiency
July 2018
Appendices**

Appendix B

Agreements to indicate administrative partnership within UVIC and support between institutions

Three agreements are included here:

- Protocol agreement between Department of Indigenous Education and Department of Linguistics (to be updated once the CILP is approved)
- Protocol agreement between the Division of Continuing Studies, the Department of Linguistics and the Department of Indigenous Education (to be updated once the CILP is approved)
- An MOU between SFU and UVIC regarding indigenous language programming

Protocol Agreement

Between:
Indigenous Education, Faculty of Education
and
the Department of Linguistics, Faculty of Humanities
at the University of Victoria

NOTE: This agreement addresses the delivery of LING courses within the Indigenous Education language programs. A separate agreement exists between Indigenous Education (IED), Department of Linguistics, Faculty of Humanities, and Cultural Management Programs, Division of Continuing Studies to address the delivery of the full Certificate in Aboriginal Language Revitalization (CALR) (Option A) within IED language programs, as well.

Overview

The Diploma and Bachelor of Education programs in Indigenous Language Revitalization make use of certain courses in Indigenous Language and Linguistics. The purpose of this document is therefore to outline protocol, procedures and communication lines for cooperative delivery of the Indigenous Language and Linguistics courses within these programs.

There are two options in the Diploma program, leading to the Bachelor of Education in Indigenous Language Revitalization. The administration of these two options is outlined in the separate protocol agreement between Indigenous Education and the Division of Continuing Studies:

- **Option A** involves the delivery of the CALR program in its entirety as year 1. The CALR program will be delivered in full by the CALR program in that situation, receiving the tuition recovery, with the LING department receiving the EETs.
- **Option B** is focused on language proficiency building, and includes specific LING courses, but does not include the entire CALR program. In this case, IED is responsible for the delivery and administration of the LING courses, by permission of the Department of Linguistics and in consultation with Continuing Studies. (This currently includes LING 181, LING 182, and elective courses that may include any other CALR course, as well as an upper-level LING course such as LING 401, 403, 405 or 450 within the Bachelor of Education in Indigenous Language Revitalization.

Historically the IED programs incorporated numerous LING courses, which were language courses. The Indigenous language courses in the LING/IED *59 and *58 series are now cross-listed, so they no longer need to be included in this agreement. When they are offered as IED courses, they are administered and funded through IED, and IED receives the EETS and the tuition recovery. When they are offered as LING courses, the LING department receives the EETS.

This agreement outlines how the cost of delivery of LING courses within the Indigenous Education language programs will be addressed. This agreement also outlines process for addressing course content, clear communication protocols, and administrative roles in the delivery of these courses.

1. Course content & curriculum:

Any developed curriculum for relevant courses will be shared between the Linguistics Department and the Indigenous Languages Revitalization Degree programs, including the language courses in the cross-listed language courses (IED/LING *58 & *59).

2. Delivery:

The LING courses, when administered through IED, will be delivered in community. Most delivery will be face-to-face, but certain courses may be delivered as online courses, or with a virtual component when possible.

Delivery Coordination:

- Organization of delivery will be executed through IED
 - for example, course requests, scheduling, room booking, text book ordering, instructor support, student support, etc.
- Course registration and grade submission will be the responsibility of IED
- In exceptional circumstances (when advantageous to both programs), the IED Language Programs Coordinator will work together with the Department of Linguistics to provide opportunities for shared offerings of LING courses.

3. Administration:

The administration of the LING courses, when offered through IED, is the responsibility of the Director and Language Programs Coordinator of Indigenous Education. IED will consult with the Chair of Linguistics, and keep partners apprised of the delivery situation with term updates.

- For all LING courses offered in IED programs, instructors will be recruited, screened and shortlisted by the Director and Language Programs Coordinator in IED, in consultation with the community partners, but must be approved and signed by the Chair of the Department of Linguistics. The Chair of Linguistics will be notified when recruitment of an instructor is taking place. Once recruitment is complete, CV's and appointment forms will be sent to the Chair of Linguistics for approval.
- Instructor selection for the upper level LING elective (LING 405, 401, 403, or 450) will be made jointly between the Department of Linguistics and IED, when this course is being offered to a B.Ed. cohort through IED.
- Overseeing the coordination and delivery of the program and cross-listed IED/LING courses will be the responsibility of the Director of IED.
- Daily coordination of the program will be the responsibility of IED Language Programs Coordinator.
- Grade submission will be the responsibility of IED, but Language Programs Coordinator will work with the LING department to ensure timely submission. Once grades are submitted, approval is requested by the Chair of Linguistics.

4. Communications:

In order to ensure clear and respectful communications between the two units with regards to the LING courses within the Indigenous Language Programs, the following outlines the process of consultation:

- New partnerships:
 - IED is likely to receive on-going interest in the Language Revitalization programs. Once negotiation with a community becomes more serious (ie. Request to apply jointly for funding, development of an MOU) the following partners will be notified: Academic Advisor and Program Coordinator of CALR, the designated Linguistics-IED Faculty Liaison and the Chair of Linguistics Department.
- The Language Program Coordinator in IED will work with the CALR Program Coordinator as outlined in the CALR-IED protocol agreement.
- The IED Language Program Coordinator will provide brief term updates to the CALR Program Coordinator, the Academic Advisor to CALR, the designated faculty liaison and the Chair of Linguistics during years one and two, as related to the offering of the LING courses within each partnership. During years 2-5, term updates will be sent to the designated LING faculty liaison to the IED program as well as the Chair of the Department of Linguistics
- The IED Language Program Coordinator will communicate as necessary with the designated faculty liaison to the IED program and/or the Chair of Linguistics as appropriate regarding relevant information such as course

lists, transcript issues that may arise, Records, scheduling, course content, and other information.

5. Cost-sharing

The LING courses in the Diploma program will be offered through IED and costs will be shared in this way:

- IED will cover instructional costs (via revenue-sharing arrangement with VPAC – threshold enrolment numbers will apply).
- IED will cover instructor travel (via financial agreements with communities and external funding sources).
- IED will cover TA costs (when deemed necessary in negotiation with the Community).
- IED will cover the cost of off-campus room bookings.
- IED will cover the costs for elder speaker honorarium as deemed necessary by community partners (via financial agreements with communities).

The EETS generated from the LING courses in the Diploma will remain in the Department of Linguistics.

The instructional costs for the LING elective in the B.Ed program not associated with the X59 series (LING 405, 401, 403, or 450) will be covered by IED as detailed above and the EETS for this course will remain in the Department of Linguistics.

Agreed to on:

Date: JAN 29 2016

By:

Original signed by Hossein Nassaji

Chair, Department of Linguistics

Original signed by Cedric Littlewood

Dean, Humanities

Original signed by Onowa McIvor

Director, Indigenous Education

Original signed by Ralf St. Clair

Dean, Education

Protocol Agreement

Between:
Indigenous Education, Faculty of Education,
Department of Linguistics, Faculty of Humanities,
and
Cultural Management Programs, Division of Continuing Studies
University of Victoria

Introduction

Our shared goal as collaborators is to provide educational programs of the highest quality to support Indigenous language revitalization in a provincial, national, and international context.

Involved Parties

The Certificate in Aboriginal Language Revitalization (CALR), developed and delivered in partnership with the En'owkin Centre of the Okanagan Indian Educational Resources Society, the Department of Linguistics, and the Division of Continuing Studies (DCS) at the University of Victoria (UVic), is administered through Cultural Management Programs in the Division of Continuing Studies.

The Department of Linguistics (LING), in the Faculty of Humanities, participates as a full partner in the CALR, and provides the Academic Advisor for the program. The Department of Linguistics is the academic home of the CALR program.

Indigenous Education (IED) in the Faculty of Education is the academic and administrative home of the Diploma and Bachelor of Education in Indigenous Language Revitalization (BEDILR).

The above parties agree:

1. Shared Vision for UVic Undergraduate Language Revitalization Programs

Indigenous peoples across Canada and around the world are working to ensure the revitalization and continuation of Indigenous languages. The CALR, the Diploma and the B.Ed. in Indigenous Language Revitalization are intended to provide individual students and communities with accessible, community-centred and sustainable educational opportunities to support the revitalization, use, and maintenance of these languages.

2. Commitment:

All signatories commit to work together in collaborative, open, collegial relationships, supporting student success in Indigenous language revitalization. This will be accomplished through strong lines of communication and contributions of complementary skills and resources.

3. Purpose:

The purpose of this Protocol Agreement is to recognize the shared vision of all partners and to outline protocols, procedures, and lines of communication for program development and circumstances of cooperative delivery of programs and courses.

The following sections outline administrative arrangements to ensure the smooth operation of all programs, whether delivered in cooperation or separately. These sections address program administration (Section 4), communications (Section 5), marketing (Section 6), and revenue sharing (Section 7).

4. Administration:

The CALR program may be delivered as a stand-alone program or as the Year 1 (as outlined in the UVic calendar as Option A) of the Diploma in Indigenous Language Revitalization, which ladders into the Bachelor of Education in Indigenous Language Revitalization. In either case, the Cultural Management Programs in Continuing Studies will be responsible for the delivery and administration of CALR, in partnership with the En'owkin Centre and the Department of Linguistics.

Communities who partner with IED to deliver the Diploma in Indigenous Language Revitalization may pursue an alternative Year 1 (as outlined in the UVic calendar as Option B) focused on language proficiency building, which includes specific CALR/LING courses, but does not include the entire CALR program, and does not offer an exit point with the CALR. In the latter case, IED is responsible for the delivery and administration of the CALR/LING courses, by permission of the Department of Linguistics and the Division of Continuing Studies.

The following points outline how the CALR program and/or courses will be administered in two specific circumstances of an IED program partnership with a language community.

Option A:

The administration of the CALR program, when delivered as Year 1 of the Diploma in Indigenous Language Revitalization, is the responsibility of the Division of Continuing Studies, through Cultural Management Programs.

- Program oversight: the coordination and delivery of the community-based program will be the responsibility of the Program Coordinator of CALR.
- Academic matters: As courses are offered through the Department of Linguistics, curriculum recommendations, instructor appointments, and grading will be consistent with standards and processes set by the Department of Linguistics in the Faculty of Humanities.

Important notes:

- Instructor Recruitment and Appointments: For all CALR courses, instructors will be recruited, screened and selected by the CALR Academic Advisor, CALR Program Coordinator and community partners. The Chair of Linguistics will be notified when recruitment of an instructor is taking place. Recommended instructors must be approved by the Chair of the Department of Linguistics. DCS will notify IED of all instructor hires.
 - Academic Advising: the Academic Advisor for CALR would continue to review/approve course challenges, grading appeals and program exceptions.
 - Instructors new to UVic procedures and policies on grading and grading documentation will be given explicit instruction and mentoring by the CALR Academic Advisor.
 - Course syllabi and enrolment lists for CALR courses will be shared with the IED Director and Language Programs Coordinator.
- Coordination: Daily coordination of the program will be the responsibility of the CALR Program Coordinator.

Option B:

In cases where communities choose the option B path focused on language proficiency building, the administration of any CALR/LING courses offered through IED are the responsibility of the Director and Language Programs Coordinator of Indigenous Education.

- Program oversight: Overseeing the coordination and delivery of the community-based program will be the responsibility of the Director of IED.
- Academic matters: As CALR courses are offered through the Department of Linguistics, curriculum recommendations, instructor appointments, and grading will be consistent with standards and processes set by the Department of Linguistics in the Faculty of Humanities.

Important notes:

- Instructor Recruitment and Appointments: For all CALR courses, instructors will be recruited, screened and selected by the Director and Language Programs Coordinator in IED, in consultation with the community partners, and the CALR Academic Advisor. The Chair of Linguistics will be notified when recruitment of an instructor is taking place. Recommended instructors must be approved by the Chair of the Department of Linguistics. IED will inform DCS of all instructor hires.
 - Academic Advising: the Academic Advisor for CALR would continue to review/approve course challenges, grading appeals and program exceptions for LING courses normally offered through CALR.
 - Instructors new to UVic procedures and policies on grading and grading documentation will be given explicit instruction and mentoring by IED program staff with the oversight of the Director of IED.
 - The course syllabus for CALR courses must be approved by the CALR Academic Advisor.
 - Course syllabi and enrolment lists for LING courses normally offered in CALR will be shared with the CALR Program Coordinator.
- Coordination: Daily coordination of the program will be the responsibility of the IED Language Programs Coordinator.

4.1 Course content & curriculum:

Whether they are delivered as part of the CALR (Option A) or as part of the alternative Year 1 proficiency building path in the Diploma in Indigenous Language Revitalization (Option B), ownership and responsibility for the core Linguistics courses offered through CALR remain with CALR and the Department of Linguistics.

IED develops teaching resources and assessment guides as well as scope and sequence curriculum for IED/LING 157, IED/LING X59 courses. The IED/LING 159-459 course shells will be available to CALR for use in other UVIC partnerships. CALR will share any relevant curriculum with IED for CALR course offerings or in situations of shared (or mutually beneficial) curriculum or program development initiatives, including existing curriculum for LING 182 and LING 181. IED and CALR agree to share any LING/IED X58 guidelines as they are developed with each other for the sake of curricular continuity.

4.2 Delivery/Administration:

CALR and IED will share with one another their planning for course offerings in order to complement one another's programs and avoid overlap or conflict between

course offerings. Such collaborations may also provide cost savings or efficiencies for instructor travel, etc.

When advantageous to both programs, the CALR Program Coordinator and the IED Language Programs Coordinator will work together to provide opportunities for shared offerings of CALR courses.

CALR and IED will consider ways that they may support and improve course delivery and instructional practice through the sharing of ideas and resources, as well as collaborative efforts.

4.3 Admissions and Registrations

Option A process

CALR will handle all admissions and registrations in courses being offered in the full CALR partnership programs.

Option B process

IED will handle all admissions and registrations in courses being offered in the partnership programs, whenever possible following the deadlines for adds and drops as set out for each course.

IED will communicate with partner communities and students the need to follow these requirements, so as to minimize confusion and administrative effort.

It is recognized that the established relations and lines of communication according to University protocol for course registration and de-registration is from CALR to Tri-Faculties Advising. Therefore, to the greatest extent possible, IED will handle all registration issues. When issues need to be handled by Tri-Faculty Advising, IED may request assistance and input from CALR as needed.

5. Communication:

Open, respectful, collaborative, and collegial communication is the foundation of all relationships at UVic. As the three parties are situated in different faculties, developing clear and timely communication pathways is essential for our units and community partners to proceed with confidence.

It is understood that parties will enter into long or short-term partnerships with outside organizations either independently or in collaboration with one another. For the success of our programs, and our students, these partnerships will be respected and safeguarded through clear communication protocols.

Community partnerships:

Partnership Opportunities:

- IED and CALR are likely to receive ongoing interest in language revitalization programs. Parties recognize the importance of providing clear and coordinated communications on language revitalization educational opportunities available through UVic, and accordingly, will work together to develop a marketing and communications strategy to support this.
- In order to maximize limited UVic staff and financial resources, provide consistent messaging, and avoid confusion amongst potential community partners and overlapping efforts, IED and CALR partners agree to keep one another up-to-date on potential partnership opportunities as they arise.
- In supporting efforts for collaboration and transparency, where a community comes forward to explore partnership opportunities, CALR and IED will participate and inform communities of all IED and CALR program options.
- When the potential partnership is focused on offering the CALR program only, the community will be informed of the IED program but referred to CALR for further development of the partnership.
- Conversely, when a community approaches the CALR program and may be interested in pursuing further educational partnerships into the Diploma or Degree level, CALR will notify IED in a timely manner and together they will determine who is most appropriate to continue negotiations of the partnership.

Approved Partnerships:

Option A

- In 'Option A' partnerships, where the community partner has decided on the CALR path for year one, but would like to continue into the Diploma or Bachelor of Education in Indigenous Language Revitlization once the CALR is complete, both the CALR Program Coordinator and the IED Language Programs Coordinator will be involved in the development of the partnership and program. Once students apply to the CALR program, the CALR Program Coordinator will become the main contact in year one. The IED Language Programs Coordinator will be invited to some of the partnership meetings to ensure continuity of communication and adequate preparation for the transition into the Diploma. The CALR Program Coordinator will maintain regular contact with the IED Language Programs Coordinator. Where significant changes to a partnership or cohort occur (i.e. loss of students), the CALR Program Coordinator will update the IED Language Programs Coordinator in a timely fashion.
- The CALR Program Coordinator will consult regularly with the IED Language Programs Coordinator to avoid conflicting schedules or instructor commitments between the delivery of the regular CALR program and the community IED cohort(s), pre-requisite deliveries, etc.

- The IED Language Programs Coordinator and the CALR Program Coordinator will send relevant information and updates to each another with regards to Admissions, Records, Advising, Scheduling, course development, content, and other information.

Option B

- In Option B partnerships, where IED will offer CALR/LING courses, but not the whole program, the IED Language Programs Coordinator will seek permission from the Department of Linguistics and DCS to offer CALR courses, and the Department of Linguistics for LING courses
- IED Language Programs Coordinator will consult regularly with the CALR Program Coordinator to avoid conflicting schedules or instructor commitments between the delivery of regular CALR programming and the community IED cohort(s), pre-requisite deliveries, etc. (See Administration above.)

UVIC partnerships

Meeting Protocols

- IED, CALR and Linguistics representatives will meet annually to review the terms of the protocol agreement and community partnership updates. Minutes will be taken and shared with all parties.
- The IED Language Programs Coordinator and the CALR Program Coordinator will meet at least once every term to ensure updates are shared regularly.

Resolution of Conflicts/Disputes:

The Parties shall act in good faith to resolve situations of 'differing opinions,' conflict or problems.

In the case that differing opinions arise from the implementation of the Protocol Agreement, the Parties will attempt informal forms of resolution (face-to-face meetings, written communication, etc.). If these attempts do not resolve the issues, CALR and IED representatives will request assistance from the Chair of Linguistics and the Dean of Humanities, the Dean of Continuing Studies and/or the Dean of Education, as appropriate, to assist in finding a resolution.

If no resolution can be found, alternative forms of resolution, such as mediation by a mutually agreed-upon mediator, will be sought.

In relation to resolving issues/conflicts either internally at UVic or elsewhere that could have a negative impact on the programs and students, and where appropriate and advantageous to the programs and initiatives as a whole, the CALR program and IED will support and assist one another in developing and advocating for solutions to the issues.

6. Marketing

Based on the extreme contexts of language endangerment in BC, Canada and beyond, UVIC anticipates that the undergraduate language revitalization programs may generate more interest than UVic's capacity can support. Therefore IED and CALR programs will work together to provide fulsome information and serve community interests in the best way possible.

As outlined in the above section, parties will work together to promote the University's overall Indigenous language programs and where beneficial to one another's programs, will promote one another's program options.

- Parties will consider where collaborative development of joint marketing materials (print, web, other) might be both advantageous (i.e. cost-sharing, consistent and coordinated messaging) and feasible (i.e. time frames, budget).

7. Revenue Sharing

Option A

When the entire CALR program is being offered as the first year in the Diploma program, the CALR program will retain 100% of the tuition recovery and be responsible for 100% of the delivery costs, including:

- Instructor wages.
- Instructor travel
- Instructional resources and course materials
- Off-campus room rentals as needed
- Elder honoraria as appropriate
- TA's for language courses as requested/needed
- Administrative travel as needed

Option B

In the circumstances of a delivery of a CALR course as part of the Diploma in Indigenous Language Revitalization, but not the entire CALR program, the cost-sharing agreement is required. Unless otherwise negotiated, the standing agreement will be as follows.

For CALR courses, the DCS will receive its designated 100% of tuition recovery funds. In order to compensate IED for the administration of CALR courses, DCS will transfer 50% of tuition recovery to IED. In exchange, IED will be responsible for 100% of delivery costs of CALR, including:

- Instructor wages
- Instructor travel
- Instructional resources and course materials
- Off-campus room rentals as needed
- Elder honoraria as appropriate
- TA's for language courses as requested/needed
- Administrative travel

Agreed to on:

Date: _____

By:

Original signed by Tania Muir

Program Director, Cultural Management Programs

Original signed by Maureen MacDonald

Dean, Continuing Studies

Original signed by Hossein Nassaji

Chair, Linguistics

Original signed by Cedric Littlewood

Dean, Humanities

Original signed by Onowa McIvor

Director, Indigenous Education

Original signed by Ralf St. Clair

Dean, Education

APPENDIX A: ROLES AND RESPONSIBILITIES

Option A

In 'Option A' partnerships, where the community partner has decided on the CALR path for year one, but would like to continue into the Diploma or BEDILR once the CALR is complete. In this case CALR will handle all admissions, registrations and administration in courses being offered in the full CALR partnership programs.

1. Student applications & registration

- CALR and community partner to solicit applications from communities and submit to CALR.
- CALR will collect applications, registrations and re-registrations + \$200 deposit fees (when applicable) from partner communities and forward for processing through UVIC Accounting
- CALR will develop and maintain a database of student applications, V#'s, Netlink IDs, fees paid, registration status and outstanding items and will share regularly with IED Language Programs Coordinator and Assistant for cross-checking and updating
- CALR will work with students and community coordinators to ensure all students receive a Netlink ID
- CALR to identify any problems with the applications and work with community, and where appropriate, IED to solve
- CALR will be in direct contact with students and community coordinators as necessary, and will keep IED informed
- CALR to provide internal systems correspondence and liaison (keeping communication lines within UVIC re: CALR very clear and also to take advantage of pre-existing relationships and arrangements re: the CALR program) ie. Admissions & Registration, Accounting, etc.
- Once applications are ready to be submitted, CALR will forward them to the necessary parties within UVIC.

2. Course Requests and Registration

- CALR will notify IED of its course plan and scheduling for upcoming terms
- CALR will initiate Course Requests (the process for creating courses in the BANNER system) and send them to LING for signature
- CALR will forward course creation forms to Linguistics for signature, and then on to Scheduling
- CALR will register students in the courses in BANNER
- CALR will submit late adds & withdrawals through Tri-Faculty Advising and keep IED informed of the progress until each late add/drop is resolved

- CALR will coordinate collecting course fees with the students or sponsors

3. Instructors: Recruitment, Appointment and Support

- CALR will solicit instructors for the LING/CALR courses through a “Call for Interest” and/or consult with the community partner(s) and CALR Academic Advisor.
- CALR will contact instructors to make offers and negotiate scheduling. CALR will solicit curriculum vitae from instructors and will attach to instructor appointment forms, and share this information with IED, community partners and LING as appropriate
- CALR will prepare the instructor appointments using CALR account numbers and forward to LING for review and signing
- LING will forward to HR for processing
- CALR will arrange instructor travel and accommodations (in partnership with communities) - these costs will be borne by CALR and/or the community (or however any relevant service agreement dictates)
- CALR will process instructor travel claims. CALR will solicit from instructors, materials required for course preparation and delivery. These include: syllabi, schedules, reading lists, textbooks, evaluation strategies (activities and assignments), etc.
- CALR will share information about instructor appointments, course content and schedules with IED
- CALR will follow-up with sessional instructors to ensure they are prepared for their courses to be taught in community
- CALR will provide on-going support to sessional instructors teaching in the IED-CALR partnerships
- CALR course syllabi will be approved by the CALR Academic Advisor

Teaching Assistants

- CALR will negotiate with communities if a TA is necessary for the language courses, keeping IED updated on who the TAs are, and what the community expectation, standards and hopes are for TA hires, as they will likely carry over into the Diploma offerings.
- If needed, CALR will seek to appoint a TA as needed and the cost will be borne by CALR (or however any relevant service agreement dictates)

4. Textbook ordering

- CALR will order textbooks through the Bookstore on behalf of instructors
- CALR will coordinate the payment and distribution of textbooks with students, sponsors and community coordinators

5. Classroom space

- CALR will make arrangements for classrooms with communities and neighbouring institutions as needed

- CALR will bear these costs and may recover through agreements with communities

6. Student Records (including registration, tuition payments and grading)

- CALR will monitor student records for students in the IED-CALR partnerships
- CALR will share student records and progress with IED so that IED can monitor pre-requisite requirements
- When necessary, CALR and IED will coordinate delivery and communication with program partners to ensure pre-requisite requirements are being met, or offered.
- CALR will coordinate with the IED Language Programs Coordinator to ensure that Student Records (ie. Individual Student Records reports) are prepared and submitted to Academic Advising in a timely way so that all program requirements are articulated (ie. where exceptions are listed) and met to enable students to graduate in a timely way when complete.
- CALR will communicate and share students lists, contacts and records with IED Language Programs Coordinator and Assistant
- IED will initiate sending students the re-registration forms necessary to transition students from CALR, Faculty of Humanities Option B into the DILR within the Faculty of Education in year 2

7. Other

Applications to Graduate with the CALR, Convocation support & celebrations will be the responsibility of CALR & community partner(s). IED and LING representatives will, of course, be invited to attend.

Option B

In cases where communities opt for an alternative Year 1 path focused on language proficiency building, the administration of any LING courses offered through IED are the responsibility of the Director and Language Programs Coordinator of Indigenous Education. Therefore IED will handle all admissions, registrations and administration.

1. Student applications & registration

- IED and community partner to solicit applications from communities and submit directly to UVIC Admissions.
- IED will collect applications, registrations and re-registrations + \$200 deposit fees (when applicable) from partner communities and forward to UVIC Accounting
- IED will develop and maintain a database of student applications, V#'s, Netlink IDs, fees, registration status and outstanding items

- IED will work with students and community coordinators to ensure all students receive a Netlink ID
- IED to identify any problems with the applications and work with community coordinators to solve
- IED will be in direct contact with students and community coordinators as necessary
- IED will liaise with internal systems correspondence (keeping communication lines within UVIC re: CALR very clear) ie. with Admissions & Registration, Accounting, etc.
- Once applications are ready to be submitted, IED will forward them to the UVIC Undergraduate Admissions office

2. Course Requests and Registration

- IED will notify CALR of its course plan and scheduling for upcoming terms
- IED will initiate Course Requests (the process for creating courses in the BANNER system) and send them to LING for approval and signature, and then on to Scheduling
- IED will register students in the courses in BANNER, or support students to register themselves
- IED will submit Late Adds & Withdrawals to UVIC undergraduate Admission for processing
- IED will liaise about late adds & withdrawals with Tri-Faculty Advising and keep CALR informed of the progress until each late add/drop is resolved

3. Instructors: Recruitment, Appointment and Support

- IED will solicit instructors for the LING/CALR courses through a "Call for Interest"
- IED will consult with the community partner(s) and CALR academic advisor to shortlist instructors
- IED will submit shortlist to Chair of LING, and seek approval for appointment
- Once LING approves of the instructor, IED will contact instructors to make offer and negotiate scheduling
- IED will communicate with CALR the instructor and schedules
- IED will solicit curriculum vitae from instructors and will attach to instructor appointment forms
- IED will prepare the instructor appointments using IED account numbers
- IED will forward to HR for processing
- IED will arrange instructor travel and accommodations (in partnership with communities) - these costs will be borne by IED and/or the community
- IED will process instructor travel claims
- IED will solicit from instructors (and CALR where instructors have taught in the past) materials required for course preparation and delivery. These

include: syllabi, schedules, reading lists, textbooks, evaluation strategies (activities and assignments), etc.

- IED will follow-up with sessional instructors to ensure they are prepared for their courses to be taught in community
- IED will provide on-going support to sessional instructors teaching in the DILR partnerships
- CALR course syllabi will be approved by the CALR Academic Advisor.

Teaching Assistants

IED will negotiate with communities if a TA is necessary for the language courses. If needed, IED will seek to appoint a TA as needed and the cost will be borne by IED.

4. Textbook ordering

- IED will seek recommendations for textbooks through CALR and instructors, and then order textbooks through the Bookstore on behalf of instructors (payment through IED account)
- IED will recover costs through the community

5. Classroom space

- IED will make arrangements for classrooms with communities and neighbouring institutions as needed

IED will bear these costs and may recover through agreements with communities.

6. Student Records (including registration, tuition payments and grading)

- IED will monitor student records for students in the DILR partnerships utilizing LING/CALR courses.
- IED will share course syllabi, and enrolment lists, for LING courses normally offered in CALR with the CALR Program Coordinator

7. Other

Applications to Graduate, Convocation support, and Diploma & BEDILR celebrations will be the responsibility of IED & community partner(s). CALR and LING representatives will, of course, be invited to attend.

CALR initials

IED initials

Date

Feb 02/16



University
of Victoria

Memorandum of Understanding on Indigenous Languages Revitalization

Introduction:

Simon Fraser University (SFU) and the University of Victoria (UVic) each have over 25 years of experience in the revitalization of Indigenous languages in B.C. As two publicly funded institutions that:

- aim to optimize resources to meet the challenge of Indigenous language revitalization,
- appreciate the value of the highest academic standards in the ethical design and delivery of Indigenous language revitalization programs,
- respect and support Indigenous approaches to knowledge articulation, knowledge mobilization and language education, and
- value both collegial academic governance and Aboriginal governance.

SFU and UVic agree to enter into a Memorandum of Understanding (MOU) that provides for the mutually beneficial exchange of information and collaborative activities that support First Nations' language teaching to advance Indigenous language revitalization pedagogy and programming.

Parties to this Memorandum of Agreement include:

- Faculty of Humanities, University of Victoria,
- Faculty of Education, University of Victoria,
- Faculty of Education, Simon Fraser University,
- Office of the Dean, Faculty of Arts and Social Sciences, Simon Fraser University, and
- Departments of Linguistics, First Nation Studies and First Nations Language Centre, Faculty of Arts and Social Sciences, Simon Fraser University.

Guiding Principles:

- To avoid competition in the development and delivery of Indigenous language revitalization programs and credentials,
- To work in partnership with Indigenous communities to determine their need for the development and delivery of language revitalization programs and credentials,
- To share best practices in the effective administration and delivery of language revitalization programs both on campus and community-based,
- To share, in confidence, data on Indigenous student enrolment, retention and completion rates for Indigenous language revitalization programs, and
- To respect Indigenous knowledge and sacred languages for the benefit of present and future generations.

Goals:

- To expedite the development and delivery of instruction for community-based language revitalization in partnership with Indigenous communities and organizations,
- To share development of curriculum, theory and pedagogy for effective language learning and learning styles for Indigenous language revitalization, including immersion approaches for First Nations as additional language learners,
- To collaborate in defining accreditation standards for various levels of language proficiency and fluency,
- To collaborate on research about language archiving and revitalization methods,
- To maximize the articulation and laddering of the SFU and UVic language credentials to Bachelor and postgraduate degrees,
- To collaborate to professionalize and diversify credentials for elders and Indigenous community-based language instructors, and
- To advocate for provincial and federal funding to improve the access of Indigenous people to language revitalization programs.

Scope of activities encompassed by this Memorandum include mapping across SFU and UVic:

- Community-based field schools and related community partnerships for language revitalization/ learning,
- Quality assurance processes to identify best practices for an inter-institutional quality assurance system for language revitalization programs,
- Articulation of language revitalization programs to enhance student mobility across SFU and UVic,
- Knowledge mobilization practices to identify best practices across institutions and to communities,
- Opportunities for applied research projects to foster research exchange opportunities.

Governance:

- A Steering Group comprised of 6 representatives, 3 from SFU and 3 from UVic, will meet at least twice annually with meetings alternating between institutions,
- The Steering Group will be co-chaired by a faculty member from each institution and will report through the Co-Chairs to the Deans at each institution,
- Deans and Provosts must be advised of, and approve, proposals to include additional partner institutions, and
- Either institution may withdraw from the agreement with written notice to the partner institution.

The parties agree that this Memorandum of Understanding is not a legally binding agreement but rather a statement of common intent to engage in mutually acceptable cooperation to identify best practices to support, develop and sustain programs in Indigenous language revitalization, and further agree that neither party shall have any binding, legal obligation hereunder.

The term of the MOU will be three years from September 2017 to August 2020.

Signed:

Original signed by Dr. Nancy Wright

Dr. Nancy Wright,

Associate Vice President Academic Planning

University of Victoria

Original signed by Dr. Ralf St. Clair

Dr. Ralf St. Clair,

Dean, Faculty of Education

University of Victoria

Original signed by Dr. Chris Goto-Jones

Dr. Chris Goto-Jones,

Dean, Faculty of Humanities

University of Victoria

**Proposal for a Certificate in Indigenous Language Proficiency
July 2018
Appendices**

Appendix C

Consultations and letters of support

Please find the following letters and email as evidence for support from stakeholders inside and outside of UVic, including current indigenous community partners, such as W'SANEC School Board, as well as SFU, and the province-wide Indigenous language organization, First Peoples' Culture Council.

Letters and emails pasted below show support from:

- Kendra Underwood, Adult Centre Director, W'SANEC School Board (current language partnership)
- Dr. Marianne Ignace, Director of the First Nations Language Program, Simon Fraser University
- Dr. Judy Thompson, UNBC Professor and Tahltan Community partner
- Aliana Parker, Language Programs Manager, First Peoples' Culture Council
- Quuquatsa Language Society, Port Alberni BC (current language partnership)
- Letter from Dean of Continuing Studies
- Letter from Chair of Linguistics
- Email (chain) from Dean of Humanities
- Email from Education Librarian
- Email from Student Recruitment

WSÁNEĆ SCHOOL BOARD

7449 West Saanich Road (P.O. Box 368)
BRENTWOOD BAY, BC V8M 1R3

ŁÁU, WELNEW
TRIBAL SCHOOL
250.652.1811

250.652.2313 or 250.652.4212 (Admin. Office)
FAX 250.652.6929

SAANICH ADULT
EDUC. CENTRE
250.652.2214

June 5, 2018

To whom it may concern,

Re: Certificate in Indigenous Language Proficiency

ÍY SÁÁCEL HALE. I am pleased to offer support for the proposal of the Certificate in Indigenous Language Proficiency.

It is evident that BC First Nations have expressed an urgent need for language revitalization support, focused efforts, and programming. What has become even clearer is the need to strengthen the pathways towards language proficiency. The WSÁNEĆ School Board, and Saanich Adult Education Centre, have worked in close partnership with the University of Victoria in the area of language revitalization for well over a decade. For the WSÁNEĆ School Board, working in partnership with UVIC to deliver community-based programming has proven to be a highly successful pathway to language acquisition and academic credentials.

SENĆOTEN language revitalization has had a powerful impact in our communities. The level of proficiency acquired by our learned speakers who have successfully completed the Bachelor of Education- Indigenous Language Revitalization Program with the University of Victoria is certainly commendable. Today, ever present in our WSÁNEĆ communities, you can find preschoolers learning their language, immersion teachers instructing solely in SENĆOTEN, and an increasing 'revivalist movement' amongst our community members. Our WSÁNEĆ communities have a strong, inherent longing to learn our language to a level of superior proficiency. Thus, we are honored to support the proposed Certificate in Indigenous Language Proficiency. Having delivered programming of this nature with UVIC over the years, we fully support the included 15 units of programming that will focus on the proficiency building path. This type of programming is essential for supporting language acquisition for community members whose main interest is learning their language, rather than learning their language for the purpose of working within a teacher education school system. We support and value both reasons for learning language; therefore, it is imperative that we create programming that can meet this second learning outcome as well—Indigenous Language Proficiency.

Thank you in advance for your consideration of the attached proposal. Please do not hesitate to reach me if you have any questions or concerns. I can be reached at kendra@saec.ca or (250)652-2214 ext. 238

HÍ SWĶE,

Original signed by Kendra Underwood

SĻEMXÁMTENOT

Kendra Underwood

Director, Saanich Adult Education Centre

WSÁNEĆ School Board





FACULTY OF ARTS AND SOCIAL SCIENCES
FIRST NATIONS LANGUAGES PROGRAM (FNLP)
Community Academic Outreach



Robert C. Brown Hall RCB 8107.2 TEL 778.782.5595 fnlp@sfu.ca
8888 University Drive FNLP Student Inquiry Line FAX 778.782.4989
Burnaby, BC Canada V5A 1S6 1.800.399.5565

August 6, 2018

Re: UVic Indigenous Language Programs - Proposal for a Certificate in Indigenous Language Proficiency

Dear members of the UVic Senate,

As the Director of the Simon Fraser University First Nations Languages Program and also Director of SFU's First Nations Language Centre, I am delighted to provide this letter of support for the proposal of an Indigenous Language Proficiency Certificate which is being put forth to the University of Victoria Senate for approval. First, let me emphasize that this is a timely and important credential. As you are surely aware, due to the legacy of the Indian Residential Schools and other connected factors, Indigenous languages in British Columbia are in a highly endangered state, and the Calls to Action by the Truth and Reconciliation Commission emphasized the productive and supportive role that postsecondary institutions can play in supporting Indigenous language revitalization and learning. This Certificate will make an important contribution in this regard.

The UVic Certificate in Indigenous Language Proficiency also aligns well with the general framework for a future ladder degree in Indigenous language proficiency put forth in Spring 2018 by a province-wide consortium of universities, institutes and Indigenous partners. Having worked together with the UVic Indigenous Language Programs staff and faculty on enabling language course delivery in Indigenous communities, I would like to add that the work you're UVic's staff and faculty are doing in communities is of utmost importance and respectfully and productively engages with particular Indigenous communities, their learners and speakers, and is known as a model in partnership building with Indigenous communities in language revitalization. In particular, UVic's new credential addresses the urgent need towards proficiency building in the language, as opposed to learning about revitalization practice and theory.

This past year, through a Memorandum of Understanding of collaboration between UVic and SFU, our programs have committed to working together to support and advance Indigenous course and program delivery with and in Indigenous communities, so that our credentials can complement each other, rather than compete. To this effect, the partnership with the Tahltan Nation in northern BC has been an exemplary case of mutual collaboration between the First Nations organization and both universities, where students are able to benefit from well-articulated course transfer and pursue ladder credentials. The new proposed UVic Certificate in Indigenous Proficiency articulates well with SFU's beginner level Certificate in First Nations Language Proficiency, and with our new Diploma in First Nations Language Proficiency. Please do not hesitate to contact me if you have further questions.

Original signed by Dr. Marianne B. Ignace

Dr. Marianne B. Ignace (ignace@sfu.ca)
Director
Dir. Tel 1.250.574.3869 or c/o 778.782.5595

"knucwentsitce me7 knucwewewew-ep"
"help yourself and help one another"

TAHLTAN

Central Government

02 August 2018

To whom it may concern,

On behalf of the Tahltan Central Government (TCG), in my role as Language and Culture Director, and as a community partner in the delivery of our Tahltan Diploma in Indigenous Language Revitalization, I would like to offer my support for a one-year Certificate in Indigenous Language Proficiency at the University of Victoria. I am also an Assistant Professor in First Nations Studies at the University of Northern British Columbia, with my research focus being Indigenous Language Revitalization.

In my role as the Language and Culture Director, I have worked with Indigenous Education at UVIC since 2014 in the preparation, planning, coordination and delivery of the current Diploma in Indigenous Language Revitalization for the Tahltan language. We are very happy with the levels of proficiency that our students have been gaining through UVIC programming, but can also clearly see that due to differing needs and funding circumstances of different First Nations communities in BC, that a one-year Certificate would provide further flexibility, manageability and laddering opportunities for our communities and future students.

There is an ongoing demand for Indigenous language learning in BC and across Canada. UVIC, through their innovative and self-directed language learning methods currently utilized in their Indigenous Language Diploma, has demonstrated leadership in developing language proficiency. This certificate would offer a much needed accessible and effective language learning journey for many students who want to learn their language, but aren't able to undertake more than one year of education at a time.

The proposed certificate would also provide an alignment with the province-wide initiative spearheaded by the Indigenous and Adult Higher Learning Association (IAHLA) and the First Nations Education Steering Committee (FNESC) that recently submitted an Indigenous Language Proficiency Degree Framework proposal to the Province of British Columbia. This proposed framework suggests that partnering post-secondary institutions ladder their programs with an initial one-year credential, laddering into a two-year credential, laddering into a degree.

We look forward to working with UVIC in the future with the Certificate in Indigenous Language Proficiency. Should you have any questions, I can be contacted by e-mail at language@tahltan.org.

Mēduh – thank you,

Original signed by Dr. Judy Thompson

Edōsdi – Dr. Judy Thompson
Language and Culture Director, Tahltan Central Government
Assistant Professor, First Nations Studies, University of Northern British Columbia





FIRST PEOPLES'
CULTURAL COUNCIL

June 28, 2018

To whom it may concern,

Re: Certificate in Indigenous Language Proficiency

On behalf of the First Peoples' Cultural Council (FPCC), I would like to express our support for the proposed Certificate in Indigenous Language Proficiency at the University of Victoria.

This certificate program will fill a gap that currently exists for Indigenous people to achieve language proficiency through a university-accredited program.

This is crucial time in which all Indigenous languages in Canada are endangered and facing declining numbers of mother-tongue speakers. According to FPCC's *2014 Report on the Status of B.C. First Nations Languages*, only 4% of First Nations people in B.C. are fluent in their Indigenous language, and of those speakers more than half are over the age of 65. Fluent Elders are passing on and taking with them the intricate knowledge of their languages' vocabularies, grammatical structures, and cultural significance - knowledge that will be lost entirely without programs like this proposed certificate to support a new generation of fully fluent speakers. Building fluency in Indigenous languages continues to be a challenge for communities because Indigenous language learners do not have access to the same numbers of teachers, resources or educational opportunities that exist for languages like English and French. In light of these challenges, this program will address a significant gap in opportunities for Indigenous language learning.

The proposed certificate program will be an accessible avenue for First Nations community members to undertake a credentialed language program that both builds proficiency and provides post-secondary credits. The Department of Indigenous Education has already demonstrated the ability to develop and sustain strong programs based on community-university partnerships that respond to community needs through their 2-year diploma program and Bachelors of Education in Indigenous Language Revitalization. Similar to those programs, this certificate program will facilitate participation by providing community-based learning for students, along with methodologies such as the Mentor-Apprentice approach that have been proven successful for Indigenous language learning. With this proposed certificate, the University of Victoria will continue to lead the way in decolonized, reconciliatory approaches to language revitalization both in B.C. and in Canada. There are few, if any, certificate programs offered by universities in B.C. that meet the same need, so there will be significant demand for a program of this kind.

COMMITTED TO THE REVITALIZATION OF B.C.'S ABORIGINAL LANGUAGES, ARTS AND CULTURES

1A Boat Ramp Road
Brentwood Bay, B.C.
Canada V8M 1N9

Phone (250) 652-5952
Fax (250) 652-5953
Email info@fpcc.ca

www.fpcc.ca
www.firstvoices.com



FIRST PEOPLES'
CULTURAL COUNCIL

In the current Canadian context of reconciliation with Indigenous peoples, following the Truth and Reconciliation Commission and Prime Minister Trudeau's support for the United Nations Declaration on the Rights of Indigenous Peoples, this proposed program is particularly significant. In light of Canada's history of residential schools and colonization with their deliberate disruption of intergenerational language transmission, support for language reclamation and revitalization is a cornerstone to reconciliation. I urge you to support this valuable initiative.

In the spirit of reconciliation and language revitalization,

Original signed by Aliana Parker

Aliana Parker
Language Programs Manager
First Peoples' Cultural Council
Tel: (250) 652-5952 ext. 217
Email: aliana@fpcc.ca

COMMITTED TO THE REVITALIZATION OF B.C.'S ABORIGINAL LANGUAGES, ARTS AND CULTURES

1A Boat Ramp Road
Brentwood Bay, B.C.
Canada V8M 1N9

Phone (250) 652-5952
Fax (250) 652-5953
Email info@fpcc.ca

www.fpcc.ca
www.firstvoices.com



Quuquuatsa Language Society

July 9, 2018

Dear Senate,

Quuquuatsa Language Society has been working with various departments of the University of Victoria to deliver language and language revitalization courses since 2012. Our sole focus has been to build fluency in our critically endangered Nuuchanulth languages. Our Language Society is wholly volunteer operated and we are not a government agency or an extension of any level of government. We are a learner driven and directed society.

This pilot project with UVic has had it's logistical, and administrative challenges but, we are getting results. People are becoming speakers and thinkers in our language. Currently, there are 28 students from 11 First Nations who are participating. These students are travel from Kyuquot, Zeballos, Gold River, Campbell River, Vancouver, Victoria, Nitinat, Ucluelet, Tofino and locally in Port Alberni. Each of these students is being supported by their families, nations, and local fluent speakers. It is an absolutely monumental undertaking by our people.

We support this type of programming to be offered to others on a regular basis.

It would be so helpful if there were no tuition fees attached to this program, especially as all languages in BC are endangered and tuition creates an unrealistic barrier to the successful revitalization of our indigenous languages. Thank you for considering our request.

Sincerely

Original signed by Shaanee Casavant

Shaanee Casavant
President

6151 Russell Place * Port Alberni, BC * V9Y 7W3



Division of Continuing Studies | Office of the Dean
PO Box 1700 STN CSC Victoria British Columbia V8W 2Y2 Canada
T 250-721-8456 | F 250-721-8774 | uvcsasst@uvic.ca | continuingstudies.uvic.ca

August 27, 2018

Dr. Ralf St. Clair, Dean
Faculty of Education
University of Victoria
PO Box 1700, STN CSC
Victoria, BC V8W 2Y2

Dear Ralf,

Proposed Certificate in Indigenous Language Proficiency

The Division of Continuing Studies (UVCS) is pleased to provide this letter of support for the Certificate in Indigenous Language Proficiency (CILP) proposed by the Faculty of Education at the University of Victoria.

As stated in the proposal, the CILP aligns with the University's vision to support Indigenous languages across faculties and programs. This certificate is an important opportunity to ensure that Indigenous languages survive in the immediate future, and thrive long-term.

The proposed certificate complements the existing Certificate in Aboriginal Language Revitalization (CALR) that is offered by UVCS, in partnership with the Faculty of Humanities and the En'owkin Centre. CILP develops new speakers while CALR focuses on community development strategies for language and culture revitalization.

There is some potential for administrative overlap between CALR and CILP as both programs are community-based, and involve extensive partnership development. Having multiple parties in the same arena can lead to confusion, or it can expand and enhance our collective reach, depending on the approach taken. As you know, a protocol agreement was signed in 2015, which clarifies expectations and communication, both internally and externally. Adhering to the spirit of collaboration outlined in the protocol will ensure that our collective efforts maximize resources and build stronger connections overall.

We look forward to working closely with the Department of Indigenous Education as you move this proposal forward.

Sincerely,

Original signed by Dr. Clarke

Dr. Jo-Anne Clarke, Dean
Division of Continuing Studies

JC/kk



**University
of Victoria**

Department of Linguistics
University of Victoria
PO Box 1700 STN CSC
Victoria BC V8W 2Y2
Canada
(250) 721-7424 (phone)
(250) 721-7423 (fax)

August 31, 2018

Re: Proposed Certificate in Indigenous Language Proficiency

On behalf of the Department of Linguistics, I am writing to express the department's strong support for the proposed Certificate in Indigenous Language Proficiency, a community-based program to be offered by the Department of Indigenous Education in partnership with the Department of Linguistics.

As emphasized in the proposal, there is an urgent need for this program. In order to ensure the survival of the many Indigenous languages in BC (40 distinct languages and 70+ dialects), it is imperative that new proficient speakers are created. The proposed Certificate Program in Indigenous Language Proficiency will directly address this need. In other words, it will meet Indigenous communities' demand to have access to opportunities to learn their languages and it will facilitate the increase in the number of speakers proficient in Indigenous languages. The proposed certificate is also very well aligned with the University of Victoria's Strategic Framework 2018-2023, the Indigenous Plan, and the Strategic Research Plan with their emphasis on increasingly educational access to Indigenous students and developing meaningful and respectful partnerships with Indigenous communities.

In short, the proposed Certificate in Indigenous Language Proficiency has the wholehearted support of the Department of Linguistics.

Sincerely,

Original signed by Dr. Annalee Lepp

Dr. Annalee Lepp
Associate Professor and Acting Chair
Department of Linguistics

Hi again Annalee and Alik,

I seem to have missed this email from Alik. Thanks for the information about your deadlines in Education. Our deadline in Humanities for Cycle 1 changes is August 31. So in terms of aligning our calendar changes [a new requirement is that they must be identical if there are cross-listed elements], I am aiming to get that sorted out by the end of next week, if that works for you. I will be out of town the end of the month and can do some things remotely though.

cheers,

Su

Dr. Suzanne Urbanczyk
Academic Advisor - Certificate in Aboriginal Language Revitalization

Associate Professor - Department of Linguistics
University of Victoria

From: iedlang – Aliko Marinakis
Sent: August 1, 2018 12:07 PM
To: Suzanne Urbanczyk; Linguistics Chair
Subject: Re: CILP draft proposal for Cycle 1

Hi Annalee and Su,

Thank you so much for all your work and support. No apologies necessary, Su. As I understand it, I need to have everything compiled and total finalized by early September, so if I could have any additions, comments or support letters by mid month (August 14th) that would be ideal.

Thank you Annalee, for your willingness to write a support letter!
Su, I hope your meeting goes well. I'll touch base with you after mine as well.

Thanks again, Aliko

From: Suzanne Urbanczyk <urbansu@uvic.ca>
Date: Wednesday, August 1, 2018 at 11:57 AM
To: Linguistics Chair <lingchair@uvic.ca>, Aliko Marinakis <iedlang@uvic.ca>
Subject: Re: CILP draft proposal for Cycle 1

Hi there,

My apologies for not getting the feedback sooner, I get a bit overloaded with administrative things some days. I'll send feedback today.

Just a clarification though: I won't be talking to Nancy Wright about the IED certificate, the meeting relates to Calendar changes that LING is putting through, that were pulled out of Cycle 2 because of procedural issues:

- reduction in course for CALR from 9 to 8
- change in concentration, etc.

We can only put things through Cycle 1 that the LING department has approved. The consultation with AVPAP is needed because the procedures changed about a month ago.

best, Su

Dr. Suzanne Urbanczyk
Academic Advisor - Certificate in Aboriginal Language Revitalization
Associate Professor - Department of Linguistics
University of Victoria

From: Linguistics Chair
Sent: July 31, 2018 12:48 PM
To: iedlang – Aliko Marinakis
Cc: Suzanne Urbanczyk; Linguistics Chair
Subject: RE: CILP draft proposal for Cycle 1

Dear Aliko,

Thank you for your message and your kind welcome. I will review the document in the next day or two. I am very happy to write a letter of support. What is my deadline?

I believe that Su is also speaking to Nancy Wright, AVP Academic Planning about the new certificate. Lisa Surridge did review the document in early July (according to my emails) and sent her comments to Su.

All the best! Annalee

From: iedlang – Alik Marinakis
Sent: July 31, 2018 10:28 AM
To: Linguistics Chair <lingchair@uvic.ca>
Cc: Suzanne Urbanczyk <urbansu@uvic.ca>
Subject: CILP draft proposal for Cycle 1
Importance: High

Good morning Annalee,
Welcome to your new position!

I just wanted to introduce myself and our project in hopes that you might be able to provide a note of support on behalf of the LING department.

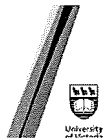
My name is Alik and I work in Indigenous Education. I am a grad of the LING department, many years ago. I manage the undergraduate language revitalization programs. We currently have three full-time community partnerships where we deliver courses towards a Diploma (and possibly a BEd) in Indigenous Language Revitalization in the communities of W'SANEC, Dease Lake, and Port Alberni for the SENCOTEN, Tahltan and Nuu-chah-nulth languages respectively. We also have a cohort of BEDILR students on campus. We have a protocol agreement with LING regarding our inter-departmental partnership and how we utilize LING courses in our programs. (I will probably need to update it soon, if the certificate is successful.)

We are proposing a certificate in Indigenous Language Proficiency for the next calendar change cycle and so are trying to finalize everything this week. Discussions for this have been in the works for many years, and we are finally putting in a proposal through cycle 1. There has been extensive consultation and collaboration with our partners in LING and Continuing Studies, and everyone seems to be happy about if finally moving forward. Su Urbanczyk and I have been in frequent communication about the process of calendar changes going forward as well, and are collaborating on making sure the calendar changes going forward are consistent and parallel to the proposal.

I have attached the most recent draft of the proposal for your perusal. I have incorporated changes from our IED Chair and program lead, as well as Tania Muir. I am awaiting any changes from Lisa Surridge and Su, as well.

I wonder if you might be able to write an email for the calendar changes to prove consultation, and little note of endorsement for the proposal on behalf of LING?

Many thanks, I look forward to meeting you soon!
Alik



Alik Marinakis, M.A.
Indigenous Language Programs Manager
Department of Indigenous Education
University of Victoria
T 250-721-7855 F 250-853-3943
E iedlang@uvic.ca
MAC A266
Unceded W'SANEC & Lekwungen Territory

Library:

From: Pia Russell <prussell@uvic.ca>
Date: Tuesday, June 5, 2018 at 11:50 AM
To: Alik Marinakis <iedlang@uvic.ca>
Subject: Re: Consultation with librarian

ÍY SÇÁCEL!

Great to hear from you.

Please consider this email as confirmation that your unit has consulted with the library and that I don't foresee any additional library resources required. As you know, Indigenous education and language revitalization have been a

leading collections priority for the library in the last three years. You can be assured that the library is well stocked with materials to support your program's students and I'm frequently adding new items.

Let me know if you need more in writing, happy to write a proper letter pending your timelines.

HÍ,SWKE

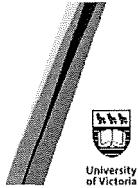
P



Pia Russell MSt MEd
Education & Gender Studies Librarian
The University of Victoria Libraries
PO Box 1800 STN CSC
Victoria, BC V8W 3H5 Canada
1-250-721-8259 | prussell@uvic.ca

Faculty of Humanities:

Yes, we would be very interested in such a certificate—both Christine and Jeff are interested. I will FWD the proposal to Jeff now.



Dr. Lisa Surridge
Associate Dean Academic
Faculty of Humanities
University of Victoria
Office: Cle C309
T 250-721-7246
F 250-721-7059
[web page](#)

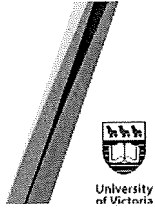
from: iedlang – Alik Marinakis <iedlang@uvic.ca>
Date: Tuesday, July 3, 2018 at 2:05 PM
To: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Subject: Re: CILP draft proposal for Cycle 1

Yes please!! The more endorsement we get, the better. I did send a heads up to Christine, but haven't heard back. Please do send it to Jeff as well. I understand IS might be interested in creating a Certificate in Indigenous Language and Culture, so it would be good for them to know what we are doing too, especially if we can mutually support!

Thank you so much!
Alik

From: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Date: Tuesday, July 3, 2018 at 2:01 PM
To: Alik Marinakis <iedlang@uvic.ca>
Subject: Re: CILP draft proposal for Cycle 1

Also, can I send this to Jeff Corntassel, now acting director of IS?



Dr. Lisa SurrIDGE
Associate Dean Academic
Faculty of Humanities
University of Victoria
Office: Cle C309
T 250-721-7246
F 250-721-7059

From: iedlang – Aliko Marinakis <iedlang@uvic.ca>
Date: Tuesday, July 3, 2018 at 12:33 PM
To: "Lisa SurrIDGE - Humanities Associate Dean, Academic" <humsada@uvic.ca>, Linguistics Chair <lingchair@uvic.ca>
Subject: FW: CILP draft proposal for Cycle 1

Dear Lisa and Margaret,

Thank you both so much for chatting with me today! Here is the draft of the proposal I sent out to the main stakeholders. I haven't had any significant feedback, or specific direction on where to send it next. James Nahachewsky is going to try to set up a meeting with James in Calendar Changes once I have the calendar changes drafted. I'm a bit worried the July 10 deadline I gave may be too late...

I don't know if it is useful for you to see it, but here it is just in case. I don't have appendixes attached yet.
Thanks again,
Aliko

Continuing Studies and Linguistics:

From: Aliko Marinakis <iedlang@uvic.ca>
Date: Thursday, June 21, 2018 at 11:02 AM
To: IED Chair <iedchair@uvic.ca>, Helen Raptis <adup@uvic.ca>, Tania Muir - CRM Program Director <cmpdir@uvic.ca>, Janna Wilson - Certificate in Aboriginal Language Revitalization <calr@uvic.ca>, Suzanne Urbanczyk <urbansu@uvic.ca>, Hossein Nassaji <nassaji@uvic.ca>, Trish Rosborough <rosboro@uvic.ca>
Subject: CILP draft proposal for Cycle 1

Dear all,

I am attaching a draft of the Certificate in Indigenous Language Proficiency proposal. I have not yet finalized the appendices, as I am still waiting for some support letters and some of the short Faculty CVs. (So the missing pieces are the support letters, faculty CVs, and all the calendar changes that will have to go hand in hand with the proposal, both from IED and LING.) I will work on calendar changes as the next step.

I am sending this version to our Associate Dean, James Nahachewsky, as I promised to do so this week, but I didn't want to presume to send it to the Humanities Associate Dean Lisa SurrIDGE before CALR and LING representatives got to have a read or provide feedback. So, I will leave that to you, Su, or Hossein to determine when to do that.

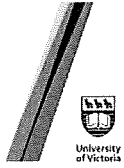
Please provide feedback! And if you have changes and edits to suggest, please do so in a track changes document and send it back to me ASAP. I will try to compile all the changes into one. We have until September to finalize calendar changes for the Faculty of Ed, but I know the LING timeline is MUCH shorter & this will have implications for LING calendar changes as well. Their deadline is July 15. **If we could have any suggested changes in before July 10, that would be greatly appreciated!**

....

If this draft needs to be sent or circulated to anyone outside this email list, please let me know. I am not intentionally leaving anyone out, but also don't want to burden anyone we don't need to & I am not sure how widely we should be distributing a draft proposal. (I remember from the BEDILR proposal that we were not allowed to distribute outside of UVIC until approved, but I can't remember if there were any restrictions within UVIC.) I wonder, for example, if I should be sending it to IS, or IACE as well.

Thank you to everyone for your contributions and support of this process!

Aliki



Aliki Marinakis, M.A.
Indigenous Language Programs Manager
Department of Indigenous Education
University of Victoria
T 250-721-7855 F 250-853-3943
E iedlang@uvic.ca
MAC A266
Unceded W̱SÁNEĆ & Lekwungen Territory

Student recruitment:

From: Lydia Toorenburgh <lait@uvic.ca>
Date: Tuesday, July 31, 2018 at 11:43 AM
To: Aliki Marinakis <iedlang@uvic.ca>
Subject: RE: CILP proposal :)

To whom it may concern,

I am writing to voice my strong support of the proposed Certificate in Indigenous Language Proficiency. In my position as the Indigenous Student Recruitment Officer in the department of Student Recruitment and Global Engagement, I am particularly interested in initiatives which will contribute to our goal of increasing Indigenous student enrolment (listed as Goal #6 and as part of Goal #1 in our SRC Committee Goals, Strategies and Tactics – June 18, 2019). I believe this Certificate will support these goals by offering more culturally relevant, more accessible, and more Indigenized programs, thereby not only increasing initial interest in UVic, but also conversion rates, and the success of retained Indigenous students. Through the program's close, respectful relationship with communities, the university can strengthen and decolonize these relationships which will build a rapport that can lead to further future enrolment from those communities.

In the past few months taking over this position, I have already met with several students interested in our Language Revitalization programming. At this time, I believe that there are not enough pathways for this excellent program to keep up with the demand from individuals and communities. Implementing a shorter program, such as the CILP, will provide a great on-ramp to further education at UVic for individuals and to further partnerships with UVic for communities. As a program which satisfies the goals of my unit's Strategic Plan, the Indigenous Plan, and the TRC, I highly recommend this Certificate.

Sincerely,

Together, we transform students' lives.

Lydia Toorenburgh (BA)
Indigenous Student Recruitment Officer
Student Recruitment and Global Engagement
Division of Student Affairs
University of Victoria
T 250-853-3729
Fax 250-472-4031
Email lait@uvic.ca
www.uvic.ca

I respectfully acknowledge the history, customs and culture of the Songhees, Esquimalt and W̱SÁNEĆ peoples on whose traditional lands the university is housed.



Date: October 16, 2018

To: Senate

From: Senate Committee on Planning

Re: Proposed Changes to the First-year and Second-year English Majors Requirement

At its meeting of October 2, 2018, the Senate Committee on Planning considered the proposed changes to the 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.

The following motion is recommended:

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.

Respectfully submitted,

2018/2019 Senate Committee on Planning

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

MEMORANDUM TO PROPOSE A MAJOR CHANGE TO A PROGRAM

To: Dr. N. Wright, Chair, Senate Committee on Planning

From: Dr. Michael Nowlin, Chair, Department of English

Date: 14 September 2018

English is proposing a couple of changes for its first- and second-year Majors requirement. These relatively small changes are initial steps in what should be a major curriculum revision as part of our action plan in response to the external review of our program (a full response to which will be coming shortly). These steps follow from proposals put forward by the Ad-Hoc Committee on First- and Second-Year Course Revision that I struck when I became Chair last year, and they were approved by the department at our April 2018 meeting.

First, ENGL 135 will no longer count as part of the required 6.0 units of 1st- and 2nd-year for the English Major. Or to put this otherwise, English Majors must choose from one or both of ENGL 146 and 147 if they are using an AWR course toward the Major. Making ENGL 146 and/or ENGL 147 more explicit entries into the Major will provide a crucial stepping stone in the more graduated English program we will work to design over the next few years. In light of the AWR Report, we may also work to reclaim these as writing-intensive introduction to literature courses that more English research faculty members will be amenable to teaching.

ENGL 260 ("The Bible as Literature") is now using assessment methods that bring in more in line with our other standard 200-level courses. We also see this as a potentially popular course at 2nd-year, as we move away from some of the traditional survey courses which are becoming less attractive. ENGL 261 is the first of a new series of "theme"-based course which should eventually displace the traditional national survey courses and by which we hope to attract more non-Majors as well as Majors to our program: we are piloting this next fall.

We propose the new changes for all programs come into effect May 1, 2019.

There is no need of letters of support from other Chairs and Deans of other academic units because their students will not be affected by the changes.

Original signed by Dr. Michael Nowlin, Chair, English

Date: September 17, 2018

Original signed by Dr. C. Goto-Jones, Dean, Faculty of Humanities

Date: September 17, 2018

Original signed by Dr. L. Surridge, Chair, Humanities Curriculum & Academic Standards Committee

Date: September 17, 2018

Cc: Dr. T. Haskett, Chair, Senate Committee on Curriculum



Date: October 16, 2018

To: Senate

From: Senate Committee on Planning

Re: Proposal to Establish a Neurobiology Option within the Combined Biology and Psychology Programs

At its meeting of October 2, 2018, the Senate Committee on Planning considered a proposal to establish a Neurobiology Option within the Combined Biology and Psychology Programs, as described in the document “Neurobiology Option within the Combined Biology and Psychology Programs”.

The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a 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.

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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Dan Russek, Faculty of Humanities
Nilanjana Roy, Faculty of Social Sciences
Ralf St. Clair, Dean, Faculty of Education
Victoria Wyatt, Faculty of Fine Arts
Carla Osborne, GSS Representative
Ada Saab, Acting Associate University Secretary
Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost

UNIVERSITY OF VICTORIA

Neurobiology Option within the Combined Biology and Psychology Programs

Dean's Name: Dr. R. Lipson	Signature Dean: Original signed by Dr. R. Lipson
Contact Name and Number:	
Date approved by Department: June 19, 2018	Head: Barbara Hawkins Original signed by Barbara Hawkins
Date approved by Faculty:	Dean or Faculty Chair:



**Proposal of a Stream or Option
for an
Existing Undergraduate Program**

PROPOSAL (up to 2,500 words plus appendices)

A. Identification of new stream

Name, Location, Academic units (Faculties, departments, or schools) offering the new stream / option	Neurobiology Option in the Combined Biology and Psychology Majors and Honours Programs Biology (Science) and Psychology (Social Science)
Anticipated stream /option start date	May 1, 2019
Name, title, phone number and email address of contact person	Real Roy, Biology Curriculum Committee Chair 250-472-5071 realroy@uvic.ca

B. History and context of the program indicating value of a new stream or option

The Combined Majors and Honours Programs in Biology and Psychology were first offered in the 2002-03 academic year and have grown to be a very popular programs, with 30-40 graduates each year. There is some degree of course overlap in these Programs with the Neurobiology Concentration in Biology, and ever since the Neurobiology Concentration was introduced in 2016-17, students in the Combined Programs have been asking to take the Neurobiology Concentration as part of their program. This is not possible because the Concentration is within Biology Majors and Honours Programs, only. It is also not possible to fit a Concentration into the upper level elective units available in the Combined Programs.

The Concentration in Neurobiology in the Biology Majors and Honours Programs attracts a small and passionate group of students. At present, there are 40 students who have declared the Concentration in their program. This concentration focuses the choice of upper level courses to the areas of animal physiology, neurobiology and neuroscience.

We have designed a Neurobiology Option for the Combined Biology and Psychology Programs that is very similar to the Concentration in Neurobiology in Biology Programs but that will fit within the Combined Programs. Completion of this Option will indicate that students in the Combined Program have specialized in the study of neurobiology and neuroscience. Students who wish to focus on the neurobiological aspects of neuroscience will have this focus recognized on their transcripts, which is desirable from a student and employer perspective.

C. Aims, goals and/or objectives

Distinctive characteristics

The Neurobiology Option will direct students who wish to focus on the neurobiological aspects of neuroscience to the appropriate courses and will explicitly recognize this focus on student transcripts.

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

This Option directly addresses Strategy 3.5 of the new UVIC Strategic Framework:

To develop and evolve high-quality academic programs that align with UVic strengths and directions;

- *The Option aligns with the strengths in Neurobiology within the Biology department, DMS and Social Sciences.*

are responsive to student interest and social need;

- *The Option is in direct response to student demand*

provide students with meaningful opportunities to engage with issues from diverse perspectives;

- *The Option mirrors the popular Neurobiology Concentration in Biology which provides significant experiential learning opportunities.*

and are financially sustainable.

- *No new resources are required for this Option.*

Target audience, student and labour market demand

The target audience is students in the Combined Biology and Psychology Programs who wish to focus on Neurobiology. This group has been demanding a concentration or option for several years. This Option would enhance the Combined Programs whose graduates go on to careers in counselling, mental health, medicine, neuroscience, and medical research.

Include plans for student recruitment, retention, and success

The Option will draw more students to the Combined Programs. As it mirrors the very successful Neurobiology Concentration in Biology that graduates and increasing number of students each year, and we have had many students requesting this Option, we are confident the Option will be successful.

--

D. Admission requirements

Include plans for admissions and transfer within BC system where appropriate

n/a

E. Areas of specialization and evidence of adequate faculty complement and faculty and staff resources

This Option indicates a specialization in neurobiology. As it mirrors the Neurobiology Concentration in Biology there are no needs for new faculty or staff resources. For the most part, the interested students are taking the prescribed courses already. This Option will recognize their focus on the students' transcripts.

F. Curriculum design

Schedule of course delivery

- Identify the prescribed set of core and prerequisite courses.
- Identify which courses already exist at UVic and which new courses will be implemented as a result of the program.

Neurobiology Option

The Department of Biology offers an option in Neurobiology. Students have the possibility to declare this option, and must complete the courses noted below within the Bachelor of Science, Combined Biology and Psychology, Major or Honours programs. The chosen option will appear on students' transcripts.

The option will require a minimum of 6 courses as follows:

Two of BIOL 404, 447, 448, 467

Four of BIOL 345, 404, 409B, 432, 447, 448, 467, 499B, 490H, MEDS 410, EPHE 380

Note: BIOL 499B credit may be counted toward the Neurobiology Option only if the thesis topic is approved by the department

ALL COURSES CURRENTLY EXIST AT UVIC.

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

n/a

Linkages between the learning outcomes and the curriculum design

The curriculum is designed to focus student learning in neurobiology.

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

- Describe use and purpose of practica, Co-op work terms, field placements or other forms of experiential learning
- Where work terms or field placements are a component of the stream, describe the unit's plans to develop placement opportunities for students
- Where applicable, describe the anticipated outcomes of the work term or field placement and how the students will be evaluated during their placements.
- Opportunities for community engagement and research-enriched learning

Students in the Combined Programs can be part of the Biology or Psychology co-op programs.

Residency requirements and anticipated times to completion

If a full course load is taken and prerequisite planning is undertaken , the Combined Program with the Option can be completed in four years.

Policies on student evaluation, candidacy exams, and oral examinations

n/a

Plans for integration of teaching and research

Neurobiology is an area of research strength within the Biology department. The courses in the Neurobiology Option integrate these research strengths into the teaching program. Many of the courses have labs which allow for experiential learning opportunities in neurobiology research techniques.

Describe any plans to develop international or Indigenous content or perspectives

n/a

G. Enrolment plan for the length of the program (Include a table of anticipated annual intake and graduates related to the new stream or option including those in any existing programs)

Annual enrolment in Combined Biology and Psychology Programs – 30-40
Expected annual enrolment in the Neurobiology Option – 10-20

H. Resource plan for the stream or option

Resources required for Space

No new space required.

Resources required from Library

(Include evidence of consultation with UVic Librarian)

No new library resources required.

I. Related streams or options in UVic programs or other British Columbia post-secondary institutions

Related programs:

UBC BSc in Behavioural Neuroscience program

SFU BSc in Behavioural Neuroscience program

J. Evidence of support from other UVic Faculties and Departments and relevant regulatory or professional bodies, where applicable (Provide copies of letters of support in an appendix)

Letter of support from the Department of Psychology.

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Subject: Re: proposed Combined BIOL Psychv program change
From: "PSYC Undergrad Advisor" <psycadv@uvic.ca>
Date: Tue, May 15, 2018 4:42 pm
To: "realroy" <realroy@uvic.ca>
Cc: "Kerry Delaney" <kdelaney@uvic.ca>
Priority: Normal
Options: [View Full Header](#) | [View Printable Version](#) | [Download this as a file](#) | [View as HTML](#)

Hi Kerry and Réal,

Our Department has voted to approve the changes to the combined Biology and Psychology program.

Can you please send me the proper wording for the Neurobiology Option once it has been approved, and I will make sure that we include it on our Calendar Changes as well.

We are asking to make one small change to the combined BioPsych program (attached).

We are moving away from GPA and Letter Grades to include only percentages.

Consequently we would like to modify note #1 stating that BIOL 184/186/225 must have a minimum of C+ just be changed to a minimum of 65%

If you have any questions, please let me know.

Thanks

David

David A. Medler, PhD
 Assistant Teaching Professor
 Undergraduate Advisor
 Department of Psychology
 University of Victoria

Attachments:

cid: 2CBD059BC151E44D9E1E86560C26EFE1@local.uvic.ca	4.5 k [text/html]	Download View
UG-PSYC-May19 Bio.docx	42 k [application/vnd.openxmlformats-officedocument.wordprocessingml.document]	Download
ATT00001.htm	11 k [text/html]	ATT00001.htm Download View

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Hi Jim

I assume you are still caretaking hte BioPsych Major over in Psychology – if not forward this to whomever is tasked with this. We are suggesting a couple of small changes to the Bio Psych program, contained below.

The first is a minor change – previously we added Biol 467 Developmental Neurobiology to the Biology curriculum and it was included as an option in the BioPsych program. Due to some overlap with Biol 309 we propose that students should only be permitted to use one of 309 OR 467 as one of the 3 required upper level Biol courses for the BioPsych program (your approval needed).

The second change is to make the Concentration in Neurobiology available to BioPsych major/honours students

As you may know we have been offering a concentration in neurobiology for Biology majors/honours for a couple of years. Several (many) students in the BioPsych Major program have requested to be able to also complete the concentration (this can be done within the scope of the existing BioPsych major/honours using their flexible units) and after some wrangling with the registrar we have managed to find a way for that to happen.

The document below has two entries. The first outlines the requirements for the neuro concentration. It is included since we are making a minor change to it to allow both a directed studies and an honours course to be used towards completion of the concentration, hence the need for a calender change

The next entry however outlines our proposal to allow the concentration in neurobiology to be undertaken by BioPsych majors – in order for this to happen it has to be listed as an option within the biopsych program. see the end of the calender entry

Besides the benefit of keeping the students happy this also eliminates any direct competition between the BioPsych program and the concentration.

If you have ANY questions let me know and we can go over them by phone.

Thanks, KD

Attachments:

cid: 33F4BA0958DB364D80437000048C5F1C@local.uvic.ca	3.7 k	[text/html]	Download View
UG-BIOLPsych-May2019.doc	353 k	[application/msword]	UG- BIOLPsych- May2019.doc Download
ATT00001.htm	3.8 k	[text/html]	ATT00001.htm Download View



Date: October 16, 2018

To: Senate

From: Senate Committee on Planning

Re: Proposed Changes to the Certificate in Aboriginal Language Revitalization

At its meeting of October 2, 2018, the Senate Committee on Planning considered 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.

The following motion is recommended:

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.

Respectfully submitted,

2018/2019 Senate Committee on Planning

Nancy Wright, Associate Vice-President Academic Planning (Chair)

Gillian Calder, Faculty of Law

David Castle, Vice-President Research

Jo-Anne Clarke, Division of Continuing Studies

Merwan Engineer, President's Nominee

Mauricio Garcia-Barrera, Faculty of Graduate Studies

Andrea Giles, Cooperative Education and Career Services

Nicole Greengoe, Registrar (on leave)

Rishi Gupta, Faculty of Engineering

Robin Hicks, Faculty of Science

Ashlee Kirby, Student Senator

Valerie Kuehne, Vice-President Academic and Provost

Graham McDonough, Faculty of Education

Patrick Nahirney, Division of Medical Sciences

Sang Nam, Peter B. Gustavson School of Business

Abdul Roudsari, Faculty of Human and Social Development

Dan Russek, Faculty of Humanities

Nilanjana Roy, Faculty of Social Sciences

Ralf St. Clair, Dean, Faculty of Education

Victoria Wyatt, Faculty of Fine Arts

Carla Osborne, GSS Representative

Ada Saab, Acting Associate University Secretary

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

MEMORANDUM TO PROPOSE A MAJOR CHANGE TO A PROGRAM

To: Dr. Nancy Wright, Chair, Senate Committee on Planning
From: Dr. Suzanne Urbanczyk, Chair, Curriculum Committee, Dept. of Linguistics
Date: Sept. 17, 2018

RE: Certificate in Aboriginal Language Revitalization

The linguistics department is proposing to reduce the number of required units for the Certificate in Aboriginal Language Revitalization (**CALR**) from 13.5 units to 12.0 units.

The program currently requires students to complete 9.0 units of required courses and 4.5 units of electives. The required courses currently include:

LING 183A Field Methods for Language Preservation and Revitalization: Documentation *and*
LING 183B Field Methods for Language Preservation and Revitalization: Project Development.

After consultation with our partners in Continuing Studies and the En'owkin Centre, at our CALR Advisory Board meeting in January 2017, it was proposed that we require just one of these courses. The proposal is to satisfy their program requirements with *either* LING 183A *or* LING 183B.

There are several reasons for this reduction. First, people have much more familiarity with the practical skills related to recording language. When the CALR was first being developed (over 15 years ago), Field Methods was a full year course (3.0 units). The justification for it was that a full year would provide more opportunities for people who want to record their Indigenous language to develop the skills needed. Digital recording techniques were somewhat complex and required multi-stages to convert from magnetic tape to a digital medium, and become familiar with state-of-the-art technology. The current proliferation of digital recording devices means that people are already familiar with making digital recordings and copying them to and from their computers. Second, students will still gain training in the basic skills for documentation with **LING 183A**. Should they want to have the option of project development, it is always possible to take 183B as an elective. We will generally be recommending **LING 183A** to our community partners, but there may be students who have, for various reasons completed **LING 183B**, but are missing **LING 183A**, so this allows them the option of using either course to satisfy their program requirements. Finally, the reduction of one course means that students can complete the **CALR** more quickly. This can lead to significant savings for our community partner (~\$40,000, depending on class size).

This change was initiated several years ago by the CALR team, including members from Linguistics, Continuing Studies and the En'owkin Centre. The plan to move forward was approved by the CALR Advisory Board in January 2017. It was discussed and approved by the Linguistics Curriculum Committee in October, 2017 and brought forward and approved by the Linguistics Department, November 2, 2017. A meeting was held with

members from Indigenous Education, in which the implications of this change to their programs were discussed on November 28, 2017. The calendar change was then submitted and approved by the Humanities Curriculum and Academic Standards Committee on February 6, 2018. It was pulled from the docket by the Senate Committee on Curriculum in March, 2018 due to a few technicalities. We have also submitted a name change for LING 183A, 183B, so that they conform to current naming conventions. We have had numerous discussions with staff in Indigenous Education since July, to ensure that submissions to the Faculty of Humanities and the Faculty of Education that reference these courses and the CALR program are identical. A meeting was held with Nancy Wright (SCP) on August 7, 2018, and with Lisa Surridge (Assoc. Dean Academic, Humanities) August 13, 2017. The Curriculum Committee in Linguistics re-approved these changes on August 8, 2017. We have resubmitted the calendar changes for review in Cycle 1, 2019, August 30, 2018, to go into effect May 1, 2019.

Original signed by Dr. Suzanne Urbanczyk, Chair, Curriculum Committee Linguistics
Date: September 17, 2018

Original signed by Dr. Annalee Lepp, Acting Chair, Linguistics
Date: September 17, 2018

Original signed by Dr. Chris Goto-Jones, Dean, Faculty of Humanities
Date: September 18, 2018

Original signed by Dr. Lisa Surridge, Humanities Curriculum & Academic Standards Committee
Date: September 17, 2018

Original signed by Dr. Jo-Anne Clarke, Dean, Division of Continuing Studies
Date: September 18, 2018

Original signed by Dr. Ralf St. Clair, Dean, Faculty of Education
Date: September 18, 2018

Cc: Dr. Tim Haskett, Chair, Senate Committee on Curriculum.