



**The next open meeting of the Senate of the University of Victoria is scheduled for Friday, March 5, 2021 at 3:30 p.m. via Zoom.**

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

**1. APPROVAL OF THE AGENDA ACTION**

**2. MINUTES ACTION**

a. February 5, 2021 (SEN-MAR 5/21-1)

Motion: That the minutes of the open session of the meeting of the Senate held on February 5, 2021 be approved and that the approved minutes be circulated in the usual way.

**3. BUSINESS ARISING FROM THE MINUTES**

**4. REMARKS FROM THE CHAIR**

a. President's Report INFORMATION

b. Presentation on the New Strategic Research and Creative Works Plan INFORMATION

**5. CORRESPONDENCE**

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

a. Senate Committee on Agenda and Governance – Dr. Kevin Hall, Chair

i. Revisions to the Terms of Reference for the Senate Committee on Planning (SEN-MAR 5/21-2) ACTION

Motion: That Senate approve the revisions to the Terms of Reference for the Senate Committee on Planning.

- ii. Report on Review of Presidential Appointment Procedures and Process (**SEN-MAR 5/21-3**) **INFORMATION**

b. Senate Committee on Awards – Dr. Charlotte Schallie, Chair

- i. Recommendation to Extend Travel Award Strategy (**SEN-MAR 5/21-4**) **ACTION**

Motion: That Senate approve a proposal to extend the travel award strategy initiated on May 14, 2020 for the 2021/22 academic year.

- ii. New and Revised Awards (**SEN-MAR 5/21-5**) **ACTION**

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

- Faculty of Education Emergency Bursary (Revised)
- William and Gladys Partridge Award in Child Care\* (Revised)
- National Entrance Scholarship\* (Revised)
- Dr. Marion Porath Memorial Graduate Scholarship in Voice (New)
- Jeffrey Rubinoff Scholar in Art as a Source of Knowledge Scholarship\* (Revised)
- Cora Arenas and Carol Artemiw Award for Second Year Women in Engineering (New)
- A. Hugh Salmond Memorial Scholarship in Elementary Science Education (Revised)
- Mrs. Matilda M. Schill Scholarship\* (Revised)
- Hugh and Lilian Salmond Scholarship in Secondary Education\* (Revised)
- A. Hugh Salmond Memorial Scholarship in Secondary Science Education\* (Revised)
- John Boom Graduate Scholarship\* (Revised)
- Jeremy and Carolyn Webber Award in Law (New)
- Joseph Arvay Social Justice Award (New)

*\* Administered by the University of Victoria Foundation*

c. Senate Committee on Learning and Teaching – Dr. Michael McGuire, Chair

- i. Recommendations for Revisions to the Course Experience Survey (SEN-MAR 5/21-6) **ACTION**

Motion: That Senate approve the revision of the timing of the Course Experience Survey effective September 2021.

Motion: That Senate approve the revisions to the Course Experience Survey questions effective September 2021.

d. Senate Committee on Planning - Dr. Robin Hicks, Chair

- i. Proposal to disestablish approved Centre Status of the Centre for Biomedical Research (SEN-MAR 5/21-7) **ACTION**

Motion: That Senate approve the proposal to disestablish approved Centre Status of the Centre for Biomedical Research, as described in the document “Centre for Biomedical Research Disestablishment”.

- ii. Proposal to add a new stream in MMusic Performance - Conducting in the existing School of Music (SEN-MAR 5/21-8) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to add a new stream in MMusic Performance – Conducting in the existing School of Music.

- iii. Proposal to discontinue the Master of Arts in Hispanic Studies in the Faculty of Humanities (SEN-MAR 5/21-9) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Master of Arts in Hispanic Studies in the Faculty of Humanities.

- iv. Proposal to discontinue the Master of Arts in Hispanic Studies and Italian Studies in the Faculty of Humanities (SEN-MAR 5/21-10) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Master of Arts in Hispanic Studies and Italian Studies in the Faculty of Humanities.

- v. Proposal to discontinue the Humanities/Continuing Studies diploma program in the Faculty of Humanities (**SEN-MAR 5/21-11**) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that is also approve, the proposal to discontinue the Humanities/Continuing Studies diploma program in the Faculty of Humanities, as described in the document “Discontinuance of the Humanities/Continuing Studies Diploma Program”.

- vi. Proposed changes to the Diploma in Indigenous Community Development and Governance Program (**SEN-MAR 5/21-12**) **ACTION**

Motion: That Senate approve the proposed changes to the Diploma in Indigenous Community Development and Governance Program, as described in the document “Diploma in Indigenous Community Development and Governance - Cycle 2 for Sept. 2021”.

- vii. Proposal to discontinue the Business Option in all undergraduate programs in the Department of Economics (**SEN-MAR 5/21-13**) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, to discontinue the Business Option in all undergraduate programs in the Department of Economics, as described in the document “Discontinuance of Business Option”.

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

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

## **9. OTHER BUSINESS**

- a. 2020 Policy Annual Report (**SEN-MAR 5/21-14**) **INFORMATION**

## **10. ADJOURNMENT**





Meeting of Senate  
February 5, 2021

MINUTES

A meeting of the Senate of the University of Victoria was held on February 5, 2021 at 3:30 p.m. via Zoom.

1. APPROVAL OF THE AGENDA

Motion: (C. Beaveridge/M. Garcia-Barrera)  
That the agenda be approved as circulated.

CARRIED

2. MINUTES

a. January 8, 2021

Motion: (R. Hancock/J. Colby)  
That the minutes of the open session of the meeting of the Senate held on January 8, 2021 be approved and that the approved minutes be circulated in the usual way.

CARRIED

3. BUSINESS ARISING FROM THE MINUTES

There was none.

4. REMARKS FROM THE CHAIR

a. President's Report

The president began his report recognizing February as Black History month and noted the university's commitment to diversity, stating that the Black Lives Matter movement has shown us we have a lot of work to do to confront and stamp out racism. He encouraged members to take all three levels of EQHR's anti-racism training. Dr. Hall mentioned the Humanities Literacy week happening this month. The culminating event is focused directly on anti-racism with Robyn Maynard, author of the national best-seller *Policing Black Lives: State Violence in Canada from Slavery to the Present*.

Dr. Hall reported that his listening tour continues with alumni conversations, town halls, and attending faculty councils. The town hall scheduled for February 17 will deal with plans related to the pandemic and demystifying the budget process. He noted that the recent public health order did not state a time limit on the restriction. However, the Vice President Academic and Provost office is actively developing various options for the 2021/22 Winter Session.

A recent meeting with the Minister of Advanced Education and Skills Training, the Honorable Anne Kang brought forward topics concerning a funding review, commitment to Higher Education, appreciation of universities in drivers of the economy, and micro-credentials.

Dr. Hall acknowledged the dedicated efforts by so many campus community members to update the working capital fund to a short-term bond fund that reduces the carbon intensity of the pool's investments. He noted that this work represents a significant step towards our goal of lowering the carbon emissions across the entire \$225-million portfolio by 45% by 2030.

In terms of awards, business leaders and political activist Wayne Crookes has made a gift for a \$1.875 million professorship of writing and a separate \$375,000 fund to focus on environmental and climate journalism research and outreach. Dr. Hall was also pleased to announce the winner of a President's Chair to Julia Baum; the highest internal honour UVic can bestow on a faculty member. Dr. Baum is an internationally renowned marine ecology and conservation researcher and a 2018 Steacie Fellow.

A member asked Dr. Hall if there was a discussion regarding graduate scholarships during his meeting with the Minister of Advanced Education and Skills Training. Dr. Hall replied that although this wasn't a part of the funding review discussion, this issue needs to be continually presented as a priority, along with the other RUBC institutions.

Another member asked if the university planned to operate in-person or online for the 2021 Winter Session. Dr. Hall replied that a decision would be made toward the end of March. Susan Lewis, Acting Vice-Provost, added that the university was looking at a range of options.

Finally, a member, noting the number of students coming from abroad and the rising cost of living in the city, asked if the university would consider a tuition fee waiver for graduate students. Dr. Hall responded that he would look into this issue.

## **5. CORRESPONDENCE**

There was no correspondence.

## **6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES**

### **a. Senate Committee on Academic Standards**

#### **i. Temporary Undergraduate and Graduate COVID-19 Transcript Notation**

Neil Burford introduced the proposed temporary grade notation, noting that this proposal was borne from a request by students. There were no questions.

Motion: (N. Burford/S. Breau)

That Senate approve the temporary transcript notation "This term took place during the COVID-19 pandemic" on all undergraduate and graduate transcripts for the 2020 Summer Session, 2020/21 Winter Session and 2021 Summer Session.

**CARRIED**

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

**i. Appointment to the Senate Committee on Appeals**

Helen Kurki introduced the appointments. There were no questions.

Motion: (H. Kurki/L. Cowan)

That Senate approve the appointment of Daniel Gudino Perez, GSS representative, to the Senate Committee on Appeals for a term to begin immediately and end on June 30, 2021.

**CARRIED**

**c. Senate Committee on Awards**

**i. New and Revised Awards**

Charlotte Schallié introduced the new and revised awards. One member suggested a small revision from the word “minority” to “groups” for the Faculty of Engineering Equity, Diversity and Inclusion Leadership Award. This change was accepted by the committee.

Motion: (B. Smith/M. Garcia-Barrera)

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:

- Judy Zhu & James Thom Business & Entrepreneurship Award (New)
- Faculty of Engineering Equity, Diversity and Inclusion Leadership Award (New)
- Alexander and Mary Mackenzie Entrance Scholarship (Revised)
- Gildardo and Lucia Garcia-Alvarez Award (Revised)
- Nancy Margaret South Memorial Award (New)
- Barkley Sound Field School Student Award (New)
- Jeto Sangara Award in Nursing\* (New)
- Morag MacNeil Scholarship\* (New)
- Hugh and Lilian Salmond Engineering Scholarship\* (Revised)
- Lafarge Canada Scholarship in Civil Engineering (Revised)
- E. L. Pasin Memorial Scholarship\* (New)
- Athenic Entrepreneurship Award (New)
- TANSI Scholarship (New)
- Henry, Annie and Harry Cathcart Award\* (Revised)
- Paul Parizeau Graduate Scholarship\* (New)
- Carmanah Prize in Eco-Technology\* (Revised)
- Wuitchik Family Marine Sciences Undergraduate Award (New)
- Wuitchik Family Marine Sciences Graduate Scholarship (New)
- Evelyn Adu-Febiri International Business Scholarship (Revised)

*\* Administered by the University of Victoria Foundation*

**CARRIED**

**d. Senate Committee on Curriculum**

**i. 2021/2022 Cycle 1 Curriculum Submissions**

Gary MacGillivray introduced the 2021/2022 Cycle 1 curriculum submissions.

Motion: (D. Cloutier/Y. Kandil)

That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the 2021-2022 academic calendar, effective May 1, 2021.

**CARRIED**

A member asked if the Chair made more extensive edits, would they be reported to Senate. Dr. Hall confirmed this would occur.

Motion: (D. Cloutier/Y. Kandil)

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**

**e. Senate Committee on Planning**

**i. Proposal to Establish an Undergraduate Certificate in Gender Studies**

Robin Hicks introduced the proposed establishment of an undergraduate Certificate in Gender Studies. There were no questions.

Motion: (A. Lepp/J. Watts)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish an Undergraduate Certificate in Gender Studies, as described in the document "Gender Studies Undergraduate Certificate", and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

**CARRIED**

**7. PROPOSALS AND REPORTS FROM FACULTIES**

There was none.

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

**a. Enrolment Projections**

Valerie Kuehne introduced the annual memo to Senate on the expected enrolment projections. Tony Eder, Executive Director, Academic Resource Planning, outlined the domestic and international targets and provided insight into other British Columbia institutions.

Motion: (V. Kuehne/S. Hundza)

That Senate approve, and recommend to the Board of Governors that it also approve, a recommended enrolment level of 18,475 FTE for the 2021/22 academic year, subject to revisions in the event of new information regarding mandated growth, funding levels, and/or application rates.

**CARRIED**

## **9. OTHER BUSINESS**

### **a. 10-Year Sessional Calendar**

Ada Saab introduced the revisions and additions to the 10-year Sessional Calendar.

A member asked to review the 2029/2030 December exam period as it seemed to fall too close to Christmas, making travel plans difficult for students. Ms. Saab confirmed this would be reviewed in advance of the 2029/2030 Winter Session.

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

That Senate approve the 2020-2030 10-Year Sessional Calendar.

**CARRIED**

### **b. Academic Important Dates**

Ada Saab introduced the Academic Important Dates for the upcoming period. There were no questions.

Motion: (M. Garcia-Barrera/Y. Kandil)

That Senate approve the Academic Important Dates for the period May 2022 through December 2022 for submission to the May 2021 undergraduate and graduate academic calendar publications.

**CARRIED**

There being no other business the meeting was adjourned at 4:13 p.m.

Senate Meeting February 5, 2021			SEN-MAR 5/21-1	
Name	In Attendance	Regrets		Page 6 of 7
Alexander, David		☒	Convocation Senator	Elected by the convocation
Andersen, Carrie	☒		University Secretary	Secretary of Senate
Aragon, Janni	☒		Faculty of Social Sciences	Elected by the faculty members
Beaveridge, Chandra	☒		Convocation Senator	Elected by the convocation
Bengtson, Jonathan	☒		University Librarian	Ex officio
Berge, Brittany	☒		Student Senator	Elected from the student societies
Bhiladvala, Rustom		☒	Faculty of Engineering	Elected by the faculty members
Breau, Susan	☒		Dean, Faculty of Law	Ex officio
Bruton, Jeffrey		☒	Student Senator	Elected from the student societies
Burford, Neil	☒		Faculty of Science	Elected by the Faculty
Butler-Palmer, Carolyn		☒	Faculty of Fine Arts	Elected by the Faculty
Campbell, Erin	☒		Faculty of Fine Arts	Elected by the faculty members
Clarke, Jo-Anne	☒		Dean, Division of Continuing Studies	Ex officio
Cloutier, Denise	☒		Faculty of Social Sciences	Elected by the Faculty
Colby, Jason	☒		Faculty of Humanities	Elected by the Faculty
Cowen, Laura	☒		Faculty of Science	Elected by the faculty members
Crabbe, Sophia	☒		Student Senator	Elected from the student societies
Cucksey, Logan	☒		Student Senator	Elected from the student societies
D’Arcy, Alexandra	☒		Faculty of Humanities	Elected by the Faculty
Devor, Aaron	☒		Faculty of Social Sciences	Elected by the faculty members
Dunsdon, Jim	☒		Associate Vice-President Student Affairs	By Invitation
Evans, Steve	☒		Acting Dean, Faculty of Graduate Studies	Ex officio
Garcia-Barrera, Mauricio	☒		Faculty of Graduate Studies	Elected by the Faculty
Giffen, Robyn	☒		Student Senator	Elected from the student societies
Gijzen, Benjamin			Student Senator	Elected from the student societies
Gillen, Mark	☒		Faculty of Law	Elected by the Faculty
Gordon, Reuven	☒		Faculty of Engineering	Elected by the faculty members
Granirer, Jonathan			Student Senator	Elected from the student societies
Greengoe, Nicole	☒		Registrar	By Invitation
Hall, Kevin	☒		President and Vice-Chancellor	Chair of Senate
Hallgrimsdottir, Helga	☒		Dean, Faculty of Human and Social Development	Ex officio
Hancock, Rob	☒		Convocation Senator	Elected by the convocation
Hicks, Robin	☒		Acting Associate Vice-President Academic Planning	By Invitation
Hiser, Emily			Student Senator	Elected from the student societies
Hof, Fraser			Faculty of Science	Elected by the faculty members
Humphries, Sara	☒		Faculty of Humanities	Elected by the faculty members
Hundal, Navinder	☒		Student Senator	Elected from the student societies
Hundza, Sandra	☒		Faculty of Education	Elected by the Faculty
Kalynchuk, Lisa	☒		Vice-President Research	Ex officio
Kalyniuk, Tomas	☒		Student Senator	Elected from the student societies
Kandil, Yasmine	☒		Faculty of Fine Arts	Elected by the Faculty
Klein, Saul	☒		Dean, Peter B. Gustavson School of Business	Ex officio
Koch, Matthew	☒		Continuing Sessional	Elected by the Continuing Sessionals
Kuehne, Valerie	☒		Vice-President Academic and Provost	Ex officio
Kurki, Helen	☒		Faculty of Social Sciences	Elected by the Faculty
Laidlaw, Mark	☒		Faculty of Science	Elected by the Faculty
Leacock, Brian	☒		Peter B. Gustavson School of Business	Elected by the Faculty
Lepp, Annalee	☒		Faculty of Humanities	Elected by the faculty members
Lewis, Susan	☒		Acting Vice-Provost	By Invitation
Lindgren, Allana	☒		Acting Dean, Faculty of Fine Arts	Ex officio
Loock, Peter			Dean, Faculty of Science	Ex officio
Marcy, Richard	☒		Faculty of Human and Social Development	Elected by the Faculty
Marks, Lynne	☒		Faculty of Humanities	Elected by the faculty members
Martin, Joseph	☒		Student Senator	Elected from the student societies
McDonough, Graham	☒		Faculty of Education	Elected by the Faculty
McGinnis, Martha	☒		Faculty of Graduate Studies	Elected by the Faculty
Mukhopadhyaya, Phalguni	☒		Faculty of Engineering	Elected by the Faculty
Newcombe, Andrew	☒		Faculty of Law	Elected by the Faculty
Purchase, Michelle	☒		Student Senator	Elected from the student societies
Rogers, Shelagh			Chancellor	Ex officio
Rose-Redwood, CindyAnn	☒		Faculty of Social Sciences	Elected by the faculty members
Roubekas, Evan			Student Senator	Elected from the student societies
Russell, Carolyn	☒		Convocation Senator	Elected by the convocation
Saab, Ada	☒		Associate University Secretary	By Invitation
Seeman, Dean	☒		Librarian	Elected by the Professional Librarians
Shaman, Wren	☒		Student Senator	Elected from the student societies
Smith, Brock	☒		Peter B. Gustavson School of Business	Elected by the Faculty
Snizek, Suzanne	☒		Faculty of Fine Arts	Elected by the faculty members
St. Clair, Ralf	☒		Dean, Faculty of Education	Ex officio
Strega, Susan		☒	Faculty of Human and Social Development	Elected by the Faculty
Struchtrup, Henning	☒		Faculty of Engineering	Elected by the Faculty
Voss, Graham	☒		Acting Dean, Faculty of Social Sciences	Ex officio
Watts, Juliet	☒		Student Senator	Elected from the student societies
Wild, Peter	☒		Acting Dean, Faculty of Engineering	Ex officio
Wright, Bruce	☒		Head, Division of Medical Sciences	Additional Member
Wyatt, Victoria	☒		Faculty of Fine Arts	Elected by the faculty members

## MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

**Effective January 1, 2021**EX OFFICIO MEMBERS - University Act: Section 35 (2) (a-f)

Chancellor: Shelagh Rogers  
 President and Vice-Chancellor: Kevin Hall, Chair  
 Vice-President Academic & Provost: Valerie Kuehne  
 Vice-President Research and Innovation: Lisa Kalynchuk  
 Dean, Peter B. Gustavson School of Business: Saul Klein, Vice-Chair  
 Dean of Education: Ralf St. Clair  
 Acting Dean of Engineering: Peter Wild  
 Dean of Continuing Studies: Jo-Anne Clarke  
 Acting Dean of Fine Arts: Allana Lindgren  
 Acting Dean of Graduate Studies: Steve Evans  
 Acting Dean of Humanities: Annalee Lepp  
 Dean of HSD: Helga Hallgrimsdottir  
 Dean of Law: Susan Breau  
 Dean of Science: Peter Loock  
 Acting Dean of Social Sciences: Graham Voss  
 University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES

- Section 35 (2) (g)

BUSI: Brian Leacock (30/6/22)  
 Brock Smith (30/6/21)  
 EDUC: Sandra Hundza (30/6/23)  
 Graham McDonough (30/6/22)  
 ENGR: Phalguni Mukhopadhyaya (30/6/22)  
 Henning Struchtrup (30/6/23)  
 FINE: Carolyn Butler Palmer (30/6/22)  
 Yasmine Kandil (30/6/21)  
 GRAD: Mauricio Garcia-Barrera (30/6/23)  
 Martha McGinnis (30/6/22)  
 HSD: Richard Marcy (30/6/21)  
 Susan Strega (30/6/22)  
 HUMS: Jason Colby (30/6/21)  
 Alexandra D'Arcy (30/6/22)  
 LAW: Mark Gillen (30/6/22)  
 Andrew Newcombe (30/6/23)  
 SCIE: Neil Burford (30/6/23)  
 Mark Laidlaw (30/6/23)  
 SOSC: Helen Kurki (30/6/23)  
 Denise Cloutier (30/6/21)

MEMBERS ELECTED BY THE FACULTY MEMBERS

- Sections 35 (2) (g)

Janni Aragon (SOSC) (30/6/21)  
 Rustom Bhiladvala (ENGR) (30/6/23)  
 Erin Campbell (FINE) (30/6/23)  
 Laura Cowen (SCIE) (30/6/22)  
 Aaron Devor (SOSC) (30/6/23)  
 Reuven Gordon (ENGR) (30/6/21)  
 Fraser Hof (SCIE) (30/6/23)  
 Sara Humphreys (HUM) (30/6/21)

MEMBERS ELECTED BY THE FACULTYMEMBERS (continued)

Lynne Marks (HUM) (30/6/21)  
 CindyAnn Rose-Redwood (SOSC) (30/6/22)  
 Suzanne Snizek (FINE) (30/6/23)  
 Victoria Wyatt (FINE) (30/6/23)

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

Brittany Berge (LAW) (30/6/21)  
 Jeffrey Bruton (GRAD) “  
 Sophia Crabbe (FINE) “  
 Logan Cucksey (SCIE) “  
 Robyn Giffen (GRAD) “  
 Benjamin Gijzen (SOSC) “  
 Jonathan Granirer (SOSC) “  
 Emily Hiser (SOSC) “  
 Navinder Hundal (SCIE) “  
 Tomas Kalyniuk (BUS) “  
 Joseph Martin (GRAD) “  
 Michelle Purchase (HSD) “  
 Evan Roubekas (ENGR) “  
 Wren Shaman (HUMS) “  
 Juliet Watts (SOSC) “  
 TBD (EDU) “

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: Matthew Koch (30/06/23)

SECRETARY OF SENATE - Section 64 (2)

University Secretary: Carrie Andersen

BY INVITATION - Seated with specified speaking rights

Acting Vice-Provost: Susan Lewis  
 Assoc. VP Student Affairs: Jim Dunsdon  
 A/Assoc. VP Academic Planning: Robin Hicks  
 Registrar: Nicole Greengoe  
 Associate University Secretary: Ada Saab



University  
of Victoria

Senate Committee on  
Agenda and Governance

**MEMO**

**Date:** February 19, 2021

**To:** Senate

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

**Re:** **Revisions to the Terms of Reference for the Senate Committee on Planning**

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At its meeting on February 19, 2021, the Senate Committee on Agenda and Governance reviewed and approved the attached revisions to the terms of reference for the Senate Committee on Planning.

**Recommended Motion**

*That Senate approve the revisions to the Terms of Reference for the Senate Committee on Planning.*

Respectfully submitted,  
2020/2021 Senate Committee on Agenda and Governance  
Kevin Hall, Chair, President and Vice-Chancellor  
Saul Klein, Vice-Chair, Dean, Peter B. Gustavson School of Business  
Carrie Andersen, University Secretary  
Chandra Beaveridge, Convocation Senator  
Aaron Devor, Faculty of Social Sciences  
Mauricio Garcia-Barrera, Faculty of Graduate Studies  
Mark Gillen, Faculty of Law  
Helen Kurki, Faculty of Social Sciences  
Valerie Kuehne, Vice-President Academic and Provost  
Joseph Martin, Student Senator  
Dean Seeman, Libraries  
Ada Saab, Secretary, Associate University Secretary

/attachment







# memo

To: Senate Committee on Agenda and Governance  
From: Senate Committee on Planning  
Date: 01/05/2021  
Re: **Senate Committee on Planning Revised Terms of Reference**

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The Terms of Reference for the Senate Committee on Planning were last revised and approved by Senate in December 2017. The committee recommended that reference to the Procedures on Curriculum Submissions of Senate Policy AC1120 be included in the Terms of Reference as a point of clarification. The committee also recommended that reference be made to align with the term limits in the university's Senate Rules and Procedures, section 62.00.

At its meeting on January 5, 2021, the Senate Committee on Planning approved the revisions to the Senate Committee on Planning Terms of Reference. The following motion is recommended:

Motion: That the Senate Committee on Agenda and Governance approve and recommend to Senate that it also approve, the revisions to the Senate Committee on Planning Terms of Reference.



**University  
of Victoria**

## Senate Committee on Planning Terms of Reference

The Senate Committee on Planning shall:

1. Study, and submit recommendations to Senate concerning, proposals for the creation or ~~disestablishment~~ discontinuation of programs, faculties, schools, departments, centres and institutes and major modifications of existing programs;
2. Assist and advise Senate, after due consultation with the faculties, in the formulation of appropriate academic policy; and
3. Advise Senate and the President on academic issues as required.

The types of proposals to be considered by the Senate Committee on Planning are described in sections 12.00, 45.00, and 47.00 of [the Procedures on Curriculum Submissions accompanying Senate Policy AC1120](#). ~~Senate Policy AC1120~~.

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

### Interaction between the Deans and committee

The agenda and minutes of all meetings will be sent to all the Deans.

The Dean of any Faculty or Division (or designate) involved in a matter being discussed by the Senate Committee on Planning should attend the presentation.

### Committee composition

- 10 faculty members representing the faculties (at least 2 of whom shall be members of Senate) (voting)
- 2 members representing the divisions (Continuing Studies and Medical Sciences) (voting)
- 2 students - including at least 1 student member of Senate; 1 undergraduate student representative, 1 graduate student representative; the student who is not a member of Senate is to be nominated by the UVSS or the GSS as appropriate (voting)
- 1 Dean, other than the Dean of the Faculty of Graduate Studies, nominated by the Deans (voting)\*
- Dean, Faculty of Graduate Studies (*ex officio*, voting)
- President or nominee (*ex officio*, voting)

- Vice-President Academic and Provost or designate (*ex officio*, voting)
- Associate Vice-President Academic Planning (Chair) (*ex officio*, voting)
- Vice-President Research or designate (*ex officio*, voting)
- Registrar (*ex officio*, non-voting)
- Director or designate, Co-operative Education and Career Services (*ex officio*, non-voting)
- University Secretary or designate (*ex officio*, non-voting) Total

membership – 23 (20 voting members)

The secretary of the committee is a representative from the Office of the Vice- President Academic and Provost.

*\*the Dean will be nominated by and from the Deans for a three-year term, the nomination being sent to the Senate Committee on Agenda and Governance for approval by Senate. It is understood that a Dean may be re-appointed [for a second and final term](#), if the Deans so desire.*

Approved and Revised by Senate:

September 14, 1983  
September 16, 1987  
November 16, 1992  
November 3, 1994  
March 1, 2000  
February 4, 2005  
February 6, 2006  
October 5, 2007  
May 4, 2012  
October 5, 2012  
October 4, 2013  
December 6, 2013  
April 4, 2014  
December 1, 2017



## Senate Committee on Planning Terms of Reference

The Senate Committee on Planning shall:

1. Study, and submit recommendations to Senate concerning, proposals for the creation or discontinuation of programs, faculties, schools, departments, centres and institutes and major modifications of existing programs;
2. Assist and advise Senate, after due consultation with the faculties, in the formulation of appropriate academic policy; and
3. Advise Senate and the President on academic issues as required.

The types of proposals to be considered by the Senate Committee on Planning are described in sections 12.00, 45.00, and 47.00 of the Procedures on Curriculum Submissions accompanying Senate Policy AC1120.

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

### Interaction between the Deans and committee

The agenda and minutes of all meetings will be sent to all the Deans.

The Dean of any Faculty or Division (or designate) involved in a matter being discussed by the Senate Committee on Planning should attend the presentation.

### Committee composition

- 10 faculty members representing the faculties (at least 2 of whom shall be members of Senate) (voting)
- 2 members representing the divisions (Continuing Studies and Medical Sciences) (voting)
- 2 students - including at least 1 student member of Senate; 1 undergraduate student representative, 1 graduate student representative; the student who is not a member of Senate is to be nominated by the UVSS or the GSS as appropriate (voting)
- 1 Dean, other than the Dean of the Faculty of Graduate Studies, nominated by the Deans (voting)\*
- Dean, Faculty of Graduate Studies (*ex officio*, voting)
- President or nominee (*ex officio*, voting)

- Vice-President Academic and Provost or designate (*ex officio*, voting)
- Associate Vice-President Academic Planning (Chair) (*ex officio*, voting)
- Vice-President Research or designate (*ex officio*, voting)
- Registrar (*ex officio*, non-voting)
- Director or designate, Co-operative Education and Career Services (*ex officio*, non-voting)
- University Secretary or designate (*ex officio*, non-voting) Total

membership – 23 (20 voting members)

The secretary of the committee is a representative from the Office of the Vice- President Academic and Provost.

*\*the Dean will be nominated by and from the Deans for a three-year term, the nomination being sent to the Senate Committee on Agenda and Governance for approval by Senate. It is understood that a Dean may be re-appointed for a second and final term, if the Deans so desire.*

Approved and Revised by Senate:

September 14, 1983  
September 16, 1987  
November 16, 1992  
November 3, 1994  
March 1, 2000  
February 4, 2005  
February 6, 2006  
October 5, 2007  
May 4, 2012  
October 5, 2012  
October 4, 2013  
December 6, 2013  
April 4, 2014  
December 1, 2017



**University  
of Victoria**

Senate Committee on  
Agenda and Governance

**MEMO**

**Date:** February 19, 2021

**To:** Senate

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

**Re:** **Report on Review of Presidential Appointment Procedures and Process**

---

At its meeting on February 19, 2021, the Senate Committee on Agenda and Governance reviewed the attached memo from Board Chair, Cathy McIntyre, regarding the Report on the Review of Presidential Appointment Procedures and Process. The Senate Committee on Agenda and Governance agreed with the recommendation to establish a joint committee to review the procedural recommendations from the appointment committee. Consistent with the terms of reference for the Senate Committee on Agenda and Governance, we will bring nominations for the joint committee forward to Senate in April.

Respectfully submitted,  
2020/2021 Senate Committee on Agenda and Governance  
 Kevin Hall, Chair, President and Vice-Chancellor  
 Saul Klein, Vice-Chair, Dean, Peter B. Gustavson School of Business  
 Carrie Andersen, University Secretary  
 Chandra Beaveridge, Convocation Senator  
 Aaron Devor, Faculty of Social Sciences  
 Mauricio Garcia-Barrera, Faculty of Graduate Studies  
 Mark Gillen, Faculty of Law  
 Helen Kurki, Faculty of Social Sciences  
 Valerie Kuehne, Vice-President Academic and Provost  
 Joseph Martin, Student Senator  
 Dean Seeman, Libraries  
 Ada Saab, Secretary, Associate University Secretary

/attachment



# MEMO

## BOARD OF GOVERNORS

Michael Williams Building, Room A138 | PO Box 1700 STN CSC Victoria BC V8W 2Y2  
Phone: 250-721-8105 | Email: usec3@uvic.ca

DATE: January 11, 2021

TO: Senate

FROM: Cathy McIntyre, Chair, Board of Governors

RE: **Report on Review of Presidential Appointment Procedures and Process**

---

As members of Senate are aware, a Presidential Appointment Committee was struck in October 2019 to search for a successor to Prof. Jamie Cassels. In July 2020, the appointment committee recommended the appointment of Dr. Kevin Hall as our university's next president. The appointment committee's recommendation was approved by the Board and Dr. Hall began his five-year term as President on November 1, 2020. As called for by the Appointment Procedures, the appointment committee reconvened after the appointment was made to evaluate the search process.

The Board of Governors received the report, which is attached, at its January 2021 meeting. When a report such as this was presented to Senate and the Board in 2017 following the reappointment of President Emeritus Cassels, the two bodies struck a small ad hoc joint Board-Senate committee to consider the appointment committee's report and make recommendations on subsequent action. The process worked smoothly and effectively. Having consulted with the Executive and Governance Committee of the Board, I propose the establishment of such a committee to follow up on the most recent report.

Membership of an ad hoc committee could include the Board Chair and two other members of the Board; the Vice-Chair of Senate and two other members of Senate; and a member of the senior administration knowledgeable about the university's appointment procedures, appointed by the Board Chair after consultation with the Vice-Chair of Senate. This committee composition would replicate that used in 2017. Assuming this general composition is agreeable, I would defer to Senate on how its representatives would be elected or appointed.



University  
of Victoria

## Presidential Appointment Committee

**Date:** November 20, 2020

**To:** Board of Governors  
Senate

**From:** Beverly Van Ruyven, Chair, Presidential Appointment Committee

**Re:** **Review of Appointment Procedures and Process**

---

A Presidential Appointment Committee was struck in October 2019 to search for a successor to Prof. Jamie Cassels. The appointment committee conducted its search in accordance with the university's Procedures for the Search, Appointment and Re-appointment of the President and Vice-Chancellor (GV0300) ("Appointment Procedures") (attached). It began its work by educating itself regarding the requirements of the position. The appointment committee invited feedback from the university community and external stakeholders during this process. In light of information and feedback received, the position description and candidate criteria were updated. The appointment committee advertised the position and recruited a strong field of diverse candidates. The search process was temporarily suspended in early 2020 due to COVID-19. In June 2020, the appointment committee re-engaged in its work using a virtual platform.

In July 2020, the appointment committee recommended the appointment of Dr. Kevin Hall as our university's next president. The appointment committee's recommendation was approved by the Board of Governors and Dr. Hall began his five-year term as President on November 1, 2020.

As called for by the Appointment Procedures, the appointment committee reconvened after the appointment was made to evaluate the search process. We are pleased to report the results of this review to Senate and the Board of Governors.

Overall, appointment committee members thought the process and the Appointment Procedures worked well, particularly given the need to shift from an in person to virtual platform midway through the process. The process enabled the appointment committee to obtain, through broad consultation, very valuable input concerning the opportunities and challenges facing UVic and the qualities and experience needed in the next president. The appointment committee was able to recruit an excellent field of candidates and to assess their



qualifications and experience relative to the position description and candidate criteria in a rigorous manner. When the process shifted to a virtual platform, committee members, candidates and the university community showed flexibility and adaptability. The Appointment Procedures allowed for the virtual process to be robust and meaningful. At the end of the process, the appointment committee arrived at an excellent recommendation.

The appointment committee has reflected carefully on the learnings this process can provide for future presidential appointment processes. The discussion undertaken by the appointment committee has been summarized for the information of Senate and the Board of Governors. It includes two recommendations to review the Appointment Procedures; however, we hope that the reflections will also be valuable as the university continually strives to improve all appointment processes.

At the beginning of the appointment process, members of the university community were invited to provide input on the challenges and opportunities facing the university and on the qualities required in the next president. Additionally, there were other opportunities for university community members to engage throughout the process. The input provided was essential to development of candidate criteria that guided the appointment committee's work; however, appointment committee members felt that communication with those who provided input did not reflect how their input was used or valued. Appointment committee members agreed that continued focus on communication with members of the university community throughout the process should be a priority and that additional communication should be implemented.

Throughout the process, the commitment of the university to equity, diversity and inclusion was highlighted. The Appointment Procedures address ways in which this commitment should guide the appointment process – a diverse appointment committee, training for appointment committee members, and recruitment of a diverse pool of candidates. Appointment committee members worked throughout the process to bring these commitments to life in a meaningful way. Members agreed that, in all appointment processes, appointment committees must actively consider how to operationalize policy provisions regarding equity, diversity and inclusion in a manner that allows the process to reflect our values as an institution. In particular, the need to address bias, both through training and our institutional recruitment practices, was identified. Drafting clear and detailed candidate criteria to use throughout the process, and agreeing specifically how these criteria would be used by the committee, was also identified as a critical measure. The appointment committee agreed that appointment processes must be informed by the institution's commitments to employment equity and recruitment of diverse senior leaders. Appointment committee members expressed a hope that these commitments would continue to evolve and provide guidance and structure that allows appointment committees to exceed the equity, diversity and inclusion provisions in the Appointment Procedures.

With respect to committee membership, committee members reflected on the provisions in the Appointment Procedures that support diverse representation on the appointment committee. Understanding that the committee is already large, appointment committee members agreed that finding a mechanism to allow the addition of one committee member to ensure diversity in representation was desirable. The Procedures for the Appointment and Re-appointment of the Vice-Provost and Academic Associate Vice-Presidents (GV0350) allow for the appointment of a committee member after elections are complete “with a view to considerations such as diversity and balance”. The appointment committee recommends that a similar provision be added to the Appointment Procedures.

During the process, the Appointment Committee had members resign from the committee. These resignations were due to personal circumstances and not the appointment process. In one case, a student representative who resigned early in the process was replaced by an alternate. In another case, policy provisions restricted replacement of a student member who resigned late in the appointment process. In accordance with section 6.03 of the Appointment Procedures, alternates cannot be added to the appointment committee after it has begun to interview candidates. Throughout the process, appointment committee members acknowledged the value of student representation in the process. While appointment committee members understood the need to have restrictions regarding when an alternate may join the appointment committee, they regretted the loss of a student voice during a critical stage of the process. The appointment committee recommends that the policy provisions regarding alternate committee members be reviewed to ensure they support replacement of all committee members as late in the process as appropriate. Particular attention to student representatives is encouraged.

Regarding student representatives, appointment committee members acknowledged the academic and financial strain that many students face. Appointment processes are excellent learning opportunities but they also require students to divert time from academic work, employment and other opportunities. The appointment committee hopes that all ways to support student participation, financial and otherwise, will be explored to ensure robust student participation in future processes.

In concluding this report to Senate and the Board, I would like to thank, on behalf of the entire appointment committee, all those who provided input into this vitally important process. The dedication of members of this community to UVic and its future was evident throughout.

Committee Membership

Beverly Van Ruyven, Appointment Committee Chair and Chair, Board of Governors

Elizabeth Adjin-Tettey, Faculty of Law

Rizwan Bashir, Staff member, Board of Governors

Susan Breau, Dean, Faculty of Law

Astrid Brousselle, Faculty of Human and Social Development

Neil Burford, Faculty of Science

Marilyn Callahan, Order in Council member, Board of Governors

Brian Cant, President of the Alumni Association

Nikolai Dechev, Faculty of Engineering

Catherine Harding, Faculty of Fine Arts

Valerie Kuehne, Vice-President Academic and Provost

Annalee Lepp, Member of Senate

Colin Macleod, Faculty of Humanities

Catherine McGregor, Faculty of Education

Sudhir Nair, Peter B. Gustavson School of Business

Shelagh Rogers, Chancellor

Cathy McIntyre, Order in Council member, Board of Governors

Saeed Rezvani, Graduate Student

Carrie Andersen, University Secretary (Secretary)





**University  
of Victoria**

Senate Committee on  
Awards

# MEMO

**Date:** February 17, 2021

**To:** Senate

**From:** Senate Committee on Awards

**Re:** **Recommendation to Extend Travel Award Strategy**

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As members of Senate are aware, the University of Victoria offers a number of travel awards (see appendix). In consideration of travel restrictions in the 2020/21 academic year, in April 2020 the Senate Committee on Awards recommended that, where the terms of reference for these awards allow for flexibility (registering in a virtual conference or participating in an experience that is being offered in some alternative format), the disbursement of funding could be approved. If the terms of reference specified that the student must use the awards specifically for travel, the funding was not awarded in 2020/21 and was rolled into the budget for 2021/22.

This recommendation was made in consultation with the Office of the Registrar's Student Awards and Financial Aid Office, Advancement Services and the Office of Global Engagement, in order to provide alternative eligibility criteria during the pandemic. Where possible, donors have been consulted and there have been no objections.

In accordance with the Emergency Protocol for Senate Operations - Level 3 response procedures, the Vice-President Academic and Provost approved this recommendation on May 14<sup>th</sup>, 2020.

With travel restrictions continuing for the near future, the Senate Committee on Awards recommends that the travel award strategy initiated on May 14, 2020 for the 2020/21 academic year be extended for the 2021/22 academic year.

## **Recommended Motion:**

That Senate approve a proposal to extend the travel award strategy initiated on May 14, 2020 for the 2021/22 academic year.

Respectfully submitted,

### **2020/2021 Senate Committee on Awards**

Charlotte Schallié (Chair), Faculty of Graduate Studies, Department of Germanic & Slavic Studies

Jesse Baltutis, Alumni Association

John Dower, Faculty of Graduate Studies

Carmencita Duna, International Student Services

Nicole Greengoe, Registrar

Jacob Hunt, GSS Representative

Tomas Kalyniuk, Student Senator

Lori Nolt, Student Awards and Financial Aid

Yvonne Rondeau, Faculty of Graduate Studies

Brock Smith, Peter B. Gustavson School of Business

Suzanne Snizek, School of Music  
Linda Welling, Department of Economics  
Alexis Ramsdale (Secretary), Student Awards and Financial Aid

## Appendix

### Travel Awards:

- Ailsa & Roger Bishop Travel Award in Music
- Budvitch Award in Holocaust Studies
- Dennis, Jerome, and Peter Zachary Award in Ukrainian Studies
- Elias Mandel Prize for Study Abroad in Humanities
- Faculty of Humanities Undergraduate Research Travel Award
- I-Witness Field School Travel Award
- Johann Strauss Foundation - Joseph and Melitta Kandler Scholarship
- Johann Strauss Foundation Scholarship
- Lynette F. Hain Memorial Scholarship in French
- Orca Book Publishers Student Mobility Award in Teacher Education
- Robert J. Murphy Travel Award in Greek & Roman Studies
- Silberberg Family Memorial Award
- William and Amelia Kushniryk Memorial Award
- Zena & Chaim Katz Family Award for Holocaust Studies
- Anne and Ivor Williams Spain and Latin America Scholarship
- Chinese Consolidated Benevolent Association of Victoria Travel Award
- Clark Wilson Recruitment Inclusion Award
- Dart Coon Club and Chinese Freemasons of Victoria China Studies Travel Award
- Dr. Jean Downie Dey Student Mobility Award
- Elias Mandel Prize for Study Abroad in Hispanic and Italian Studies
- Grace and Harry Hickman Scholarship
- Jeffrey Rubinoff Scholar in Art as a Source of Knowledge Travel Award
- Kalman Award for International Heritage Studies
- L.E. Frances Druce Student Travel Award
- Lorene Kennedy Field Course Award
- Malcolm Manson Memorial Award
- Mao Tse-Tung Memorial Travel Award
- Orca Book Publishers Student Mobility Award in Teacher Education
- Richard and Margaret Beck Student Research Travel Award
- Robert J. Murphy Travel Award in Greek & Roman Studies



**Date:** February 17, 2021

**To:** Senate

**From:** Senate Committee on Awards

**Re:** **New and Revised Awards**

---

The Senate Committee on Awards met on February 11, 2021 and approved a number of new and revised awards for Senate's approval. The terms of these awards are in the attached appendix.

**Recommended Motion:**

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

- Faculty of Education Emergency Bursary (Revised)
- William and Gladys Partridge Award in Child Care\* (Revised)
- National Entrance Scholarship\* (Revised)
- Dr. Marion Porath Memorial Graduate Scholarship in Voice (New)
- Jeffrey Rubinoff Scholar in Art as a Source of Knowledge Scholarship\* (Revised)
- Cora Arenas and Carol Artemiw Award for Second Year Women in Engineering (New)
- A. Hugh Salmond Memorial Scholarship in Elementary Science Education (Revised)
- Mrs. Matilda M. Schill Scholarship\* (Revised)
- Hugh and Lilian Salmond Scholarship in Secondary Education\* (Revised)
- A. Hugh Salmond Memorial Scholarship in Secondary Science Education\* (Revised)
- John Boom Graduate Scholarship\* (Revised)
- Jeremy and Carolyn Webber Award in Law (New)
- Joseph Arvay Social Justice Award (New)

*\* Administered by the University Of Victoria Foundation*

Respectfully submitted,

**2020/2021 Senate Committee on Awards**

Charlotte Schallié (Chair), Faculty of Graduate Studies, Department of Germanic & Slavic Studies

Jesse Baltutis, Alumni Association

John Dower, Faculty of Graduate Studies

Carmencita Duna, International Student Services

Nicole Greengoe, Registrar

Jacob Hunt, GSS Representative

Tomas Kalyniuk, Student Senator

Lori Nolt, Student Awards and Financial Aid

Yvonne Rondeau, Faculty of Graduate Studies  
Brock Smith, Peter B. Gustavson School of Business  
Suzanne Snizek, School of Music  
Linda Welling, Department of Economics  
Alexis Ramsdale (Secretary), Student Awards and Financial Aid



## Appendix

### Terms for New and Revised Awards

Additions are underlined

Deletions are ~~struck through~~

#### **Faculty of Education Emergency Bursary (Revised)**

One or more bursaries, to a maximum of \$750 each, are awarded to undergraduate or graduate students in the Faculty of Education. Part-time students are eligible (minimum 3.0 units). The bursary is intended to offer students one-time financial assistance in the event of an unforeseen emergency or circumstance while attending the University of Victoria.

#### **William and Gladys Partridge Award in Child Care\* (Revised)**

An award is given ~~made~~ to the graduating undergraduate student in the School of Child and Youth Care who has the highest grade in CYC 424. This award may go to a graduating student. ~~submits the best essay offering an original contribution to the theory or practice of child care.~~

~~Essays must be submitted no later than April 30. If no essay reaches the required standard, the award will be withheld.~~

Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School of Child and Youth Care.

#### **National Entrance Scholarship\* (Revised)**

One or more scholarships to a maximum of \$20,000, payable at \$5,000 per year for up to four years, are awarded to academically outstanding students entering undergraduate programs from a secondary school in Canada. The scholarship recipient is selected on the basis of academic excellence, community service, school involvement and leadership.

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

Students registered in a co-op or work experience work-term will automatically be renewed when they next complete 12 or more academic units in two terms, provided they have a grade point average of 7.50/9.00 or higher in the two terms. Any student who takes neither a co-op, work experience work-term, nor academic units for more than one term may forfeit their scholarship.

#### **Dr. Marion Porath Memorial Graduate Scholarship in Voice (New)**

Two scholarships of \$2,500 each are awarded to academically outstanding graduate students in the School of Music Voice Program, with preference for students who are actively engaged in the study and performance of operatic repertoire.

Approval of the recipients is made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Music.

**Jeffrey Rubinoff Scholar in Art as a Source of Knowledge ~~Bursaries~~ Scholarship\* (Revised)**

~~One or more scholarships are bursaries will be awarded to academically outstanding graduate students in the Department of Art History & Visual Studies, with preference for students with demonstrated financial need. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Art History & Visual Studies graduate students.~~

**Cora Arenas and Carol Artemiw Award for Second Year Women in Engineering (New)**

Three awards of \$2,000 each are given to women undergraduate students entering their second year in the Faculty of Engineering. Applicants must submit a cover letter (max 400 words) reflecting on their first year in UVic Engineering, in response to each of these questions:

1. What did you experience in your first year that you would like to continue experiencing next year?
2. What would you like to experience next year that you did not get to experience this year?
3. What part of the first year UVic Engineering experience do you think could be improved?

Preference is for women students who are members of groups with historical and/or current barriers to equity in the Faculty of Engineering.

Approval of the recipients will be made by the Senate Committee on Awards based upon the recommendation of the Faculty of Engineering.

**A. Hugh Salmond Memorial Scholarship in Elementary Science Education\* (Revised)**

~~One or more A scholarships are is awarded to a students entering their his/her final year of a program in elementary education with a view to excellence in science education and/or science education leadership. The sStudent(s) must have demonstrated excellent teaching performance and the ability to use creative approaches to teaching as documented in practica reports, school visits and planning. The student must also have achieved first class standing in coursework in the first of the professional years.~~

Approval of the recipient(s) is made by the Senate Committee on Awards upon the recommendation of the Faculty of Education.

**Mrs. Matilda M. Schill Scholarship\* (Revised)**

~~One or more A scholarships are is awarded to an academically outstanding undergraduate students either entering from a college ,or university, or continuing in the Faculty of Education, who has have been admitted to a secondary teacher education program with an English teaching area or concentration. Preference will be given to a students with demonstrated financial need. Secondary teacher education programs include BEd Secondary Curriculum, Diploma in Secondary Teacher Education, and BEd Secondary Post-Degree Professional Program.~~

Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Education.

**Hugh and Lilian Salmond Scholarship in Secondary Education\* (Revised)**

One or more A scholarships are is-awarded to an-academically outstanding undergraduate students in the Faculty of Education who is-are entering their final his/her professional-year of a program in secondary education. Applicants The student must have volunteer experience while at the University of Victoria. Applications must be accompanied by two letters (maximum 300 words) in support of their volunteer work.

Approval of the recipient(s) is made by the Senate Committee on Awards upon the recommendation of the Faculty of Education.

**A. Hugh Salmond Memorial Scholarship in Secondary Science Education\* (Revised)**

One or more A scholarships are is-awarded to an-academically outstanding undergraduate students in the Faculty of Education who is-are entering their final his/her professional-year of a program in secondary education with a view to teaching science. Applicants The student must have volunteer experience while at the University of Victoria. Applications must be accompanied by two letters (maximum 300 words) in support of their volunteer work.

Approval of the recipient(s) is made by the Senate Committee on Awards upon the recommendation of the Faculty of Education.

**John Boom Graduate Scholarship\* (Revised)**

One or more scholarships are given annually to academically outstanding graduate student(s) who have worked ~~for a minimum of four months~~ at the Bamfield Marine Sciences Centre Station, have demonstrated an ability to work independently and have shown initiative and innovation in their research and evidence of published work. Graduate students from either the University of Victoria, University of British Columbia, Simon Fraser University, University of Alberta or the University of Calgary are eligible to apply.

Application should be made to the Bamfield Marine Sciences Centre Station and must be submitted by November 1st. Selection of the recipient(s) will be made by the director of the Bamfield Marine Sciences Centre Station with the assistance of the academic committee of the Western Canadian Universities Marine ~~Biological~~ Sciences Society (WCUMSS).

**Jeremy and Carolyn Webber Award in Law (New)**

One or more awards of at least \$1,000 each will be given to continuing undergraduate students in the Faculty of Law JD/JID program who have demonstrated determination, resilience, contribution or compassion while a student in the Faculty of Law. The recipient is selected based on nominations received from fellow students, faculty and/or staff. Nomination letters (maximum 3 letters and maximum 500 words per letter) outlining the student's contribution(s) must be submitted to the Dean's Office, Faculty of Law, by June 1st. Preference is for students who have not received other UVic student awards in the current academic year.

Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

**Joseph Arvay Social Justice Award (New)**

One or more awards of at least \$1,000 each are given to undergraduate students in the Faculty of Law with demonstrated commitment to equality and human rights and who self-identify as Black, Indigenous or a Person of Colour (BIPOC), with preference for Indigenous students.

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.



**University  
of Victoria**

Senate Committee on  
Learning and Teaching

**MEMO**

**Date:** February 12, 2021

**To:** Senate

**From:** Senate Committee on Learning and Teaching

**Re:** **Recommendations for Revisions to the Course Experience Survey**

Over the course of 2018/19, the Senate Committee on Learning and Teaching (SCLT) struck a sub-committee to examine and recommend revisions to the existing Course Experience Survey (CES). The sub-committee met regularly to review and address questions concerning the format, content, and the delivery method of CES. It began its work by reviewing a literature review from the Division of Learning and Teaching Support and Innovation (LTSI) as well as conducting a national survey of teaching assessment practices across post-secondary institutions in Canada. Consultation to understand the use of CES at the university's academic administrative level was conducted with Associate Vice-President Academic Planning, Dr. Susan Lewis, and Executive Director Academic Resource Planning, Mr. Tony Eder.

At its October 2020 meeting, the Senate Committee on Learning and Teaching endorsed the following revisions and recommendations from the sub-committee regarding a change in CES timing and revision to the questions contained within the survey.

**Recommended motion:**

*That Senate approve the revision of the timing of the Course Experience Survey effective September 2021.*

**Recommended motion:**

*That Senate approve the revisions to the Course Experience Survey questions effective September 2021.*

Furthermore, referral of issues related to thresholds, data validity and student comments were made to a joint committee of UVic and the UVic Faculty Association. In terms of response rate strategy, recommendations were made to LTSI to increase engagement through a variety of operational modifications via software platforms.

**Background:**

At the November 2002 meeting, Senate decided to support the development of a Universal Student Rate of Instruction (USRI) that also allowed each unit to add their own questions (Appendix 1). This meeting encouraged the Committee on Teaching and Learning to develop and test a USRI as soon as feasible and report to Senate prior to implementation.

At the November 4, 2005 SCLT meeting, the Associate Vice-President Academic reported that a committee comprised of the Director of the Centre for Learning and Teaching, student representatives, the Administrative Registrar, several Deans and Chairs and others would implement the CES survey in the fall of 2006. An evaluation

of the effectiveness of the survey would be conducted after two years and the results would be provided to Senate.

Since the pilot implementation of the CES in 2006, the Associate Vic-President Academic reported extensive discussion and review undertaken to ensure that the instrument adequately served both formative and summative evaluation purposes. Over the course of 2007, the CES Implementation Task Group made a number of modifications to clarify the questions, to strengthen the instrument's usefulness for summative purposes, and to shorten its length. A number of academic units agreed to participate in the first phase of formal implementation. Fall 2008 and Spring 2009 saw the instrument being used by increasing numbers of academic departments culminating in university-wide use of CES by the end of the 2008-09 academic year.

New CES Guidelines were made available in February 2009 and in November 2010. A memo from the AVP Academic Planning to SCLT noted that there were a number of questions raised about the appropriateness of using the CES instrument in small classes (specifically those with less than 10 students) and in graduate seminars. The three issues outlined included potential difference in ratings related to class size; privacy concerns regarding ratings in graduate classes; and concern about the potential for bias in small graduate seminars. Recommendations were developed and guidelines for use of CES were revised.

At the March 2013 Senate meeting, a discussion was held on the transition to the online survey. The background and consultation regarding the transition was reviewed. The proposal explained why the current system was no longer sustainable and identified some concerns with transitions to online delivery. Concerns acknowledged that a decrease in response rates was expected upon implementation of online delivery; however, it was noted that other institutions had reported an increase in the quality of responses. It was anticipated that response rates might drop from the current 70-75 percent to 45-60 percent.

At the January 2014 Dean's Council, a discussion occurred on the university-wide system of processing the forms and producing reports since 2009. There were many constraints and challenges with the temporary system so that, over the intervening years, an active search for an integrated and secure application was made to appropriately meet the needs of the campus. In the spring term of 2013, a proposal was sent to and approved by SCLT and Senate with respect to the implementation of a robust, sustainable, and secure platform that would support CES collection and longitudinal analysis through an online collection format. A collaborative CES faculty advisory committee met regularly, developed, and worked through the proposal process, purchased and implemented the product.

#### **Current Focus:**

CES is currently administered in approximately 4500 courses each academic year. As noted above, the latest version of the CES was approved in 2013 by Senate. Senate approved the questions, the window of administration, as well as the transition to an online version of the survey. LTSI was given the responsibility for administrative oversight of the process with approximately 1.0 FTE dedicated to technical support of the CES (varying across the term with complementary responsibilities within the unit). The current Course Experience Survey (CES) has 15 core items (plus items chosen by Faculties or Departments) to a usual maximum of 20 items. The 15 core items include 8 instructor-focused and 7 course-focused items (Appendix 2).

At the same time as concerns have been raised regarding the current CES by instructors and students on variety of questions and understanding of use, there have been a number of

significant national and international conversations within the post-secondary learning and teaching environment about the effective use of course experience surveys. Within the labour relations context, the landscape related to student evaluation of teaching in Canada is also changing rapidly in the wake of the [2018 Ryerson arbitration decision](#).

As a result, SCLT has identified concerns regarding the effectiveness of CES scores in evaluating teaching including low response rates; reports regarding the use of CES for ranking; and questions of systemic gender bias and bias related to designated groups (e.g. racialized faculty, LGBTQ2S+). These issues have been partially addressed by the University and the Faculty Association within the new 2019 Collective Agreement and will be more fully addressed through the establishment (under the new Agreement) of a Joint Working Group on Teaching Evaluation (JWG-TE) (Appendix 3). Means and medians are no longer included in individual faculty and sessional instructor reports.

### **Review Summary:**

The SCLT, in reviewing the current CES, considered the on-going feedback/concerns from instructors and students regarding the present CES; the 2018 Ryerson arbitration decision; a current (February 2019) review of literature on teaching excellence and how to effectively measure teaching quality that was conducted by LTSI; and an environmental scan of other post-secondary comparator institutions conducted by the sub-committee to investigate current and best practices across Canada.

The committee also recognized that the Course Experience Survey serves multiple purposes.

1. For students, it provides a universal avenue through which they can provide feedback on an on-going basis about their experience of learning
2. For faculty and instructors, it provides one source of feedback regarding the course they are teaching, their teaching practices and student experience. It is one form of evidence to be used in merit, re-appointment, tenure and promotion processes.
3. For Chairs/Directors/Academic Units, CES provides one source of information regarding student experience of teaching.
4. For UVic, at an institutional level, CES is an important source of data demonstrating accountability and quality in relation to student experience in academic programs.

As a result of their deliberations, the committee identified the following primary factors to be addressed in the review of the Course Experience Survey:

- Current literature and the Ryerson arbitration decision clearly indicate that while student feedback on their experience of learning is integral to developing quality teaching practices, students are not best placed to assess teaching effectiveness. Further, feedback from students on teaching effectiveness and on attribute-type questions (e.g. my instructor was enthusiastic, attentive etc.) are subject to bias and therefore should not be used in assessment of teaching effectiveness (i.e. merit, tenure and promotion). At the same time, students are well-positioned to provide feedback on their experience of learning and their feedback is integral to continuous improvement of teaching.
- The CES should reflect quality teaching practices and current empirical knowledge of the most crucial factors impacting student learning and student experience.
- The instrument should be well-validated and subject to regular psychometric testing. While learning and teaching research literature and psychometric testing were used in the early development of the CES, there has been minimal focus on continuous improvement since implementation.

- The current CES, at 15 (+5) items has reached the maximum recommended length and does not allow individual instructors the latitude to add questions relevant to their own teaching (from a question bank). The tailoring of questions is important to reflect the diversity of programs and teaching practices across the University.

### **Recommendations to Senate:**

Having carefully considered a range of options and within the context of the literature review, combined with the environmental scan of best/better practices at comparator post-secondary institutions, SCLT is recommending the adoption of core questions developed by the University of Toronto as UVic's measure of a student's experience of teaching. This revision would re-focus the CES on student learning experience by reducing the number of core questions while increasing the capacity and flexibility for departments and instructors to include questions that are more relevant to their discipline and teaching methods through a well-developed question bank.

#### **Recommendation 1:**

The SCLT recommends the adoption and implementation of the University of Toronto six core questions.

Since 2012, the University of Toronto has progressively implemented an evidenced based Centralized Cascaded Course Evaluation Framework (CCEF) for collecting feedback data from students. This system includes six core questions and a question bank with additional questions (200 unique questions, organized by discipline and/or learning and teaching practices). The six questions in the U of T core have been fully tested from a psychometric perspective for validity and reliability. As well, a strong national community of practice has been developed, including 8 of the U15, to continuously review the core and to refine the question bank to ensure ongoing validity and currency.

The six questions reflect current empirical knowledge of student learning, student experience and quality teaching practices with construct validity focused on four factors:

- Student Engagement;
- Knowledge Gains;
- Learning Atmosphere; and
- Quality of Assessment.

University of Toronto Core Questions:

Question 1: I found the course intellectually stimulating (Not at all; Somewhat; Moderately; Mostly; A great deal)

- Student engagement
- Knowledge Gains

Question 2: The course provided me with a deeper understanding of the subject matter (Not at all; Somewhat; Moderately; Mostly; A great deal)

- Student engagement
- Knowledge Gains

Question 3: The instructor created a course atmosphere that was conducive to my learning (Not at all; Somewhat; Moderately; Mostly; A great deal)

- Student Engagement



- Learning Atmosphere (high quality learning environment)

Question 4: Course projects, assignments, tests and/or exams improved my understanding of the course material (Not at all; Somewhat; Moderately; Mostly; A great deal)

- Student Engagement
- Knowledge Gains
- Quality of Assessment

Question 5: Course projects, assignments, test and/or exams provided opportunity for me to demonstrate an understanding of the course material (Not at all; Somewhat; Moderately; Mostly; A great deal)

- Knowledge Gains
- Quality of Assessment

Question 6: Overall, the quality of my learning experience in this course was . . . (Poor, Fair, Good, Very Good, Excellent).

- All factors combined

### **Recommendation 2:**

The SCLT recommends Faculties, Departments/Schools, and Faculty/Instructors have access to use the University of Toronto Item Bank to add questions to the survey to a usual maximum of 20 questions.

At present, Faculties and Departments can include additional questions, however this option is not widely understood. Currently, there is also no option for instructors to include questions specific to their course (nor is there a process related to approval of proposed questions). There are, however, persistent concerns about the lack of opportunities to tailor the CES to include questions that address individual instructor needs, including questions that reflect different course delivery formats (e.g. lecture, online etc).

In addition to the University of Toronto core questions, there is additional question bank available which provides supplemental questions relevant to discipline and/or teaching practices. The question bank includes over 600 questions with 200 unique items categorized by discipline as well as by learning and teaching approaches (e.g. participation, critical reflection, research skills etc.). The recommended length of a student experience of teaching type questionnaire is approximately 20-25 questions. Therefore, the sub-committee is recommending a usual maximum of 20 questions.

### **Recommendation 3:**

The SCLT recommends UVic retain use of the three current qualitative questions.

The current qualitative questions in the CES focus on constructive feedback and therefore are consistent with recommended practices.

- Question 1 - What strengths did your instructor demonstrate that helped you learn in this course?
- Question 2 - What specific suggestions do you have as to how the instructor could have helped you learn more effectively?
- Question 3 - What specific suggestions do you have as to how this course could be improved?

**Recommendation 4:**

The SCLT recommends extending the window of the open period for the CES to midnight before the exam period and to provide the LTSI-ED with the continued capacity to review exceptional circumstances and approve where appropriate.

In addition to the primary issues related to CES, there have also been ongoing concerns regarding timing of administration of CES (established by Senate). Currently the CES is administered in the two-week pre-exam period, closing approximately 48 hours prior to the exam period. Both students and faculty/instructors repeatedly request that the CES remain open until midnight prior to the start of the exam period. Additionally, issues arise in relation to irregularly scheduled courses (summer term, field schools etc.) where the timing of the administration of the CES must be reviewed on a case-by-case basis. The LTSI-ED currently has the capacity to review exceptional circumstances and, when in keeping with the overall principle (ie. administration of CES prior to exam period), approving timing of CES administration for irregularly scheduled courses.

**For Senate Information:**

Response Rate Strategy:

Concerns have been raised regarding the way in which students are re-directed to a separate system in order to access the CES tool as well as a decline in response rates since the move to the online survey. Response rates have remained relatively stable in the 40-45 percent range since the implementation of the online version of the CES. As mentioned previously, this was an anticipated drop from the response rate that preceded the online version. Average response rates in the 40-45 percent range are consistent with response rates at comparator institutions.

The use of email communication to students provides substantial challenges as many students infrequently access and/or respond to email and prefer other means of communication. These limitations also contribute to low student response rates. The LTSI outlined a number of potential technology improvement strategies to address the issue of greater student accessibility and response rates.

The Senate Committee on Learning and Teaching felt a prompt to CES from the university's Learning Management Software (LMS; BrightSpace) would increase CES response. In addition, a more mobile-friendly interface for CES would also be beneficial. Both of these additions are possible within the BLUE software system. LTSI intends to pilot improvements aimed at increasing CES response rates, and implement one or more changes based on the pilot-test results.

**Referral to the UVic-UVic FA Joint Working Group on Teaching Evaluation:**

Thresholds, Data Validity, and Student Comments:

Concerns have been raised in regards to CES data collected for summative evaluative purposes (reappointment, merit, promotion, tenure), where there may be a concern with threshold response rates and adequate sample size. There are parallel concerns raised by students about importance of having an avenue for feedback.

Similarly, concerns have been raised regarding offensive, vitriolic, or concerning student feedback comments and the potential use of an analytics tool using the current technology platform to address these concerns, including detecting student mental health issues.

The use of CES results, including student comments, is covered by the University of Victoria Faculty Association Collective Agreement, therefore cannot be addressed unilaterally by the Senate Committee on Learning and Teaching or Senate.

The committee accordingly recommends that the Senate refer these topics to the UVic-UVic FA Joint Working Group on Teaching Evaluation.

/attachments

Respectfully submitted,

2020/2021 Senate Committee on Learning and Teaching

Michael McGuire, Chair, Faculty of Engineering

Tim Anderson, Faculty of Education

Chandra Beaveridge, Convocation Senator

Tina Bebbington, Libraries

Elizabeth Borycki, Faculty of Human and Social

Erin Campbell, Faculty of Fine Arts

Denise Cloutier, Faculty of Social Sciences

Jason Colby, Faculty of Humanities

Elizabeth Giesbrecht, UVSS representative

Robyn Giffen, Student Senator

Andrea Giles, Executive Director, Cooperative Education & Career Services

Brian Leacock, Peter B. Gustavson School of Business

Robin Hicks, Acting Associate Vice-President Academic Planning (President's nominee)

Cedric Littlewood, Faculty of Graduate Studies

Wency Lum, Chief Information Officer

Scott McIndoe, Faculty of Science

Mariel Miller, Technology Integrated Learning

Dipayan Nag, UVSS representative

Emily Nickerson, University Librarian Designate

Tim Richards, Faculty of Law

Antoine Rose, GSS representative

Laurene Shields, Executive Director, Learning and Teaching Support and Innovation

Laura Vizina, Division of Continuing Studies

Jennifer Whately, Alumni Association

Ada Saab (Secretary), Associate University Secretary

## e. Committee on Teaching and Learning

Dr. Van Gyn reviewed her report and the history of the development of a Universal Student Evaluation; presently there was a huge range of evaluations being used of varying quality.

The Committee had reviewed the literature, which concluded that such a survey instrument can be valid and reliable if designed and administered properly. Dr. Van Gyn noted that student ratings of instruction should not be used as the sole indicator of teaching effectiveness. She reviewed the versions that are currently under consideration by the Committee and gave examples of other tested questionnaires.

Dr. Driessen said that he thought that the reliability and validity of student assessments was still in doubt, despite the research cited by Dr. Van Gyn. He noted that most of this material dated back to 1998 and was still controversial. He asked why such student assessments were necessary? How could a universal instrument be developed and implemented when there were such differences between faculties with respect to teaching methods? Dr. Van Gyn noted that there had been no new substantive research since 1998. She again repeated that if the instrument was well designed and administered, there was high reliability. Surveys taken do reflect the effectiveness of teaching in the classroom, irrespective of teaching differences and methodology.

The Provost asked what direction the Committee was looking for from Senate? If funding was required to produce a universal student evaluation of teaching, he would be pleased to underwrite it. Dr. Van Gyn responded that the Committee was waiting for Senate to authorize the development of the instrument.

Dr. Skelton noted that valid questions do not always make a valid questionnaire. He observed that the final draft questionnaire should be tested before implementation; Dr. Van Gyn agreed. Dr. Mitchell suggested that any implementation be on the web. Mr. Gifford advised that a draft motion had been developed at the last meeting of the Teaching and Learning Committee, and read it out for Senators. Members noted that the motion did not call for further Senate involvement prior to implementation and suggested that the motion be changed slightly to reflect this requirement.

MOTION (R. Warburton, J. Gifford,)

That the Senate support the development of a Universal Student Ratings of Instruction (USRI) that also allows each unit to add its own questions and encourages the Committee on Teaching and Learning to develop and test a USRI as soon as feasible and report to Senate prior to implementation.

CARRIED.

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## Universal Student Ratings of Instruction A Discussion Paper for UVic Senate

*Probably students' evaluations of teaching effectiveness are the most thoroughly studied of all forms of personnel evaluation, and one of the best in terms of being supported by empirical research...(Marsh, 1984, p. 749).*

### Purpose

At the Senate meeting in May 2002, the Senate Committee on Teaching and Learning (SCTL) submitted the annual report that dealt exclusively with the committee's progress on the development of a universal instrument to measure student ratings of instruction (SRI). The report indicated that the committee would be making a request to the VPAC for resources so that there would be input from those with expertise in questionnaire design and adequate psychometric assessment of the resulting instrument to ensure its validity and reliability. The SCTL report stimulated a number of questions indicating that members of Senate had not been adequately apprised of the background and rationale for the development of such an instrument. As the UVic Strategic Plan, specifically and exclusively, assigns to Senate the task of developing a robust assessment process for teaching, the purpose of this paper is to provide members of Senate with the history of the progress to date on the development of an instrument to achieve that outcome and a review of the research as a rationale for such an activity.

### Brief History

The issue of assessment of teaching and, specifically, the implementation of an SRI<sup>1</sup> instrument has been on the agenda of the SCTL since 1995. As a result of the 1992 Task Force on Teaching (report submitted in 1994), the SCTL was charged with reporting on the status of assessment of teaching at UVic and Deans were asked to formulate and report on "policy and procedures for evaluating teaching performance" (memo VPAC S. Scully, Nov. 9, 1994). At the request of the Senate Committee, Ms. Barbara Judson, program coordinator at the Learning and Teaching Centre at that time, conducted a review of internal assessment practices and the practices of other Canadian universities. In summary, the findings indicated that internal practices were highly variable and that a multiplicity of instruments was used, none of which had been subjected to tests for validity or reliability. It was also reported that a significant number of universities in Canada had either developed comprehensive programs for the evaluation of teaching or were in the process of doing so. Many of these programs included the application of an SRI instrument to gather one source of information on which to base the summative evaluation of teaching. Ms. Judson also researched and developed a preliminary SRI for consideration by the SCTL. In the spring of 1999, the proposed UVic SRI was presented to Dean's Council along with a brief on the history and process of its development. The Dean of Science agreed to use the form in that faculty as a pilot project for the committee. However, the committee did not have the resources to assess its reliability or validity. The SCTL conducted another review of department instruments in 2000 and found that in addition to the Faculty of Science, the Faculty of Law and one other department had adopted the proposed SRI. In 2001, members of the SCTL reviewed the proposed instrument guided by the following questions:

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<sup>1</sup> Throughout this paper, reference will be made to SRIs. The research on student ratings of instruction is based on instruments that may or may not have been used in a universal fashion within an institution. However to avoid confusion between the use of USRI and SRI, the latter term will be used exclusively.

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1. Were the 8 questions on the proposed instrument sufficiently comprehensive to reflect the main features of effective teaching?
2. Were the factors that might bias the results of application of the instrument accounted for?
3. Did the form meet the requirement of FOI/POP?

Some modifications were made as a result of these three questions. However, as the Strategic Plan calls for the development of a “robust and responsive process of systematic teaching evaluation” (A Vision for the Future, 2002, p. 18), the SCTL concluded that if a universal SRI were to be used for this process it must be professionally designed to meet the best standards of validity and reliability. The SCTL also concluded that they possessed neither the expertise nor the resources to do this. Therefore, a motion was posed and supported to request that the VPAC and Provost provide these resources to a subcommittee of faculty with the expertise to appropriately assess the proposed SRI. Given that As the Framework Agreement puts a greater emphasis on teaching in the processes of promotion and tenure than in past documents, the necessity for an instrument that is valid and reliable is paramount.

### **Why Develop a Universal Student Ratings of Instruction Instrument?**

The current Senate Committee concurred with those who had worked towards the development of an SRI since 1995 that such an instrument:

1. reinforces the principle that the quality of undergraduate and graduate education is of primary importance to the University of Victoria.
2. reinforces the principle that all instructors are accountable for the quality of their teaching.
3. identifies strengths as well as areas of instruction in need of improvement.
4. recognizes the importance of student input in the assessment of undergraduate and graduate teaching.
5. replaces the existing instruments used by departments that do not conform to the extensive results of research on assessment of teaching and are neither reliable nor valid with one form of common assessment for all regular faculty, sessionals, laboratory instructors and teaching librarians.
6. can only be used for summative purposes (merit, tenure, and promotion) if it is well designed and is implemented in such a way that administrators, instructors and students are confident that it is a valid and reliable instrument.
7. is only one source of information for the assessment of teaching and will be supplemented by discipline specific instruments to assess teaching, peer reviews, and other evidence of teaching quality.

### **Common Questions about Student Ratings of Instruction**

#### **A. Are SRIs reliable and valid?**

The key issue is the design of the instrument. The research clearly indicates that issues of reliability and validity are relevant for SRIs that have not been subjected to rigorous psychometric testing such as the majority of the instruments now in use at UVic. According to Aleamoni (1987) and Arreola (1995), SRIs that are developed by those with expertise in test construction and are appropriately tested are both reliable and valid.

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Validity refers to the degree to which a test measures what it purports to test. In the case of SRIs this means, "to what extent do student rating items measure some aspect of teaching effectiveness?" (Cashin, 1995, p. 2). The research indicates that the results of well-designed SRIs have a moderate to large association with student learning (d'Apollonia and Abrami, 1997a). Based on a summary of three general reviews of the validity of SRIs, Murray (1984) states that:

Student ratings of classroom teaching correlate moderately to highly (0.50 to 0.90) with comparable ratings made by supervisors, colleagues, alumni and paid classroom observers, indicating that student perceptions of good and poor teaching are similar to those of more expert, more mature, and more neutral observers (p. 119).

More recently, the issue of validity of SRIs was the focus of the November 1997 issue of the *American Psychologist* (vol. 52, no. 11). Seven leading researchers in educational methodology, citing findings from their own research and that of others, support psychometrically sound student ratings of instruction instruments as valid measures of teaching effectiveness in higher education. In the summary to the feature section, McKeachie (1997) states that all contributors to the issue "agree that student ratings are the single most valid source of data on teaching effectiveness" (p. 1219).

Reliability refers to the consistency of a set of items to measure a particular construct or set of constructs in different contexts and times of measurement. Reliability is a necessary pre-condition for validity and is concerned with the consistency, stability, and generalizability of items included in a test battery. Over a period of time, ratings of the same instructor tend to be similar (Braskamp & Ory, 1994). For instance, Overall and Marsh (1980), in a study of stability of ratings over time, found that alumni overall ratings of an instructor were similar (mean correlation=0.83) to the ratings they gave when they were students. Comparisons of SRIs within a course show a relatively high level of agreement (Marsh, 1987) and Ali and Sell (1998) report that the reliability for most professionally constructed forms is approximately 0.90 or higher. However, this has been shown to vary dependent on number of raters. Sixbury and Cashin (1995a) report that the intraclass correlations on a very lengthy and comprehensive SRI ranged from 0.69 for 10 raters to 0.91 for 40 raters. Therefore, results of SRIs from classes of 10 or less should be viewed with caution.

Generalizability refers to the degree to which the score on the SRI reflects the instructor's general teaching ability and not only the effectiveness of the instructor in that particular course in that specific term (Cashin, 1995). In Marsh's (1992) study of 1,364 courses, he examined the differential effects of the instructor and the course on the SRIs and between and within instructor ratings in same and different courses. His major finding was that the SRIs primarily reflected the instructor's teaching behaviour and not the course. The inter and intra instructor/course correlations are as follows:

same instructor/same course different term	0.71
same instructor/different course	0.52
different instructor/same course	0.14
different instructor/different course	0.06

Cashin (1995) indicates that these results are supported by the research of Gillmore, Kane, and Naccarato (1978) and Hogan (1973)

## B. What does the SRI instrument reflect about teaching effectiveness?

A number of researchers state that SRIs are multidimensional in that they measure several different features of teaching (e.g., Abrami & d'Apollonia, 1990; Kulik & McKeachie, 1975). The dimensions to be measured, of course, are determined by the items included in the SRI and generally range from approximately 6 to 28 logical dimensions. Cashin (1995) reports that there is reasonable agreement that various dimensions should be included in the SRI when their function is to improve teaching but that there is less agreement on the number or type of dimensions to be used for personnel decisions. Those applying the research in the development of SRIs typically use a few global or summary items making the case that these global items provide sufficient valid and reliable data for summative purposes. A review of current SRIs of the University of Calgary, Dalhousie University, University of Western Ontario, McGill University, and UBC revealed SRIs that included as few as 6 and as many as 16 required items. All include the dimensions of *course organization and planning*, *clarity and communication skills*, *individual rapport*, *stimulation of interest for the subject*, *respect for students*, and *class interaction*. The proposed UVic SRI (2002) contains 12 potential items and several items that collected demographic data for purposes of controlling extraneous factors that could introduce bias.

## C. What extraneous factors influence SRIs?

Extensive research has established that 11 factors have a weak to moderate influence on the results of SRIs:

1. anonymity of respondent
2. presence of instructor in the class while students are responding
3. purpose of the assessment exercise
4. academic field
5. faculty rank
6. required or elective course
7. level of the course
8. class size
9. course difficulty or workload
10. expected grade in the course
11. expressiveness of the instructor

Factors 1 and 2 are related to the manner in which the SRI is delivered and can be controlled by the protocol for the delivery of an SRI.

Factor 3 refers to the importance that the student assigns to the assessment. The written preamble to the SRI, supplemented by oral instructions, should identify the purpose of the process and should establish a level of importance to the task indicating the individuals who will receive the results. In most Canadian SRIs, the preamble indicates that decisions of merit, tenure, and promotion will be influenced by the results and therefore the Chair/Director/Dean and others, as part of these processes, will scrutinize the results.

Factor 4 has not been investigated as thoroughly as other factors. Marsh and Roche (1997) established that students in the sciences tend to rate the quality of teaching marginally lower in comparison to ratings of instruction by students in the Humanities. No particular reason has been



advanced for this difference and it has been argued cogently by others that academic field per se does not make a significant difference to the results of assessment (Cashin, 1995).

Research on Factor 5, according to Aleamoni (1987), Arreola, (1995) and Marsh and Roche (1997), is highly equivocal. One should anticipate that teaching quality of those of higher rank may be better than those of lower ranks purely as a function of practice and experience. This factor is typically not controlled in the development of an SRI.

Factors 6, 7, and 8 are usually included in the demographics portion of an SRI. Research indicates a weak influence of class level (fourth year vs. first year courses) and is generally attributed to the fact that these classes are typically smaller and students receive more individualized attention (Marsh, 1997). This is, of course, the case with class size. Marsh (1987) concludes that certain dimensions of teaching were affected by class size (opportunity for interaction and rapport of instructor with students) but generally there are mixed results from studies of SRI results and class size. McKeachie (1997) states:

The concern about class size seems to me to be valid only if a personnel committee makes the mistake of using ratings to compare teachers rather than as a measure of teaching effectiveness. There is ample evidence that most teachers teach better in small classes. Teachers of small classes require more papers, encourage more discussion, and are more likely to use essay questions on examinations – all of which are likely to contribute to student learning and thinking. Thus on average, small classes should be rated higher than large classes (p. 1220)

Elective courses typically are smaller than required courses and are taken by students with an interest in the area. Most likely, as a function of these factors, teaching in elective courses tends to be rated higher than teaching in required courses.

Intuitively, one might predict that courses perceived as more difficult and/or have higher workloads may be rated lower than those that are less challenging (Factor 9). However, Marsh (1987) (citing the research by Reedmand and Stumpf, 1978; Frey et al., 1975; Pohlman, 1972) concludes that there is a positive correlation between course difficulty/workload and results on SRIs.

Ali and Sell (1998) identifies Factor 10, the issue of grade leniency and teaching ratings, as the most controversial issue and Arreola (1995) reports that this issue has attracted significant attention as evidenced by the amount of research conducted on the topic. Better teaching can produce better student learning and hence higher grades. However it is difficult to sort out this effect from lenient grading practices. Marsh and Roche (1997) suggest that although grade leniency may produce some bias in an SRI, research support for this is relatively weak and the effect size would likely be insignificant.

Factor 11 is related to the notion that more “popular” instructors get higher ratings and therefore the ratings have nothing to do with student learning and teaching effectiveness. This notion has been reinforced by the results of the “Dr. Fox” studies, which indicate that instructors who are enthusiastic in their teaching and expressive in their delivery get higher rating than those who do not possess these qualities, regardless of the content of their presentation. The original study had major methodological flaws, is not generalizable to the university setting (Marsh & Durkin, 1997) and several studies have shown that the effect disappears when students are told that they will be assessed on the material in the presentation. However, Williams and Ceci (1997), citing one case

study, indicate that after receiving presentation training and with content, assessment and other aspects of the course held constant, SRIs increased in the author's class. The increase was not only on the dimension of *enthusiasm for subject* but on *instructor knowledge* and *availability*. In this one situation, student learning did not increase with the instructor ratings. The influence of enthusiasm on SRIs remains controversial. Students identify this teaching behaviour as significant in their learning and Perry (1997) concurs. He states that "expressive instruction has direct consequences for student achievement" and "motivational effects of expressive instruction are also reflected in student attendance rates" (P. 51). Given such diverse research findings, to control for 'expressiveness of the instructor' in the construction of an SRI would not be appropriate.

In the psychometric testing of the University of Calgary SRI (Creating Organizational Excellence, 1997) none of the factors 4 through 10 were shown to influence the results. This suggests that a well-designed instrument is critical to ensuring that the SRI is relatively free from bias.

Research has also suggested that the following factors do not have any biasing influence on the results of SRIs:

1. age of the instructor
2. gender of the instructor
3. ethnicity of the instructor
4. research productivity of the instructor
5. student age
6. student gender
7. student GPA
8. student level
9. student personality
10. class time
11. timing of the delivery of the SRI

In the interest of brevity, a case will not be made for lack of influence of each of these factors on the outcome of an SRI, but the reader, if interested may consult the works of the following authors (all contained in reference section): Aleamoni, L.M. (1987); Braskamp, L.A., Brandenburg, D.C. and Ory, J.C. (1984); Centra, J.A. (1993); Marsh, H.W. (1987); Marsh, H.W. and Dunkin, M.J. (1992).

#### D. Do SRIs have an impact on the quality of teaching?

The results of SRIs can serve two functions. The first is a summative function in that the scores are used as one source of information on teaching effectiveness for decisions relating to merit, promotion and tenure and also to document the overall quality of teaching within the institution. The second is formative in that instructors can choose to consider the various dimensions of effective teaching that are measured in the SRI and change their teaching behaviours accordingly. Substantial field research by McKeachie, et al. (1980), Cohen (1980) and L'Hommedieu, Menges, and Brinko (1990) indicate that feedback from SRIs do lead to a modest improvement (0.10) in teaching behaviours. Much larger gains (0.40) in teaching quality are produced by the feedback from the SRIs supplemented by consultations with a specialist on teaching in higher education. Although these studies were based on mid-term assessment of teaching, Murray (1997) suggests that these findings are generalizable to end of term assessments.

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Murray (1997) also reports a gradual improvement in perceived quality of teaching over periods of 3 to 25 years following the introduction of SRIs in most but not all cases.

### Concluding Remarks

Universal student ratings of instruction at UVic, if designed in a psychometrically sound manner, could be a valid and reliable source of information to stimulate an increase in the quality of teaching. As well, the generated results could be used with confidence as one piece of data, among many, for personnel decisions as required by the Framework Agreement.

The SCTL recommendation to provide resources to a subcommittee to engage in the final construction and psychometric testing of an SRI was predicated on the conclusion by the committee that such action was necessary to ensure that a valid and reliable instrument be developed. The committees, current and past, lacked the expertise and resources to accomplish such a task. Review of processes to produce such an instrument at other Canadian universities suggested that this conclusion is correct.

The Framework Agreement clearly includes numerical student ratings of instructions as part of the evidence for teaching effectiveness. Therefore, there is a necessity for a "robust and responsive process of systematic teaching evaluation" (A Vision for the Future, 2002, p. 18) to ensure students that their views are represented appropriately, for instructors to be confident that the assessment of their teaching is conducted in a fair, equitable, and representative manner and for the community to be assured that UVic considers the quality of undergraduate and graduate education a priority.

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## APPENDIX 2

### Current CES Questions:

The current CES is constituted by 15 questions with an "Instructor's Teaching" and a "Course Design" section. The response set is Very Poor; Poor; Adequate; Good; and Excellent. As well there are currently five additional questions included for a total of 20 questions.

#### Instructor's Teaching

1. The instructor was prepared for course sessions.
2. The instructor's explanations of concepts were clear.
3. The instructor motivated you to learn in this course.
4. The instructor was available to answer your questions or provide extra assistance as required.
5. The instructor ensured that your assignments and tests were returned within a reasonable time.
6. The instructor was helpful in providing feedback to you to improve your learning in the course.
7. The instructor demonstrated respect for students and their ideas.
8. Overall, the instructor was effective in this course.

#### Course Design

9. The course structure, goals and requirements were clear.
10. The materials provided for learning the course content (e.g. handouts, posted material, lab manuals) were clear.
11. The assigned work helped your understanding of the course content.
12. The course provided opportunities for you to become engaged with the course material, for example, through class discussions, group work, student presentations, on-line chat, or experiential learning.
13. The methods of assessment used to evaluate your learning in the course were fair
14. The course provided relevant skills and information (e.g. to other courses, your future career or others contexts).
15. Overall, the course offered an effective learning experience.

#### Additional Questions (various responses)

16. My primary reason for taking this course.
17. The approximate number of classes or labs that I did not attend.
18. Relative to other courses I have taken at UVic, the workload in this course was.
19. The approximate number of hours per week I spent studying for this course outside of class time.
20. As a result of my experience in this course, my interest in the material.
21. Therefore, in revising the CES it is advised that the focus should be on using the questions that most clearly elicit feedback on student experience of learning, and relate to teaching practices that have been demonstrated in the literature to be effective.

## **Appendix 3**

# **Joint Working Group on Teaching Evaluation**



## **Appendix L - LOU: Best Practices in Evaluation of Teaching**

### **Letter of Understanding under the 2019-2022 Collective Agreement**

Between

The University of Victoria Faculty Association

And

The University of Victoria

Re: Best Practices in Evaluation of Teaching

Whereas various processes regarding teaching evaluation in the collective agreement call for use of peer evaluation and student course experience survey data;

And whereas the importance and complexity of teaching evaluation requires the development and use of best practices;

The Parties hereby agree that:

1. Within 12 months of ratification of this collective agreement, a joint working group (JWG-TE) shall be formed as a sub-committee of the Joint Committee on the Administration of the Agreement.
2. The JWG-TE shall be comprised of six appointees; three appointed each by the University and the Association. Each Party shall designate one of their appointees as co-chair.
3. The mandate of the JWG-TE shall be to make recommendations for the development of best practices in
  - a) peer evaluation of Teaching; and in
  - b) use of student course experience survey data;in assessing Teaching performance.



University  
of Victoria

Senate Committee on  
Planning

# MEMO

**Date:** February 17 , 2021

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to disestablish approved Centre Status of the Centre for Biomedical Research**

---

At its meeting on February 2, 2021, the Senate Committee on Planning considered the proposal to disestablish approved Centre Status of the Centre for Biomedical Research.

**The following motion is recommended:**

Motion: That Senate approve the proposal to disestablish approved Centre Status of the Centre for Biomedical Research, as described in the document "Centre for Biomedical Research Disestablishment".

Respectfully submitted,

**2020-2021 Senate Committee on Planning**

Robin Hicks, (Chair), Acting, AVPAP	Graham McDonough, Curriculum and Instruction
Evan Roubekas, Student Senator	Sang Nam, Business
Stephen Evans, Graduate Studies	Abdul Roudsari, Health Information Science
Jo-Anne Clarke, Continuing Studies	Nilanjana Roy, Economics
Rishi Gupta, Civil Engineering	Ada Saab, Associate University Secretary
Andrea Giles, Co-op Education	Ralf St. Clair, Education
Nicole Greengoe, Office of the Registrar	Cindy Holder, Humanities
Lisa Kalynchuk, VP Research	Rustom Bhiladvala, Mechanical Engineering
Valerie S. Kuehne, VPAC	Brooklyn Trimble, GSS Representative
Adam Con, Fine Arts	Andrew Newcombe, Law
Matthew Koch, Hispanic & Italian Studies	Sandra Duggan, Secretary, VPAC



## MEMORANDUM

**DATE:** January 11, 2021

**TO:** Dr. Robin Hicks; Chair, Senate Committee on Planning

**FROM:** Dr. Cynthia Milton, Associate Vice-President Research

**RE:** **Centre for Biomedical Research Disestablishment**

---

I am writing under the delegated authority of the Vice-President Research, Dr. Lisa Kalynchuk. Dr. Kalynchuk has reviewed the proposal to disestablish the Centre for Biomedical Research. She is in agreement with the below recommendation.


This memorandum summarizes the process and factors that have led to the decision to disestablish the Centre for Biomedical Research (CBR), to coincide with the end of the mandate of the current director, Dr. Stephanie Willerth, on June 30, 2021.

The decision to close the Centre for Biomedical Research corresponds, in part, with the creation of the Health Science Initiative (now UVic Health Initiative, UHI), which had similar goals to the Centre. Resources assigned to CBR will be redirected to UHI; the latter will provide support for biomedical researchers and mechanisms to encourage collaborative research. The CBR rooms will be given to the Faculty of Science, pending approval by Kristi Simpson.

In early 2020, a survey of affiliates was conducted regarding the Centre and its future. Survey results indicated that affiliates had varying views regarding how the Centre might be redefined to meet some of the high-priority needs of researchers. A major theme indicated a desire for increased collaboration among researchers and that this goal was not being effectively met by the Centre in its current form due to its limited resources.

On November 9, 2020, the Office of the Vice-President Research (OVPR) held a town hall meeting to discuss disestablishment of the Centre. All affiliates of CBR and other interested researchers were invited. Over 40 participants attended. When asked if there was anyone opposed to the disestablishment of CBR, no one expressed opposition.

As well, I can report that the Deans of the Faculties of Engineering and Science, as well as the Head of the Division of Medical Sciences, have agreed to the closure of the Centre for Biomedical Research.

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

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

*That the Senate Committee on Planning recommends that the Centre for Biomedical Research be disestablished by June 30, 2021.*

pc     Dr. Peter Loock, Dean, Faculty of Science  
       Dr. Peter Wild, Acting Dean, Faculty of Engineering  
       Dr. Bruce Wright, Head, Division of Medical Sciences



Faculty of Science, Office of the Dean  
P.O. Box 1700 STN CSC  
Victoria, BC V8W 2Y2  
T | 250-721-7062 W | [uvic.ca/science](http://uvic.ca/science) t | @uvicscience

# MEMO

Date: December 7, 2020

To: Members of Senate

From: Peter Loock, Dean, Faculty of Science

Re: Centre for Biomedical Research – Disestablishment

---

Dar Members of Senate,

I am writing to confirm that the Faculty of Science agrees with the disestablishment of the Centre for Biomedical Research in coincidence with the end of the current directorship of Dr. Stephanie Willerth on June 30<sup>th</sup>, 2021.

With my best regards

Peter Loock





**Faculty of Engineering**  
**Office of the Dean**

University of Victoria  
Engineering Office Wing  
RM 248

PO Box 1700 STN CSC  
Victoria British Columbia  
V8W 2Y2 Canada

Tel (250) 721-8677  
Fax (250) 721 8676  
[www.uvic.ca/engineering](http://www.uvic.ca/engineering)

7 December 2020

Cynthia E. Milton  
Associate Vice-President, Research  
University of Victoria

Dear Dr. Milton,

On behalf of the Faculty of Engineering, I confirm that I am aware of and support the plan to disestablish the Centre for Biomedical Research.

Sincerely,

A handwritten signature in blue ink, appearing to be "P. Wild".

Peter

-----  
*Peter Wild, PhD, PEng*  
*Acting Dean*  
*Faculty of Engineering*

*cc. Dr. Stephanie Willerth*



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

December 7, 2020

Senate

Re: Centre for Biomedical Research (CBR) disestablishment

Dear Senate Members,

As the Head of the Division of Medical Sciences and the Academic Head of the Neuroscience Graduate Program (NPG) at the University of Victoria, I am writing to support the plan to disestablish the Centre for Biomedical Research (CBR) and incorporate it into the Health Science Initiative (HSI).

The CBR and HIS share many of the same goals, including increasing collaboration among researchers. Given the superior resources of the HSI, I agree that it is better situated to meet these goals. The CBR space will be given back to the Faculty of Science, upon approval by Kristi Simpson. The director, Stephanie Willerth, has in mind that the CBR will wind down by the June 30, 2021, expiry date, which is also the expiry date for her acting directorship.

Sincerely,

A handwritten signature in blue ink, appearing to read "Bruce J. Wright".

Bruce J. Wright, MD, CCFP, FCFP  
Regional Associate Dean, Vancouver Island  
Faculty of Medicine, University of British Columbia  
Head, Division of Medical Sciences  
University of Victoria  
email: [brucewri@uvic.ca](mailto:brucewri@uvic.ca)



University  
of Victoria

Senate Committee on  
Planning

# MEMO

**Date:** February 17, 2021

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to add a new stream in MMusic Performance – Conducting in the existing School of Music**

---

At its meeting on February 2, 2021, the Senate Committee on Planning considered the proposal to add a new stream in MMusic Performance – Conducting in the existing School of Music.

**The following motion is recommended:**

Motion: That Senate approve and recommend to the Board of Governors that it also approve, the proposal to add a new stream in MMusic Performance – Conducting in the existing School of Music.

Respectfully submitted,

**2020-2021 Senate Committee on Planning**

Robin Hicks, (Chair), Acting, AVPAP	Graham McDonough, Curriculum and Instruction
Evan Roubekas, Student Senator	Sang Nam, Business
Stephen Evans, Graduate Studies	Abdul Roudsari, Health Information Science
Jo-Anne Clarke, Continuing Studies	Nilanjana Roy, Economics
Rishi Gupta, Civil Engineering	Ada Saab, Associate University Secretary
Andrea Giles, Co-op Education	Ralf St. Clair, Education
Nicole Greengoe, Office of the Registrar	Cindy Holder, Humanities
Lisa Kalynchuk, VP Research	Rustom Bhiladvala, Mechanical Engineering
Valerie S. Kuehne, VPAC	Brooklynn Trimble, GSS Representative
Adam Con, Fine Arts	Andrew Newcombe, Law
Matthew Koch, Hispanic & Italian Studies	Sandra Duggan, Secretary, VPAC



UNIVERSITY OF VICTORIA

NEW STREAM WITHIN AN EXISTING GRADUATE PROGRAM TEMPLATE

*MMusic Performance – Conducting*

Dean's Name and Date of consultation with AVPAP: <i>Allana Lindgren 21.12.20</i>	Dean signature: <i>Allana Lindgren</i>
Name of contact person: Joseph Salem	
Email & phone of contact person: <a href="mailto:salemjr@uvic.ca">salemjr@uvic.ca</a> 7910	
Date approved by Department: <b>December 1, 2020</b>	Chair/Director signature: <i>Steven J. Capalob</i>
Date approved by Faculty: FA Graduate Curriculum - approved Dec 10, 2020 Fa Faculty Vote - February 10, 2021	Dean signature: <i>Aden G</i> Associate Dean
Date approved by Graduate Studies:	Dean signature:



## Proposal for a New Stream within an Existing Graduate Program

### PROPOSAL (up to 4,000 words plus appendices)

#### A. Identification of new stream

Name, Location, Academic units (Faculties, departments, or schools) offering the new Master's degree	Faculty of Fine Arts, School of Music
Anticipated stream start date	Fall 2021
Name, title, phone number and e-mail address of contact person	Dr. Joseph Salem, Acting Graduate Advisor, Head of Musicology <a href="mailto:salemjr@uvic.ca">salemjr@uvic.ca</a> 7910 [Proposal Author: Dr. Steven Capaldo <a href="mailto:capaldo@uvic.ca">capaldo@uvic.ca</a> ]

#### B. History and context of the program indicating value of new stream

*Describe the history of your own program and of others in similar areas. Explain how the need for the new stream has arisen and is not addressed by existing offerings. What differentiates the proposed stream from similar offerings and what are the anticipated contributions to UVic and the academic unit's strategic plans?*

The School of Music in the Faculty of Fine Arts features MMus programs in composition, performance, performance (emphasis string quartet), and music technology, as well as three MA program options and a PhD in musicology. The School proposes to add a new, unique option to its MMus Performance program, titled **MMus in Performance – Conducting**.

Our existing degrees recognize the traditional distinction between music scholarship and music creation and performance in a variety of ways. The MMus Composition is focused on music creation, whereas the MMus Performance is focused on music performance (including the interpretation of historical music). Meanwhile, our MA Musicology degrees focus on the scholarly study of music in the classroom. The MA Musicology with Performance and the MMus Music Technology combine both realms, with a focus on music research but the potential of creative projects in the realm of music creation and performance. The proposed **MMus in Performance – Conducting** is structured like these later programs, but based on an entirely different area of specialization, combining a strong attention to scholarly aspects of music interpretation with the practical, applied musicianship training required to lead performance ensembles at a high level. In this sense, the proposed program is an extension of our MMus Performance degree, but with an additional focus on research and on leading ensembles of musicians rather than preparing to participate in them.

The **MMus Performance – Conducting** is a traditional, if somewhat rare, music program at the graduate level. UVic aims to correlate its program with the traditional focus on either instrumental and choral music. However, the potential of this traditional stream still aligns with the innovative goals of UVic, and the design of our proposal advocates a streamlined approach to conducting studies that allows for a far more flexible and diverse study of music than is usually offered in

traditional conducting programs.

Conductors differ from other music majors in their focus on leading ensembles of other musicians and their connection to education and ambassadorship; indeed, conductors are often the “public face,” “image,” and/or “spokesperson” of an ensemble, even when such ensembles involve dozens of people. Their connection to music is often characterized by leadership ability and area specialization rather than particular repertoires. And the ensembles they represent often serve diverse communities both locally and beyond.

While the training of conductors varies by individual, the above characteristics highlight how conductors serve as leaders in their communities. Conductors have the potential to bring new repertoires (including indigenous and marginalized musics) to ensembles and communities regardless of previous precedent; indeed, conductors are often in the most powerful position to promote diversity, equity, and representivity in music through their programming choices and their actions on the podium with soloists and in rehearsal. Because their work is defined by leadership, they espouse positive values and help to (literally) harmonize individual perspectives into a coherence whole—a role which is literal not only in the musical sense, but in their leadership of community orchestras of volunteers, of student ensembles, and of other groups of individuals looking for inspiration and mentorship through collective practice. Finally, the training of conductors is strongly correlated to individual apprenticeship with another conductor and various ensembles: there are few activities so clearly defined by experiential learning and community engagement.

Our **MMus in Performance – Conducting** program is unique in how it supports UVic’s strategic goals in the above areas. While more traditional programs focus on learning standard repertoire under an established mentor – which can all too easily perpetuate static norms – UVic’s program is streamlined to provide maximum engagement with active ensembles under the leadership of UVic research-oriented faculty members. Just as these ensembles seek to support UVic’s strategic framework, so would our students focus on new repertoires and forms of music making that promote the musicians and repertoires of tomorrow, with an emphasis on diversity, equity, and inclusion. In fact, the core new course of the program, MUS 537, overtly emphasizes depth over breadth, teaching new conductors the complexities of interpretation without perpetuating colonial repertoires or interpretive conventions across large bodies of canonic repertoire.

We offer this program because recent years have seen a dramatic uptick in interest in a graduate-level conducting program at UVic. We are extremely confident that student demand is strong for this program, especially since we have previously offered a less refined version of this option under our MMus Performance with “conducting” as an instrument rather than its own stream. With this new program, we expect to provide the conductors of tomorrow with expert training while promoting the leadership values inherent in UVic’s strategic framework.

### ***C. Labour market, student demand and employment opportunities.***

Many conductors – especially those seeking training in Wind and Choral conducting – are already employed as teachers of music. This means they are instantly employable in those and other sectors immediately upon completion of the program. It also means there is a strong, continuous supply of students looking to strengthen their portfolio as educators with the extra training and mentorship provided by a degree in conducting. Many music graduates who are working as conductors either in school settings and/or in the community, have sought enrolment in summer conducting programs, conductor development clinics and graduate conducting programs as is evidenced by the large popularity of these programs both here in Canada and overseas (predominantly in the US & Europe). As the demand for these programs has grown exponentially, audition & entrance requirements and quotas have been introduced to ensure a meaningful experience for successful participants. This example demonstrates a growing need to provide advanced training and the strong desire from conductors to increase their expertise and opportunities in the field. As well, in-service music educators are seeking opportunities for salary and career advancement within their current role and the structure and focus of the program fits these educator’s needs. Our goal for the program of two new students per year is already far exceeded by recent interest in this program offering by potential applicants.

***D. Areas of research & teaching specialization and evidence of adequate faculty complement to support the new stream.***

As we have informally offered graduate conductors a place in our MMus Performance degree, we are well-equipped to judge our ability to train them. With the recent hiring of Dr. Steven Capaldo, we have three conductors, each with a specific area of specialization, devoted to supervising students in this program. This new program requires only a single new course, offered a minimum of once per two-year cycle; otherwise, graduate students are primarily mentored in existing classrooms already taught by these faculty. Further resources are made available by recent curriculum adjustments to our undergraduate programs, including our BMus in Education.

***E. Does the stream result in any change to current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details***

The stream does not require changes to current policies for other programs; the new program does introduce its own (new) application processes, which are outlined in the program design and follow the precedents of our other programs.

***F. Curriculum design (Include draft curriculum as Appendix)***

*Indicate the stream requirements and design, including core and elective courses and total program units. Identify which courses already exist at UVic and any new courses required for the stream.*

**Please see the attached appendices for details.** The program consists of 15 units, with no electives, a model we feel is appropriate for such a highly specialized professional program.

*Does the stream include opportunities for experiential learning or other forms of community engagement or research-enriched learning.*

- *Describe use and anticipated outcomes of practica, Co-op, work terms, or other forms of experiential learning and the unit's plans and support to develop placement opportunities.*
- *Opportunities for community engaged and research-enriched learning*

Because conducting as a trade is based on leading ensembles alongside an active mentor, the work inherently requires experiential learning in all its forms. As many conductors at the graduate level are already involved with community schools or performance groups (with many already having served as educators), we expect to involve outside ensembles in aspects of their research and creative activity both during and immediately after their participation in program. These experiences support the natural relationship between conducting and community engagement, combining active research and mentorship at UVic with the potential to simultaneously lead and participate in ensembles that are already a part of the student's life and/or work.

*Does the stream design include plans for distance education delivery? If yes, provide details.*

No.

*Identify the program learning outcomes.*

The program develops skills in conducting techniques, repertoire, rehearsal strategies, ensemble leadership and communication, and student learning through lessons, small and large ensemble conducting, and scholarly research. As such, the program places a strong emphasis on experiential learning and community engagement, with students working alongside faculty on a routine basis to master the practice of conducting; similarly, students are observed on a routine basis when engaging with music ensembles members.

*Provide anticipated times to completion.*

2 years (5 terms including summer).

*Describe any plans for international or indigenous opportunities or perspectives.*

There are no targeted plans for these specific groups. The program is designed to embrace any student-driven research into indigenous music and ensembles, including global musics.

#### ***G. Anticipated enrolment and student financial support plan***

We expect two students per year, for a total of four students in the program at any given time. If the program proves successful, we anticipate the ability to expand the program to at least double this size without major resource implications. These statics are based on recent interest in the program, which has included upwards of ten students per year in recent years. With high interest and demand in the development of graduate conducting program at UVic, a sustainable enrolment is highly achievable.

#### ***H. Resource requirements. Indicate any resources required (faculty & staff appointments, space, library)***

No additional resource requirements have been identified beyond one new course offered at least once every two years – MUS 537 – which is already accounted for by revisions to our undergraduate programs (mainly, recent revisions of our music education program from one to two-year cycles for certain required courses). Otherwise, the primary resource implications are for graduate supervision, which is an area the relevant faculty are all eager to expand.

***1. Indicate related Master's programs/streams in other British Columbia post-secondary institutions.***

The only other Master of Music in conducting in BC is offered at U.B.C. through their M.Mus. – Conducting. The U.B.C. program also offers an emphasis in either Choral, Orchestral, or Wind Conducting. While there are similarities foundationally, the two programs do differ. As an example, the proposed UVic program does not require students to perform in a large ensemble during their degree. Instead, we offer a new course in Ensemble Direction where the ensemble participation experience (large or small) is designed and determined individually between each supervisor and their student and may include a range of ensemble activities including performing.

***Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the new stream (emails/letters of support in an appendix).***

Evidence of consultation appears in the Appendix and as part of the Quali page. It includes standard consultations (School, Faculty, and Planning) as well as external consultations with local secondary schools (Oak Bay, Belmont, Glenlyon Norfolk) and Province-level comparables (UBC).

**Appendix Items:**

1. Program Design
2. Program rationale summary
3. Example Syllabus for new course (MUS 537) and Course Description for new shared classroom code (MUS 582)
4. External Consultation



Appendix I: Program Design

## **PROPOSED GRADUATE CONDUCTING PROGRAM**

### **Description**

The MMus in Performance - Conducting is designed to offer conductors advanced experiences in developing and increasing their professional knowledge and practical skills through innovative, forward-thinking learning opportunities in creating positive outcomes for students, educators and communities.

### **Program information**

The MMus in Performance - Conducting emphasis is targeted towards developing further knowledge and practical skills in conducting techniques, repertoire, rehearsal strategies and approaches, leadership and communication, student learning and engagement through lessons, small and large ensemble conducting.

### **Proposed Program Courses**

MUS 503	Bibliography	1.5
MUS 537*	Musical Literature & Repertoire	1.5
MUS 545	Lessons	4.0
MUS 582*	Ensemble Direction	4.0
MUS 588	Music Practicum	1.0
MUS 596	Lecture Recital	3.0

**TOTAL 15.0**

### **Progression Grid**

<b>YEAR 1</b>	<b>ANNUAL</b>	MUS 545	Lessons	2.0
		MUS 582*	Ensemble Direction	2.0
	<b>FALL</b>	MUS 503	Bibliography	1.5
	<b>SPRING</b>	MUS 537*	Musical Literature & Repertoire	1.5
	<b>SPRING</b>	MUS 588	Music Practicum	1.0
YEAR 1 TOTAL				8.0
<b>YEAR 2</b>	<b>ANNUAL</b>	MUS 545	Lessons	2.0
		MUS 582	Ensemble Direction	2.0
	<b>SPRING</b>	MUS 596	Lecture Recital	3.0
YEAR 2 TOTAL				7.0

**TOTAL 15.0**

\*New course proposed.

Proposal submitted by Steven Capaldo Sep 2019, rev. Oct 2020.

## MMus in Performance – Conducting Proposal

The School of Music in the Faculty of Fine Arts features MMus programs in Composition, Performance, Performance (Emphasis String Quartet), and Music Technology, as well as three MA Musicology program options and a PhD in Musicology. The School proposes to add a new stream to its MMus Degree programs, titled **MMus in Performance – Conducting**.

The MMus in Performance – Conducting program is designed to offer conductors advanced experiences in developing and increasing their professional knowledge and practical skills through innovative, forward-thinking learning opportunities for students, educators, and communities. The program develops skills in conducting techniques, repertoire, rehearsal strategies, ensemble leadership and communication, and student learning through lessons, small and large ensemble conducting, and scholarly research. As such, the program places a strong emphasis on experiential learning and community engagement, with students working alongside faculty on a routine basis to master the practice of conducting; similarly, students are observed on a routine basis when engaging with music ensembles.

The School is able to support the new degree across three specializations: Wind, Choral, and Orchestral conducting, with Dr. Steven Capaldo, Dr. Adam Con, and Ajtony Csaba.

### Program Design:

The program design is based on the MMus Performance program, but with important variations. Both programs feature an emphasis on individual lessons and group/ensemble work as key components of graduate work in performance, and both feature yearly recitals as capstone projects. Both programs also shepherd students from term 1 through term 5 with support to develop and complete capstone projects in stages, with continual mentorship. The conducting program varies in that the final capstone project is a Lecture Recital designed to synthesize academic and applied aspects of the degree in a single project.

### Program Courses:

MUS 503	Bibliography	1.5
MUS 537*	Musical Literature & Repertoire	1.5
MUS 545	Lessons	4.0
MUS 582*	Ensemble Direction	4.0
MUS 588	Music Practicum	1.0
MUS 596	Lecture Recital	3.0

**TOTAL 15.0**

### Progression Grid:

<b>YEAR 1</b>	<b>ANNUAL</b>	MUS 545	Lessons	2.0
		MUS 582	Ensemble Direction	2.0
	<b>FALL</b>	MUS 503	Bibliography	1.5
	<b>SPRING</b>	MUS 537	Musical Literature & Repertoire	1.5
	<b>SPRING</b>	MUS 588	Music Practicum	1.0
	<b>YEAR 1 TOTAL</b>			<b>8.0</b>



## MMus in Performance – Conducting Proposal

YEAR 2	ANNUAL	MUS 545	Lessons	2.0
		MUS 582	Ensemble Direction	2.0
	SPRING	MUS 596	Lecture Recital	3.0
YEAR 2 TOTAL				7.0
TOTAL				15.0

The Conducting program requires two new course codes:

- **MUS 537 Musical Literature & Repertoire:** This is a new course. It is a requirement of the degree, and must be offered at least once per two-year program cycle (ideally, once each winter term). Coverage of this course by one of the three primary program supervisors has already been resourced through other program changes within the School of Music. Enrolments will include students from other areas of Performance.
- **MUS 582 Ensemble Direction:** This is a new course code, but shares a classroom and instructor with MUS 580/1x and therefore requires no significant changes in resource management. In this course, students participate in MUS 580/1x, but also work with the instructor of the course as an apprentice to rehearse and conduct ensembles.

We expect the program to admit **two students per year for the first two years**; current interest suggests these numbers could grow considerably over time, to up to four students per year.

### Resource Management:

Given that conducting is often taught as an apprenticeship, the program exploits existing classroom opportunities in several respects. Although the program requires two new course codes, one of these is a program course that complements an existing classroom and instructor; the second is covered by other changes to School of Music program offerings in Music Education (the unit of two of our primary conductors, Drs. Con and Capaldo) by offering some program requirements once every two-years.

### Precedent:

The School of Music has previously offered conducting as an “instrument option” under its MMus Performance program. The new program is more tailored to the specific needs of conductors. The development of the program stems from a roughly five-fold increase in demonstrated interest by potential applicants for a program in conducting that is tailored for work in music education and community music settings.

### Impact and Outcomes:

Students who study conducting at the graduate level receive training to lead and direct ensembles at all levels, from primary, secondary, and post-secondary education to amateur and professional community ensembles of music. Most interested applicants already hold some kind of employment in these areas, and are seeking to improve their skill level, engage further in music communities and networks, or are seeking salary advancement and/or promotion potential with advanced studies. We expect the vast majority of candidates to be very employable, to be leaders in their communities, and to be ambassadors for UVic’s strengths in these areas to their own students and musicians.



University  
of Victoria

School of Music

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## **COURSE OUTLINE**

### **MUS 537**

Musical Literature and Repertoire

### **Spring 2022**

**Location:** Main Campus

**Delivery:** Face-to-face

**Weight:** 1.5 Units

## **COURSE INFORMATION**

### **COURSE INSTRUCTOR**

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**Dr Steven Capaldo**

<b>Office:</b>	MAC A163	<b>Telephone:</b>	250-721-7835
<b>Email:</b>	<a href="mailto:capaldo@uvic.ca">capaldo@uvic.ca</a>	<b>Office hrs:</b>	As posted
<b>Classroom:</b>	TBA	<b>Class times:</b>	TBA

### **COURSE DESCRIPTION**

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This course is designed to provide students with opportunities to explore and examine a range of relevant repertoire within their field, including its context, impact, and stylistic development, and to increase their knowledge and understanding of quality literature.

Focusing particularly on quality repertoire that has been significant in their field from the 1500s to the present, students will develop knowledge and skills about how to research, evaluate, examine, analyse, and report on repertoire to explore its artistic, historical, and cultural value.

A key component of this course, regardless of repertoire focus, is the ability to analyse and identify key stylistic characteristics in any score, including their correspondence to historical precedents across the broad history of a given genre or practice. Using a flipped classroom approach, students will lead discussions and seminars about various repertoire specifically identified in their performance area to highlight stylistic traits both unique and common among a given historical period or practice. It is understood that all students will be working in consultation with their supervisor to develop and examine repertoire as appropriate to their area.

The course may include the following components in their field of study:

- Research into the broad repertory
- Exploring and examining various literature within the repertory
- Discussing the context of the literature
- Determining impact and significance of works
- Examining performance-practice contexts and/or issues
- Evaluating critical writing on issues regarding the literature
- Score reading and analysis
- Listening to works

### **COURSE LEARNING OUTCOMES**

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On successful completion of this course, students will be able to:

<b>Course Learning Outcome (CLO)</b>	
1.	Critically engage with a range of repertoire in their performance field
2.	Research significant and impactful literature and its place in the repertory
3.	Analyze and evaluate quality literature and repertoire for performance contexts
4.	Identify the impact of social, historical and stylistic contexts of repertoire

5.	Demonstrate knowledge and skills in evaluating, interpreting and implementing solutions to performance practice issues based on research, reflective practice, and other feedback
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## **COURSE MATERIALS**

As discussed in the first session

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## **STUDENT WORKLOAD**

Students should note that 1.5 units equates with a minimum of 3 hours of study per week outside of lectures and tutorials/workshops/practicals. This study time includes self-directed study, practice and any work undertaken towards the completion of assessment tasks.

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## **EXTRAORDINARY CHANGES TO THE COURSE OUTLINE**

In extraordinary circumstances the provisions stipulated in this Course Outline may require amendment after the Subject Outline has been distributed. All students enrolled in the subject must be notified and have the opportunity to provide feedback in relation to the proposed amendment, prior to the amendment being finalised.

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## **COURSE PACK**

A course pack is not available for this course

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## **RECOMMENDED TEXT**

The following texts are recommended for this course:

Battisti, F. (2002). *The Winds of Change: The Evolution of the Contemporary American Wind Band/Ensemble and its Conductor*. Miami: Meredith Music Publishing.

*(more to be added)*

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## **RECOMMENDED READINGS**

You are encouraged to engage with the following list of readings/texts during the course. Please also visit the library for further resources and learning support material.

Battisti, F. (2016). *The Conductor's Challenge: Finding Expressive Meaning in the Score*. Miami: Meredith Publishing.

Battisti, F. & Garofalo, R. (1990). *Guide to Score Study for the Wind Band Conductor*. Miami: Meredith Publishing.

Lisk, E. (2013). *Lyrical Conducting: A New Dimension in Expressive Musicianship*. Miami: Meredith Publishing.

*(more to be added)*

## COURSE SCHEDULE

WEEK	TOPIC
<b>Wk 1</b> Sep	<b>COURSE INTRODUCTION &amp; STRUCTURE</b>
<b>Wk 2</b> Sep	<b>Literature, Repertoire, and Criteria-based Evaluation of Quality</b>
<b>Wk 3</b> Sep	<b>Repertoire from 1500-1799</b> Student Analysis & Presentation
<b>Wk 4</b> Sep	<b>Repertoire from 1800-1899</b> Student Analysis & Presentation
<b>Wk 5</b> Oct	<b>Repertoire from 1900-1919</b> Student Analysis & Presentation
<b>Wk 6</b> Oct	<b>Repertoire from 1920-1939</b> Student Analysis & Presentation
<b>Wk 7</b> Oct	<b>Repertoire from 1940-1959</b> Student Analysis & Presentation
<b>Wk 8</b> Oct	<b>Repertoire from 1960-1979</b> Student Analysis & Presentation
<b>Wk 9</b> Nov	<b>Repertoire from 1980-1999</b> Student Analysis & Presentation
<b>Wk 10</b> Nov	<b>Repertoire from 2000-current</b> Student Analysis & Presentation
<b>Wk 11</b> Nov	<b>Underrepresented &amp; Diverse Composers and Underperformed Repertoire</b> Student Analysis & Presentation
<b>Wk 12</b> Nov	<b>REPERTOIRE PROJECT PRESENTATIONS</b>
<b>Wk 13</b> Nov	<b>REPERTOIRE PROJECT PRESENTATIONS</b> <b>COURSE SYNTHESIS:</b> Significant Works: Their Merit, Value, and Impact on the Repertory & Beyond

## **ASSESSMENTS & GRADING**

### **Assessments Tasks**

All assessment tasks must be completed and submitted for you to receive credit for the course. Late submissions must still be submitted but will not receive marks.

### **Assessment Summary**

	<b>Task</b>	<b>Weight</b>	<b>Length</b>	<b>Due Date</b>
<b>1.</b>	<b>Repertoire Analysis &amp; Presentation</b>	<b>60%</b>	To meet criteria	Weekly, as per schedule
<b>2.</b>	<b>Literature &amp; Repertoire Project</b>	<b>40%</b>	To meet criteria	Week 13

<b>ASSESSMENT 1</b>	<b>REPERTOIRE ANALYSIS &amp; PRESENTATION</b>
Due Date	As per schedule
Description	<p>At the beginning of the class, you will develop a list of repertoire with your supervisor that specifies two works from each of the weekly topic areas in the schedule. Each week, one of these works will be analysed and presented in a 30-50-min seminar. The analysis will be due at the beginning of each class before your presentation. The written analysis must adhere to standard APA referencing, format criteria and guidelines. Please consult an APA style guide for further information. Below are a series of guided questions to help you focus your analysis more effectively:</p> <p><b>ANALYSIS</b>  <u>Explore and discuss:</u></p> <ul style="list-style-type: none"> <li>• The composer (avoid lengthy unrelated focus on biography – discussion should directly relate to the work and its importance)</li> <li>• The work's historical context (when was the work written)</li> <li>• Where was it written and why (or why not) is this important? (cultural influences, political climate, etc)</li> <li>• How did the work come to be written? (commissioned, art music, self-initiated, educational use, etc.)</li> <li>• Other important works they composed (what impact did/does the composer have)</li> <li>• Critical writing and discourse about the work (what have others written about the work and evaluate their conclusions)</li> <li>• Significance – why is this work important? (what influenced the composer/the work, and what influence and impact did the composer/the work have)</li> </ul> <p><u>Analyze:</u></p> <ul style="list-style-type: none"> <li>• Instrumentation/orchestration/voicing</li> <li>• Melodic ideas</li> <li>• Harmonic schemes</li> <li>• Rhythmic devices</li> <li>• Form/structure</li> <li>• Length</li> <li>• How would you approach performing/conducting this work and why?</li> <li>• Prepare a score analysis as you would if you were planning to perform/conduct this work</li> <li>• Discuss score issues/questions that are apparent</li> <li>• Discuss analysis techniques</li> </ul> <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> <li>• What makes it a 'quality' work?</li> </ul>

	<ul style="list-style-type: none"> <li>• Why was it composed this way? (serialism, cultural, dance, voice, etc.)</li> <li>• Did the context of the work's creation (when and where) impact its shape, direction, stylistic characteristics, cultural place, etc.?</li> </ul> <p><u>Performance Context:</u></p> <ul style="list-style-type: none"> <li>• Who could perform this work and why? (Give an approximate level and description – instrumentation, voicing, ranges needed, etc.)</li> <li>• What are the inherent performance practice issues?</li> <li>• What other considerations need to be taken when preparing this work for performance?</li> </ul> <p><b>PRESENTATION</b></p> <p>The presentation is an opportunity to discuss and share the importance of the work you have undertaken.</p> <ul style="list-style-type: none"> <li>• To present the above information, you are encouraged to use PowerPoint (or other presentation software), multimedia, and sound sources</li> <li>• You should provide copies of the score for the class to see (video display, document camera, photocopies, etc.)</li> <li>• Prepare and distribute to the class a summary of your presentation for reference and discussion</li> <li>• You should play the entire work for the group (where time allows) to a max. of 15-20 minutes (as appropriate)</li> <li>• Identify areas and issues of concern from a conducting and pedagogical perspective (either before, after or during the listening time).</li> <li>• Please ensure you allow for discussion time during your presentation.</li> </ul>
Weighting	60% for all analyses and presentations
Format/Length/Duration	500 words (max) per analysis 30-50-minute presentation (including no more than 15-20 mins of music listening)
Assessment Criteria	Students will be assessed by their ability to: <ol style="list-style-type: none"> <li>1. Discuss the repertoire and its context (20%)</li> <li>2. Provide an overview of the relevant and current literature related to the repertoire (20%)</li> <li>3. Argue for the significance &amp; quality of the repertoire (20%)</li> <li>4. Discuss the analysis approach, results and performance context (20%)</li> <li>5. Communicate with accuracy, clarity and depth (10%)</li> <li>6. Demonstrate strong presentation skills (10%)</li> </ol>
Course Learning Outcomes Assessed	CLO 1 Critically engage with a range of repertoire in their performance field CLO 2 Research significant and impactful literature and its place in the repertory CLO 4 Analyse and evaluate quality literature and repertoire for performance contexts CLO 4 Identify the impact of social, historical and stylistic contexts of repertoire
Method of Submission	In-class presentation and written analysis (submitted electronically through turnitin)

<b>ASSESSMENT 2</b>	<b>LITERATURE &amp; REPERTOIRE PROJECT</b>
Due Date	As per the Course Schedule
Description	<p>Identifying specific literature and repertoire that is important and relevant to each student, you will negotiate with the instructor to develop a project exploring one aspect of repertoire in great depth with rigour.</p> <p><b>PROJECT</b></p> <p>The project can be a combination of activities including:</p> <ul style="list-style-type: none"> <li>• A detailed annotated repertoire collection</li> <li>• Exploring a specific genre, style, time period, composer, performer, etc</li> <li>• Examining cultural, social, political, and other influences around composers and works</li> </ul>

	<ul style="list-style-type: none"> <li>Exploring diverse and underrepresented composers, performers, artists and works, specifically examining what are the barriers and facilitators to:               <ul style="list-style-type: none"> <li>providing workshop and/or performance opportunities,</li> <li>bringing recognition and awareness,</li> <li>supporting and promoting success.</li> </ul> </li> <li>Evaluating critical writing on issues regarding a specific work</li> <li>Detailed score analysis and evaluation with performance preparation considerations and annotations</li> <li>Examining key aspects of repertoire by providing a research paper on one of the following:               <ul style="list-style-type: none"> <li>The development of percussion, with particular emphasis on section size, instrumentation, methods of composition, techniques and technical developments, and the role of percussion within the music; played a major role in progressing the repertoire.</li> <li>The commissioning of music was the greatest factor in the development, growth, and expansion of new quality literature.</li> <li>Explore and examine the person whom you believe to have had/is having the greatest impact in your literature/repertoire and the development of your instrument/voice/ensemble as a vehicle of high artistic quality and merit through its repertoire.</li> <li>Explore and examine an underrepresented composer or work.</li> </ul> </li> </ul> <p><b>PRESENTATION</b> The presentation should include a live performance/listening of the work/selected repertoire, a detailed discussion of the work undertaken, the results and findings of the project, and clear conclusions outlining the impact this project has for you as a performer and potentially for your field.</p>
Weighting	40%
Format/Length/Duration	Written project length and format to be negotiated with instructor 50-minute Lecture-recital/presentation
Assessment Criteria	<p>Students will be assessed by their ability to:</p> <ol style="list-style-type: none"> <li>1. Provide a clear overview of the project and its broad aims (5%)</li> <li>2. Identify relevant and/or appropriate contexts and the issues addressed (15%)</li> <li>3. Provide an overview and analysis of the relevant and current literature related to the repertoire/topic (20%)</li> <li>4. Argue for the significance of the repertoire/topic (20%)</li> <li>5. Discuss the analysis approach, results, and impact/significance (20%)</li> <li>6. Communicate with accuracy, clarity and depth (10%)</li> <li>7. Demonstrate strong presentation skills (10%)</li> </ol>
Course Learning Outcomes Assessed	<p>CLO 1 Critically engage with a range of repertoire in their performance field</p> <p>CLO 2 Research significant and impactful literature and its place in the repertory</p> <p>CLO 4 Analyse and evaluate quality literature and repertoire for performance contexts</p> <p>CLO 4 Identify the impact of social, historical and stylistic contexts of repertoire</p> <p>CLO 5 Demonstrate knowledge and skills in evaluating, interpreting and implementing solutions to performance practice issues based on research, reflective practice, and other feedback</p>
Method of Submission	In-class Lecture-recital/presentation and written project (submitted electronically through turnitin)

## Assessment Rubrics and Marking Sheets

All assessment rubrics and marking sheets will be placed on the Brightspace. Students are expected to download these and make themselves familiar with the marking and assessment standards and practices in this course



## **Attendance**

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Students are expected to attend all classes in which they are enrolled and attendance records are kept for this course. Failure to comply with mandatory attendance requirements may result in the student receiving an F for the course.

### **Practical-based Course**

As this course is based around practical application and teaching experiences, attendance is solely the responsibility of the student. If a class is missed where a student is presenting, there will be no opportunity for a supplementary task. Any missed practical or presentation-based assessment tasks will result in an F for the task.

### **Class Admission**

An instructor may refuse a student admission to a lecture, laboratory, online course discussion or learning activity, tutorial or other learning activity set out in the course outline because of lateness, misconduct, inattention or failure to meet the responsibilities of the course set out in the course outline. Students who neglect their academic work may be assigned a final grade of N or debarred from final examinations.

### **Late or Absent**

Arriving late to class or leaving class early on two or more occasions will constitute a recorded absence and thereby risk failing the course.

### **Academic Concessions**

Students who are absent, late or cannot attend an entire class because of illness, an accident or family affliction should report to their instructors as soon as possible. For more information regarding any attendance matter, refer to Academic Concessions.

## **Turnitin**

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Students may be requested to submit written assignments in this course to turnitin or other originality checking and text-matching software. Electronic copies of assignments must be provided if requested.

## **Supplemental Tasks**

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No supplemental tasks or examinations will be offered in this course.

## **Late Submissions**

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Late submissions must still be submitted but will not receive marks nor count towards the final grade in this course.

## **Extensions**

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Extensions cannot be granted in this course.

## Grading Policy

<http://web.uvic.ca/calendar/FACS/UnIn/UARe/Grad.html>

PASSING GRADES				
Grade	Grade Point Value	Percentage*	Description	Achievement of Assignment Objectives
A+	9	90 - 100	Exceptional Work	Technically flawless and original work demonstrating insight, understanding and independent application or extension of course expectations; often publishable.
A	8	85 - 89	Outstanding Work	Demonstrates a very high level of integration of material demonstrating insight, understanding and independent application or extension of course expectations.
A-	7	80 - 84	Excellent Work	Represents a high level of integration, comprehensiveness and complexity, as well as mastery of relevant techniques/concepts.
B+	6	77 - 79	Very good work	Represents a satisfactory level of integration, comprehensiveness, and complexity; demonstrates a sound level of analysis with no major weaknesses.
B	5	73 - 76	Acceptable work that fulfils the expectations of the course	Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking.
B-	4	70 - 72	Unacceptable work revealing some deficiencies in knowledge, understanding or techniques	Represents an unacceptable level of integration, comprehensiveness and complexity. Mastery of some relevant techniques or concepts lacking. Every grade of 4.0 (B-) or lower in a course taken for credit in the Faculty of Graduate Studies must be reviewed by the supervisory committee of the student and a recommendation made to the Dean of Graduate Studies. Such students will not be allowed to register in the next session until approved to do so by the Dean.
C+	3	65 - 69		
C	2	60-64		
D	1	50-59		
COM	N/A	N/A	Complete (Pass)	Used only for 0 unit courses and other graduate courses designated by the Senate. Such courses are identified in the course listings.
CTN	Excluded Grade	N/A	Continuing	Denotes the first half of a full-year course.
FNC	Excluded Grade	0-100 †	For No Credit	Denotes a 100-299 level undergraduate course for no credit in the Faculty of Graduate Studies.

Students in the Faculty of Graduate Studies must achieve a grade point average of at least 5.0 (B) for every session in which they are registered. Individual departments or schools may set higher standards. Students with a sessional or cumulative average below 5.0 will not be allowed to register in the next session until their academic performance has been reviewed by their supervisory committee and continuation in the Faculty of Graduate Studies is approved by the Dean. Some academic units may employ a percentage system for evaluating student's work.

† FNC will produce a grade on the transcript

FAILING GRADES			
Grade	Grade Point Value	Percentage*	Description
F	0	0 - 49	Failing grade. Unsatisfactory performance. Wrote final examination and completed course requirements.
N	0	0 - 49	Did not write examination or otherwise complete course requirements by the end of term or session. This grade is intended to be final.
F/X	Excluded Grade	N/A	Unsatisfactory performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
N/X	Excluded Grade	N/A	Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.

**TEMPORARY GRADES**

Grade	Grade Point Value	Percentage*	Description
INC	N/A	N/A	Incomplete (requires "Request for Extension of Grade" form). Used for those graduate credit courses designated by the Senate and identified in the course listings; also used, with Dean's permission, for those graduate credit courses with regular grading (A to F, including N) which are not complete by the end of the term or session due to exceptional circumstances beyond the control of the instructor or student. INC must be replaced by a final grade not later than the end of the next term.
INP	N/A	N/A	In Progress. Used only for work terms; dissertations; theses; projects; comprehensive examinations and seminars offered on the same basis as dissertations or theses and designated by Senate (identified in the course listings). In the case of work terms, a final grade must replace INP within two months of the end of term. For dissertations, theses, designated seminars, projects and comprehensives, a final grade must replace INP by the end of the program. If the student does not complete the degree requirements within the time limit for the degree, the final grades will be N.
CIC	N/A	N/A	Co-op Interrupted Course. Temporary grade. See <a href="#">General Regulations: Graduate Co-op</a> .

**GRADE NOTES**

Grade note	Grade Point Value	Percentage*	Description
WE	N/A	N/A	<b>Withdrawal under extenuating circumstances.</b> The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.

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

## **GENERAL INFORMATION FOR STUDENTS**

### **Special Accommodations**

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Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSd) as soon as possible. The RCSd staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <http://rcsd.uvic.ca/>. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

### **Academic Integrity**

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Academic integrity is intellectual honesty and responsibility for academic work that you submit individual or group work. It involves commitment to the values of honesty, trust, and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research, and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences.

#### **The responsibility of the institution**

Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.

#### **The responsibility of the student**

Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations or for referencing your sources, ask your instructor. Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student's transcript, or a suspension.

It is your responsibility to understand the University's policy on academic integrity:

<https://www.uvic.ca/students/academics/academic-integrity/#ipn-policies-consequences>

## **MUS 582**

### **Ensemble Direction**

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#### **Course Description**

MUS 582 shares a classroom, instructor, and workload requirements with a large and/or small ensemble course (MUS 580x and/or MUS 581x). Students in MUS 582 are directed by their supervisor to participate with the appropriate ensemble as a shared classroom space.

The course is designed to provide conducting students with opportunities to understand and demonstrate musical direction and leadership through participation in ensemble environments. A range of student experiences are possible, from performing in the ensemble or observing their supervisor in the role of conductor/music director, to preparing and leading rehearsals of the ensembles themselves. Because standards of ensemble participation and leadership vary with specialization, each supervisor will determine the balance of elements most appropriate to their specialization. The course will also provide students learning experiences in score analysis and rehearsal preparation, podium management, rehearsal techniques, effective verbal and non-verbal communication, where the emphasis will be on the practical application of conducting technique and skills.

The course is valued at 1.0 unit per term, or 2.0 units for the academic year. It is assumed that the responsibilities of the student will not exceed the time normally allotted for small or large ensemble participation. Of course, certain aspects of the course will require additional time and mentorship, but this time should be allocated to independent lessons (MUS 545) or the final project (MUS 596), as appropriate.



École Secondaire  
**OAK BAY**  
High School

Greater Victoria School District #61  
<https://oakbay.sd61.bc.ca>

Dr. Joseph Salem  
Acting Graduate Advisor  
Head of Musicology

Re: New Stream within an existing graduate Program Template

Dear Mr. Salem

I am writing to provide feedback on the proposed new stream within The University of Victoria Music program. The Masters of Music in Performance Conducting stream will be a welcome addition to the program at UVic.

Victoria and Vancouver Island Teachers need a Masters of music that is relative to teaching Music Education. For many years music teachers in Victoria have been forced to seek this type of program elsewhere. As I am sure you are aware, teachers are motivated to complete masters degrees to enhance their salary, achieve promotions, and to further pedagogical experience.

There are no opportunities for experiential learning in a music masters programs available locally. This program will be key to providing this style of teaching to our music teachers. Teachers who teach music education often prefer a program that is practically based, that they can use in their classrooms and one that allows them to find a broader range of topics including non-colonial music and indigenous views. The proposal received and the program it offers will fill many needs of our music community.

Thank you for the opportunity to comment and support this exciting new program at The University of Victoria

Sincerely,

Jeffery Weaver  
B.Mus. Uvic (2004)  
M. Mus. Sam Houston state (2015)  
Director of Fine Arts  
Oak Bay High School

**Subject:** RE: Support for New UVic MMus in Performance—Conducting stream  
**Date:** Friday, 27 November 2020 at 11:15:05 am Pacific Standard Time  
**From:** Mandart Chan  
**To:** Music Director  
**Attachments:** image002.jpg

Hello Steven,

This is FANTASTCI! I absolutely support this direction for the SOM at UVic!

Part of me now wants to pursue an MMus, but my degree from Sam Houston State (via American Band College) was the MMus in Performance Conducting.

Mandart

---

**From:** Music Director <musicdirector@uvic.ca>  
**Sent:** Wednesday, November 25, 2020 5:43 PM  
**To:** Mandart Chan <mchan@sd62.bc.ca>  
**Subject:** Support for New UVic MMus in Performance—Conducting stream

CAUTION - EXTERNAL SENDER: This email originated from outside of School District 62. Do not click links or open attachments unless you have verified the sender and know the content is safe.

Mandart Chan – Belmont Secondary School

Dear Mr. Chan,

I'm writing to send to you our new proposed Master of Music in Performance – Conducting stream for the School of Music in the Faculty of Fine Arts at the University of Victoria. As part of the consultation process, I've attached the formal program proposal and we are hoping to receive any feedback you may have on the proposal for us to consider towards implementation commencing September 2021.

We would welcome your response by Friday December 11, 2020 and we appreciate you taking the time to provide feedback.

Regards,

Steven  
(he, him)



**Dr. Steven J. Capaldo**

D.M.A., M.Perf., B.Ed.(Mus.), A.Mus.A.(Distinction)

Acting Director, School of Music

Associate Professor of Music Education and Conducting

Head of Music Education

Conductor, University of Victoria Wind Symphony

School of Music | Faculty of Fine Arts | University of Victoria

PO Box 1700 STN CSC | Victoria BC V8W 2Y2

Office: MAC B103 T: 250-721-7903 | E: [musicdirector@uvic.ca](mailto:musicdirector@uvic.ca) | W: [Faculty Profile](#)

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**IMPORTANT NOTICE**

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**Subject:** Re: Support for New UVic MMus in Performance—Conducting stream  
**Date:** Friday, 27 November 2020 at 10:50:34 am Pacific Standard Time  
**From:** Steve Thompson  
**To:** Music Director  
**Attachments:** image001.png

Good Morning,

Thank you so much for including me in this opportunity for feedback. I think the program sounds incredibly interesting. I love the focus on experiential learning and mentorship, and the structure of the program, including a focus on inclusive literature and repertoire, is very much in line with current thoughts around music education, and progressive in its approach. Upon approval, I would absolutely be interested in pursuing my Masters at UVic in the future (although in my household, my wife is up next for a graduate degree!).

I hope it gets approved! Thanks again for the opportunity to read about it. I have no suggestions for improvement or questions at this time.

Best regards,

**Steve Thompson** | Head of Arts, Band Teacher | **Glenlyon Norfolk School**  
**a:** Pemberton Woods Campus, 801 Bank St, Victoria BC V8S 4A8  
**e:** [sthompson@mygns.ca](mailto:sthompson@mygns.ca) | **t:** 250-370-6800 ext 5064 | **w:** [mygns.ca](http://mygns.ca)

GNS | IB World School | IB Continuum | Round Square

**Do your best through truth and courage**

*Glenlyon Norfolk School is a scent-free environment.  
Thank you for not wearing fragrances on our premises.*

On Wed, 25 Nov 2020 at 17:47, Music Director <[musicdirector@uvic.ca](mailto:musicdirector@uvic.ca)> wrote:

Steve Thompson – Glenlyon Norfolk School

Dear Mr. Thompson,

I'm writing to send to you our new proposed Master of Music in Performance – Conducting stream for the School of Music in the Faculty of Fine Arts at the University of Victoria. As part of the consultation process, I've attached the formal program proposal and we are hoping to receive any feedback you may have on the proposal for us to consider towards implementation commencing September 2021.

We would welcome your response by Friday December 11, 2020 and we appreciate you taking the time to

provide feedback.

Regards,

Steven

(he, him)



**Dr. Steven J. Capaldo**

D.M.A., M.Perf., B.Ed.(Mus.), A.Mus.A.(Distinction)

Acting Director, School of Music

Associate Professor of Music Education and Conducting

Head of Music Education

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Office: MAC B103 T: 250-721-7903 | E: [musicdirector@uvic.ca](mailto:musicdirector@uvic.ca) | W: [Faculty Profile](#)

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*The School of Music, University of Victoria is proud to be recognized as Canada's first All-Steinway school.*

**Subject:** RE: Support for New UVic MMus in Performance—Conducting stream  
**Date:** Monday, 23 November 2020 at 9:10:11 am Pacific Standard Time  
**From:** Carrabre, T. Patrick  
**To:** Music Director  
**Attachments:** image001.jpg

Hi Steven,

I've circulated your proposal to my colleagues in the area.

Your proposal seems to be in line with the expectations of most MM conducting programs in North America. It is very similar to our program at UBC, but with fewer academic requirements (one less year of seminar in repertoire). We have no reservations about offering a positive review and support for this program.

Best wishes,

Pat

T. Patrick Carrabré, Ph.D. (He, Him, His)  
Director and Professor  
School of Music & Chan Centre for the Performing Arts  
University of British Columbia  
(604) 822-5436

Thank you to the xʷməθkʷəy̓əm (Musqueam) people for their patience, ongoing hospitality and support for students, as UBC operates on their ancestral, unceded territory.

---

**From:** Music Director <musicdirector@uvic.ca>  
**Sent:** Thursday, November 12, 2020 4:01 PM  
**To:** Carrabre, T. Patrick <tcarrabr@mail.ubc.ca>  
**Subject:** Support for New UVic MMus in Performance—Conducting stream

[CAUTION: Non-UBC Email]

Professor T. Patrick Carrabré – UBC Director of Music

Dear Dr. Carrabré,

I'm writing to send to you our new proposed Master of Music in Performance – Conducting stream for the School of Music in the Faculty of Fine Arts at the University of Victoria. As part of the consultation process, I've attached the formal program proposal and we are hoping to receive any feedback you may have on the proposal for us to consider towards implementation commencing September 2021.

We would welcome your response by Friday December 11, 2020 and we appreciate you taking the time to provide feedback.

Regards,

Steven  
(he/him)



**Dr. Steven J. Capaldo**

D.M.A., M.Perf., B.Ed.(Mus.), A.Mus.A.(Distinction)

Acting Director, School of Music

Associate Professor of Music Education and Conducting

Head of Music Education

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**University  
of Victoria**

Senate Committee on  
Planning

# MEMO

**Date:** February 17, 2021

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to discontinue the Master of Arts in Hispanic Studies in the Faculty of Humanities**

---

At its meeting on February 2, 2021, the Senate Committee on Planning considered the proposal to discontinue the Master of Arts in Hispanic Studies in the Faculty of Humanities.

**The following motion is recommended:**

Motion: That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the Master of Arts in Hispanic Studies in the Faculty of Humanities.

Respectfully submitted,


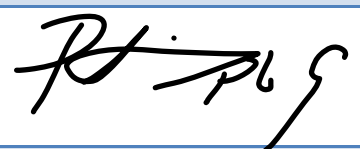
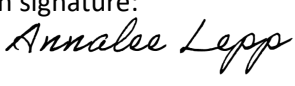
**2020-2021 Senate Committee on Planning**

Robin Hicks, (Chair), Acting, AVPAP	Graham McDonough, Curriculum and Instruction
Evan Roubekas, Student Senator	Sang Nam, Business
Stephen Evans, Graduate Studies	Abdul Roudsari, Health Information Science
Jo-Anne Clarke, Continuing Studies	Nilanjana Roy, Economics
Rishi Gupta, Civil Engineering	Ada Saab, Associate University Secretary
Andrea Giles, Co-op Education	Ralf St. Clair, Education
Nicole Greengoe, Office of the Registrar	Cindy Holder, Humanities
Lisa Kalynchuk, VP Research	Rustom Bhiladvala, Mechanical Engineering
Valerie S. Kuehne, VPAC	Brooklynn Trimble, GSS Representative
Adam Con, Fine Arts	Andrew Newcombe, Law
Matthew Koch, Hispanic & Italian Studies	Sandra Duggan, Secretary, VPAC

# *Discontinuance of the* UNIVERSITY OF VICTORIA

## STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

### *Discontinuance of the Hispanic Studies (Master of Arts)*

Dean's Name and Date of consultation with AVPAP: <b>Annalee Lepp, Acting Dean of Humanities</b> Date of consultation: <b>November 24, 2020</b>	Dean signature:  Consultation with Robin Hicks by Alexandra D'Arcy, Associate Dean Research
Name of contact person: Pablo Restrepo Gautier	
Email & phone of contact person: <a href="mailto:restrepo@uvic.ca">restrepo@uvic.ca</a> ext. 7413	
Date approved by Department: <b>October 6, 2020</b>	Chair/Director signature:
Date approved by Faculty: <b>October 17, 2020</b>	Dean signature: 
Date approved by Graduate Studies:	Dean signature:
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments	Signature of line authority
Date of Consultation with Co-operative Education Program and Career Services (if applicable) n/a	Executive Director signature:
Date of Consultation with Indigenous Academic and Community Engagement n/a	Executive Director signature:



## *Discontinuance of the Hispanic Studies (Master of Arts)*

### PROPOSAL (up to 4,000 words plus appendices)

#### **A. Identification of the change**

Name, Location, Academic units (Faculties, departments, or schools)	Hispanic Studies (Master of Arts) Department of Hispanic and Italian Studies Faculty of Humanities
Anticipated implementation date of change	May 2021
Name, title, phone number and e-mail address of contact person	Dr. Pablo Restrepo Gautier, Chair of Hispanic and Italian Studies, x.7413, <a href="mailto:restrepo@uvic.ca">restrepo@uvic.ca</a> .

#### **B. History and context of the program indicating value and impact of the program change**

Include a description of how the proposed change relates to similar programs in your unit and comparable programs outside UVIC. Provide a rationale for the change and describe the impact on students. How does the proposed change align with unit/Faculty/UVIC strategic plans and priorities?

##### **1. History**

- a. The Master of Arts in Hispanic Studies was launched in 2004 and has always been relatively small, with a peak over the last 10 years of 5 students in 2010 and a low of 2 students in 2018 and 2019. Since then the program has become increasingly difficult to maintain, as the number of faculty has shrunk—the Department lost a 1-FTE research-stream position in 2018. Completion times reflect the challenges in the program (see point 3), with a 6-year completion rate of just 66% for the 2-year program.

The number of students registered in the program each year in the last decade is as follows:

2010	5	2015	3
2011	4	2016	3
2012	4	2017	3
2013	4	2018	2
2014	4	2019	2

The department does not have a PhD program but does admit doctoral students by special arrangement. There are currently three PhD students by special arrangement enrolled; all have completed their coursework and have attained candidacy; they need only finish their dissertations to complete their degrees.

**2. Similar programs in the Department**

- a. Hispanic and Italian Studies (Master of Arts). There is also a proposal for discontinuation of this program.

**3. Rationale for discontinuance**

- a. The graduate program is not viable given the Department's small number of faculty members who are members of FGS (3.0-FTE Research-Stream and 1.75-FTE Teaching Stream members).
- b. Limited financial resources prevent the Department from offering competitive packages and building a cohort of students.
- c. The small faculty complement and the inability to build a cohort of students makes it difficult to offer stand-alone graduate courses within the normal work loads of members. The Department has offered most recent graduate courses in a directed reading modality.
- d. The combination of points 3a–c puts significant demands and strain on existing resources in the department, including faculty workloads, and negatively impinges on student completion rates and timelines.

**4. Impact on students**

- a. The program does not have any students currently registered in the Master of Arts in Hispanic Studies.
- b. We currently have two students actively enrolled in PhD programs by special arrangements (one is on leave). They are at the dissertation stage, so there will be no impact on them; the department will support them to completion.
- c. Students will be unable to pursue a Master of Arts in Hispanic Studies at UVic once the Department stops offering the program (unless by special arrangement). The lack of a formal MA program will mean that PhDs by special arrangement will no longer be possible. We do not expect this to be problematic, as uptake has been marginal. Only three students have enrolled in the PhD by special arrangement in the last ten years.

**5. Alignment with unit/Faculty/UVIC strategic plans and priorities**

- a. Given its small faculty complement, the Department will concentrate on its undergraduate programs. Faculty Members will be encouraged to collaborate with other units at the graduate level, supporting faculty-level initiatives to increase multi-disciplinarity and collaboration across units.
- b. The Faculty is concentrating on viable graduate programs and inter-departmental collaboration.
- c. Discontinuing the program and encouraging departmental faculty members to collaborate with other graduate programs aligns with Strategy 3.5 of the Strategic Framework.

***C. Indicators of labour market and student demand. (not required for requests for program discontinuation)***

N/A

***D. Areas of research & teaching specialization and evidence of adequate faculty complement.***

N/A



***E. Does the proposed change have an impact on current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.***

N/A

***F. Curriculum design (Include draft curriculum as Appendix) (not required for requests for program discontinuation)***

Indicate the requirements and design, including core and elective courses and total program units. Identify which courses already exist at UVic and any new courses required.

N/A

Does the program change include opportunities for experiential learning or other forms of community engagement or research-enriched learning?

- Describe use and anticipated outcomes of practica, Co-op, work terms, or other forms of experiential learning and the unit's plans and support to develop placement opportunities. Obtain line authority signature for any resource commitments.
- Opportunities for community engaged and research-enriched learning

**N/A**

Does the program design include plans for distance education delivery? If yes, provide details.

**N/A**

Identify the program learning outcomes.

**N/A**

Provide anticipated times to completion.

**N/A**

Describe any plans for international or indigenous opportunities or perspectives.

**N/A**

Plans for integration of teaching and research.

**N/A**

<b>G. Anticipated enrolment and student financial support plan (not required for requests for program discontinuation)</b>
N/A
<b>H. Resource requirements. Indicate any resources required or impacted (faculty &amp; staff appointments, space, library)</b>
N/A
<b>I. Indicate related graduate programs in other British Columbia post-secondary institutions.</b>
<a href="#">Master of Arts in Hispanic Studies</a> , UBC.
<b>Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix). N/A</b>



**University  
of Victoria**

Senate Committee on  
Planning

# MEMO

**Date:** February 17, 2021

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to discontinue the Master of Arts in Hispanic Studies and Italian Studies in the Faculty of Humanities**

---

At its meeting on February 2, 2021, the Senate Committee on Planning considered the proposal to discontinue the Master of Arts in Hispanic Studies and Italian Studies in the Faculty of Humanities.

**The following motion is recommended:**

Motion: That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the Master of Arts in Hispanic Studies and Italian Studies in the Faculty of Humanities.

Respectfully submitted,




**2020-2021 Senate Committee on Planning**

Robin Hicks, (Chair), Acting, AVPAP	Graham McDonough, Curriculum and Instruction
Evan Roubekas, Student Senator	Sang Nam, Business
Stephen Evans, Graduate Studies	Abdul Roudsari, Health Information Science
Jo-Anne Clarke, Continuing Studies	Nilanjana Roy, Economics
Rishi Gupta, Civil Engineering	Ada Saab, Associate University Secretary
Andrea Giles, Co-op Education	Ralf St. Clair, Education
Nicole Greengoe, Office of the Registrar	Cindy Holder, Humanities
Lisa Kalynchuk, VP Research	Rustom Bhiladvala, Mechanical Engineering
Valerie S. Kuehne, VPAC	Brooklynn Trimble, GSS Representative
Adam Con, Fine Arts	Andrew Newcombe, Law
Matthew Koch, Hispanic & Italian Studies	Sandra Duggan, Secretary, VPAC

# *Discontinuance of the* UNIVERSITY OF VICTORIA

## STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

### *Discontinuance of the Hispanic and Italian Studies (Master of Arts)*

Dean's Name and Date of consultation with AVPAP: <b>Annalee Lepp, Acting Dean of Humanities</b> Date of consultation: <b>November 24, 2020</b>	Dean signature:  Consultation with Robin Hicks by Alexandra D'Arcy, Associate Dean Research
Name of contact person: Pablo Restrepo Gautier	
Email & phone of contact person: <a href="mailto:restrepo@uvic.ca">restrepo@uvic.ca</a> ext. 7413	
Date approved by Department: <b>October 6, 2020</b>	Chair/Director signature:
Date approved by Faculty: <b>October 17, 2020</b>	Dean signature: 
Date approved by Graduate Studies:	Dean signature:
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments	Signature of line authority
Date of Consultation with Co-operative Education Program and Career Services (if applicable) n/a	Executive Director signature:
Date of Consultation with Indigenous Academic and Community Engagement n/a	Executive Director signature:



## *Discontinuance of the Hispanic and Italian Studies (Master of Arts)*

### PROPOSAL (up to 4,000 words plus appendices)

#### **A. Identification of the change**

Name, Location, Academic units (Faculties, departments, or schools)	Hispanic and Italian Studies (Master of Arts) Department of Hispanic and Italian Studies Faculty of Humanities
Anticipated implementation date of change	May 2021
Name, title, phone number and e-mail address of contact person	Dr. Pablo Restrepo Gautier, Chair of Hispanic and Italian Studies, x.7413, <a href="mailto:restrepo@uvic.ca">restrepo@uvic.ca</a> .

#### **B. History and context of the program indicating value and impact of the program change**

Include a description of how the proposed change relates to similar programs in your unit and comparable programs outside UVIC. Provide a rationale for the change and describe the impact on students. How does the proposed change align with unit/Faculty/UVIC strategic plans and priorities?

##### **1. History**

- a. The Master of Arts in Hispanic and Italian Studies was launched in 2004 and has always been small. In the last decade, the program has had only one student who started the program in 2015 and finished in 2017. The program never been viable and it is increasingly difficult to justify and maintain, particularly as the number of faculty has shrunk—the Department lost a 1-FTE in the research stream in 2018. Moreover, the Department has only 1.0 FTE in the research stream with specialization in Italian. The Department no longer offers a Major in Italian that would lead to the graduate program.

The department does not have a PhD program but does admit doctoral students by special arrangement. There are currently three PhD students by special arrangement enrolled; all have completed their coursework and have attained candidacy; they need only finish their dissertations to complete their degrees.

##### **2. Similar programs in the Department**

- a. Hispanic Studies (Master of Arts). There is also a proposal for discontinuation of this program.

**3. Rationale for discontinuance**

- a. The graduate program is not viable given the Department's small number of faculty members who are members of FGS (3.0-FTE Research-Stream and 1.75-FTE Teaching Stream members, with only 1.0 FTE shared between two Research-Stream Faculty Members specializing on Italy and Italian).
- b. Limited financial resources prevent the Department from offering competitive packages and building a cohort of students.
- c. The small faculty complement and the inability to build a cohort of students makes it difficult to offer stand-alone graduate courses within the normal work loads of members. The Department has offered most recent graduate courses in a directed reading modality.
- d. The combination of points 3a–c puts significant demands and strain on existing resources in the department, including faculty workloads, and negatively impinges on student completion rates and timelines.

**4. Impact on students**

- a. The program does not have any students currently registered in the Master of Arts in Hispanic Studies.
- b. We currently have two students actively enrolled in PhD programs by special arrangements (one is on leave). They are at the dissertation stage, so there will be no impact on them; the department will support them to completion.
- c. Students will be unable to pursue a Master of Arts in Hispanic and Italian Studies at UVic once the Department stops offering the program (unless by special arrangement). The lack of a formal MA program will mean that PhDs by special arrangement will no longer be possible. We do not expect this to be problematic, as uptake has been marginal. Only three students have enrolled in the PhD by special arrangement in the last ten years.

**5. Alignment with unit/Faculty/UVIC strategic plans and priorities**

- a. Given its small faculty complement, the Department will concentrate on its undergraduate programs. Faculty Members will be encouraged to collaborate with other units at the graduate level, supporting faculty-level initiatives to increase multi-disciplinarity and collaboration across units.
- b. The Faculty is concentrating on viable graduate programs and inter-departmental collaboration.
- c. Discontinuing the program and encouraging departmental faculty members to collaborate with other graduate programs aligns with Strategy 3.5 of the Strategic Framework.

***C. Indicators of labour market and student demand. (not required for requests for program discontinuation)***

N/A

***D. Areas of research & teaching specialization and evidence of adequate faculty complement.***

N/A

***E. Does the proposed change have an impact on current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.***

N/A

***F. Curriculum design (Include draft curriculum as Appendix) (not required for requests for program discontinuation)***

Indicate the requirements and design, including core and elective courses and total program units. Identify which courses already exist at UVic and any new courses required.

N/A



Does the program change include opportunities for experiential learning or other forms of community engagement or research-enriched learning?

- Describe use and anticipated outcomes of practica, Co-op, work terms, or other forms of experiential learning and the unit's plans and support to develop placement opportunities. Obtain line authority signature for any resource commitments.
- Opportunities for community engaged and research-enriched learning

**N/A**

Does the program design include plans for distance education delivery? If yes, provide details.

**N/A**

Identify the program learning outcomes.

**N/A**

Provide anticipated times to completion.

**N/A**

Describe any plans for international or indigenous opportunities or perspectives.

**N/A**

Plans for integration of teaching and research.

**N/A**

<b>G. Anticipated enrolment and student financial support plan (not required for requests for program discontinuation)</b>
N/A
<b>H. Resource requirements. Indicate any resources required or impacted (faculty &amp; staff appointments, space, library)</b>
N/A
<b>I. Indicate related graduate programs in other British Columbia post-secondary institutions.</b>
<a href="#">Master of Arts in Hispanic Studies</a> , UBC.
<b>Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix). N/A</b>



University  
of Victoria

Senate Committee on  
Planning

# MEMO

**Date:** February 17, 2021

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to discontinue the Humanities/Continuing Studies diploma program in the Faculty of Humanities**

---

At its meeting on February 2, 2021, the Senate Committee on Planning considered the proposal to discontinue the Humanities/Continuing Studies diploma program in the Faculty of Humanities.

**The following motion is recommended:**

Motion: That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the Humanities/Continuing Studies diploma program in the Faculty of Humanities, as described in the document "Discontinuance of the Humanities/Continuing Studies Diploma Program".

Respectfully submitted,

**2020-2021 Senate Committee on Planning**

Robin Hicks, (Chair), Acting, AVPAP	Graham McDonough, Curriculum and Instruction
Evan Roubekas, Student Senator	Sang Nam, Business
Stephen Evans, Graduate Studies	Abdul Roudsari, Health Information Science
Jo-Anne Clarke, Continuing Studies	Nilanjana Roy, Economics
Rishi Gupta, Civil Engineering	Ada Saab, Associate University Secretary
Andrea Giles, Co-op Education	Ralf St. Clair, Education
Nicole Greengoe, Office of the Registrar	Cindy Holder, Humanities
Lisa Kalynchuk, VP Research	Rustom Bhiladvala, Mechanical Engineering
Valerie S. Kuehne, VPAC	Brooklyn Trimble, GSS Representative
Adam Con, Fine Arts	Andrew Newcombe, Law
Matthew Koch, Hispanic & Italian Studies	Sandra Duggan, Secretary, VPAC

UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

*Discontinuance of the Humanities/Continuing Studies  
Diploma Program*

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Dean's Name and Date of consultation with AVPAP: Annalee Lepp (Humanities); 5 Jan. 2021 JO-Anne Clarke (Continuing Studies); 5 Jan. 2021	Dean signature: <i>Annalee Lepp</i> <i>JO-Anne Clarke</i>
Name of contact person: Lisa Surridge (Humanities)	
Email & phone of contact person: humsada@uvic.ca	
Date approved by Department:	Chair/Director signature:
Date approved by Faculty: 24 Nov. 2020	Dean signature: <i>Annalee Lepp</i>
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments N/A	Signature of line authority



## *Discontinuance of the Humanities/Continuing Studies Diploma Program*

### PROPOSAL (up to 4,000 words plus appendices)

#### **A. Identification of the change**

Name, Location, Academic units (Faculties, departments, or schools)	Faculty of Humanities in Collaboration with Continuing Studies.
Anticipated implementation date of change	September 2020
Name, title, phone number and e-mail address of contact person	Dr. Lisa Surridge, Associate Dean Academic, Faculty of Humanities

#### **B. History and context of the program indicating value and impact of the program change**

Include a description of how the proposed change relates to similar programs in your unit and comparable programs outside UVIC. Provide a rationale for the change and describe the impact on students. How does the proposed change align with unit/Faculty/UVIC strategic plans and priorities?

- History:** In cooperation with the Faculty of Humanities, the Arts and Science program area in the Division of Continuing Studies (DCS) initiated the Humanities Diploma Program (HDP) in 1986. The Humanities Diploma Program accepted its first students in 1987 and was designed to give University access to non-traditional students. These diploma students were mature students ranging in age from late 20s to mid 80s.
- Rationale for discontinuance:** Sadly, this program has been non-viable for some time, with enrollments in its core course, HUMA 100, averaging below ten for most of the previous decade (8 [2016], 6 [2015], 8 [2013], 15 [2012], 6 [2011], 8 [2010], 10[2009]). The program was suspended in 2018, 3 years ago, with the intention at the time on the part of both Humanities and Continuing Studies to discontinue it. It has had relatively low participation and it is not financially possible either for Continuing Studies or for Humanities to continue this program. Costs associated with the program exceed revenues and there is not enough demand to make it viable.

The core course has not been offered since 2016 and has been replaced by HUMA 110, a new course with average enrollments of 43.5 in 2019 and 2020.

**Similar programs:** Humanities and Continuing studies will continue to offer UNI 101, which has expanded over the years to include UNI 102 for those students who wish to continue with studies. Humanities also intends to explore other possibilities for increasing university access, including the pathway program for Indigenous students

envisaged under SEM. Learners who are interested in Humanities and want to pursue further studies can enroll in a Diploma in General Studies that is offered by Continuing Studies.

**1. Impact on students**

- a. Students who wish to gain a credential in Humanities will have to choose a Major, general, minor, or certificate program. The needs of students who are enrolled in the program will be readily addressed since they simply have to take units in Humanities. Alternatively, students can enroll in the Diploma in General Studies, which allows them the flexibility to build a customized program.

There are currently 9 active students remaining in the program, with a final completion date of April, 2022. Program staff follow up with all active students annually to confirm plans for program completion.

**2. Alignment with unit/Faculty/UVIC strategic plans and priorities**

- a. Discontinuance aligns with the Faculty of Humanities' plan since 2016 to reverse a 10-year decline in enrollments. Continuing Studies cannot afford either to run this program at a loss.

***D. Areas of research & teaching specialization and evidence of adequate faculty complement.***

N/A

***E. Does the proposed change have an impact on current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.***

N/A

***F. Curriculum design (Include draft curriculum as Appendix) (not required for requests for program discontinuation)***

N/A

Does the program change include opportunities for experiential learning or other forms of community engagement or research-enriched learning? **N/A**

- Describe use and anticipated outcomes of practica, Co-op, work terms, or other forms of experiential learning and the unit's plans and support to develop placement opportunities. Obtain line authority signature for any resource commitments.
- Opportunities for community engaged and research-enriched learning

Does the program design include plans for distance education delivery? If yes, provide details. **N/A**

Identify the program learning outcomes. **N/A**

Provide anticipated times to completion. **N/A**

Describe any plans for international or indigenous opportunities or perspectives. **N/A**

Plans for integration of teaching and research. **N/A**



<b>G. Anticipated enrolment and student financial support plan (not required for requests for program discontinuation)</b>
N/A
<b>H. Resource requirements. Indicate any resources required (faculty &amp; staff appointments, space, library)</b>
N/A
<b>I. Indicate related undergraduate programs in other British Columbia post-secondary institutions.</b>
Camosun College has an excellent university upgrade program: <a href="http://camosun.ca/learn/areas/academic-upgrading.html">http://camosun.ca/learn/areas/academic-upgrading.html</a>
<b>Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix).</b>



**University  
of Victoria**

Senate Committee on  
Planning

# MEMO

**Date:** February 17, 2021

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposed changes to the Diploma in Indigenous Community Development and Governance Program**

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At its meeting on February 2, 2021, the Senate Committee on Planning considered the proposed changes to the Diploma in Indigenous Community Development and Governance Program.

**The following motion is recommended:**

Motion: That Senate approve the proposed changes to the Diploma in Indigenous Community Development and Governance Program, as described in the document "Diploma in Indigenous Community Development and Governance - Cycle 2 for Sept. 2021".

Respectfully submitted,

**2020-2021 Senate Committee on Planning**

Robin Hicks, (Chair), Acting, AVPAP	Graham McDonough, Curriculum and Instruction
Evan Roubekas, Student Senator	Sang Nam, Business
Stephen Evans, Graduate Studies	Abdul Roudsari, Health Information Science
Jo-Anne Clarke, Continuing Studies	Nilanjana Roy, Economics
Rishi Gupta, Civil Engineering	Ada Saab, Associate University Secretary
Andrea Giles, Co-op Education	Ralf St. Clair, Education
Nicole Greengoe, Office of the Registrar	Cindy Holder, Humanities
Lisa Kalynchuk, VP Research	Rustom Bhiladvala, Mechanical Engineering
Valerie S. Kuehne, VPAC	Brooklynn Trimble, GSS Representative
Adam Con, Fine Arts	Andrew Newcombe, Law
Matthew Koch, Hispanic & Italian Studies	Sandra Duggan, Secretary, VPAC

UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

*Diploma in Indigenous Community Development and Governance – Cycle 2 for Sept. 2021*

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Dean's Name and Date of consultation with AVPAP: Dr. Helga <u>Hallgrimsdottir</u> , Dean; Dr. Esther Sangster-Gormley, Associate Dean Human and Social Development <i>Date of meeting: several meetings in 2020, including one on October 9, 2020.</i>	Dean signature: Original signed by Helga Hallgrimsdottir
Name of contact person: School of Public Administration • Dr. Astrid Brousselle, Director • Heather Kirkham, Program Manager	
Email & phone of contact person: • Dr. Astrid Brousselle, <a href="mailto:padirect@uvic.ca">padirect@uvic.ca</a> , local 8084 • Heather Kirkham, <a href="mailto:pamanager@uvic.ca">pamanager@uvic.ca</a> , local 8067	
Date approved by Department: November 17, 2020	Chair/Director signature: Original signed by Astrid Brousselle
Date approved by Faculty: January 20, 2021	Dean signature: Original signed by Esther Sangster-Gormley
Date of Consultation with Co-operative Education Program and Career Services (if applicable) - N/A	Executive Director signature: N/A
Date of Consultation with Indigenous Academic and Community Engagement (Nov. 2/20, with subsequent meetings/discussions)	Executive Director signature:
Resource Consultations – Other: (e.g. space, Faculty, staff)	

## *Diploma in Indigenous Community Development and Governance – Cycle 2 for Sept. 2021*

### PROPOSAL (up to 4,000 words plus appendices)

#### **A. Identification of the change**

Name, Location, Academic units (Faculties, departments, or schools)	Diploma in Indigenous Community Development and Governance School of Public Administration Faculty of Human and Social Development
Anticipated implementation date of change	September 2021
Name, title, phone number and e-mail address of contact person	Dr. Astrid Brousselle, Director School of Public Administration <a href="mailto:padirect@uvic.ca">padirect@uvic.ca</a> 250-721-8084

#### **B. History and context of the program indicating value and impact of the program change**

**Include a description of how the proposed change relates to similar programs in your unit and comparable programs outside UVic. Provide a rationale for the change and describe the impact on students. How does the proposed change align with unit/Faculty/UVIC strategic plans and priorities?**

The Diploma in Indigenous Community Development and Governance was approved about 6 years ago and enrolled its first students in September 2016. To get to the approval stage, the School of Public Administration conducted extensive community consultation to assess the needs of administrators in Indigenous organizations and First Nations governments to determine students' academic and professional needs. The 12-course program was designed for online learning, with a 5-day on campus session each term. Courses were delivered two at a time over 6 successive terms. The second cohort entered in September 2018. On campus sessions were reduced due to the cost and inconvenience to students, most of whom lived outside the Victoria area, some from remote communities.

The program was developed and delivered using mostly external funding, which included two grants from the Government of Canada (INAC), foundations, and private donors, plus a start-up grant from the Office of the Vice-President Academic. Courses were developed by Indigenous scholars and practitioners and most of the sessional instructors were Indigenous.

After delivering the program twice, funding has been depleted. Therefore, under a separate proposal, the School will seek ongoing funding from the Ministry of Advanced Education. That proposal, in addition to the Diploma in ICDG, will include two new programs drawing from the existing curriculum: a six course Minor in ICDG and a four course post-BA Professional Specialization Certificate in ICDG. Admission to the Diploma has been suspended due to the lack of ongoing resources. However, although the School does not have funding for a third cohort, we have been approached by a First

Nations Government to contract with the School to deliver this program to staff in their organization, with operating costs and tuition fees included in the contract. If we proceed with this or another potential client, we would like to offer an updated program of studies which would include improvements, based on the experience of our first two cohorts of students.

Maintenance and continuation of this program are important to the School of Public Administration. The School's goals fit UVic's Strategic Framework, Indigenous Plan 2017-2022, and the Strategic Enrolment Plan. This program will support the efforts of the School and the University to meet the mandates of Canada's Truth and Reconciliation Commission and Bill 41-2019: Declaration of the Rights of Indigenous Peoples Act of the Government of British Columbia (based on the United Nations Declaration of the Rights of Indigenous People).

### **Overview of the Proposed Changes**

Based on the experience gained in the pilot offerings of the DICDG, the School proposes to change the Diploma's requirements to create a more flexible program. This means the program will be reduced from 12 required courses (17.5 units) to a 10-course format of 15 units, including two core courses and eight electives. While these changes can be tailored to suit a specific First Nations government client (within the approved program format), the other changes that we propose would also fit future deliveries of the program once ongoing funding would be secured. These would include:

- deliver elective courses to undergraduate students enrolled in the School's other undergraduate programs;
- offer elective courses to students in other UVic undergraduate programs, especially those in FHSD; and
- provide ICDG 400-level courses to graduate students as electives for MPA and MA in Community Development programs.

In Cycle 1 (May 2021 implementation), the School has proposed adjusting our other two Diplomas in Local Government Management and Public Sector Management from 11 required courses to 10. This proposal to drop from 12 courses to 10 for the DICDG will bring all three of the School's Diploma programs in line.

In the current requirements for the ICDG Diploma, the School included a 1.0 unit introductory course, which was an orientation to university level studies (ICDG 300 Skills Workshop and Orientation). However, we found that the students who enrolled in the program were well enough prepared that this course wasn't necessary. Any academic content from ICDG 300 is covered through other courses. Therefore, this course will be dropped. The program included a required course: ICDG 401 Capstone for Indigenous Governments and Organizations. While we do not intend to drop this course, it will no longer be a required course, but may be offered as an elective if there are sufficient students who express an interest in doing a capstone.

### **The Need for the Program**

The School recognizes that there is a need in Indigenous governments, organizations and communities to develop and train managers and administrators who understand the unique situation of Indigenous peoples in Canada. In addition, public servants at the federal, provincial and municipal level require the knowledge and skills in order to work effectively and efficiently with Indigenous citizens and Indigenous governments. The School's goal is to provide courses related to Indigenous governance and organizational management in a Canadian setting. These goals are shared by the University as demonstrated through the following UVic documents:

- Strategic Framework,
- Indigenous Plan 2017-2022, and
- Strategic Enrolment Plan.

In addition, this program will help the School of Public Administration and the University of Victoria work towards meeting the mandates of:

- Canada's Truth and Reconciliation Commission, and

- Bill 41-2019: Declaration of the Rights of Indigenous Peoples Act of the Government of British Columbia (based on the United Nations Declaration of the Rights of Indigenous People).

**UVic Strategic Framework- Foster respect and reconciliation:**

- 4.2: Develop new pathways for access to higher education for Indigenous students.
- 4.3: Increase the number and success of Indigenous students, faculty, staff and leaders at UVic by developing priority recruitment strategies across the university, along with programs to support success.
- 4.4. Implement transformative programs to provide a welcoming, inclusive campus environment for all, and include the entire university community in Indigenous-engaged learning to promote mutual understanding and respect.
- 4.5 Foster respectful partnerships with Indigenous communities, governments and organizations— developing and supporting educational and research programs that align community needs and priorities with UVic strengths and capabilities.

**UVic's Indigenous Plan 2017-2022 (p. 11).**

**GOALS AND ACTIONS:**

Ensure the quality, sustainability and relevance of the university's Indigenous academic programs.

- a. Ensure that students in professional programs who will serve, and interact with, Indigenous peoples and communities become knowledgeable about Indigenous history and culture and the impact of colonial practices on Indigenous peoples and communities.....
- d. Support the development of new programs where there is an identified student/community interest, where UVic has existing or emerging faculty expertise, and where we can develop quality programming and essential resources needed for program sustainability.

**UVic's Strategic Enrolment Management Plan**

Indigenous student enrolment has grown dramatically over the past 10 years and UVic is committed to doubling enrolment over the next 10 years. [...] Further, we are committed to advancing the applicable calls to action of the Truth and Reconciliation Commission and the goals of our own Indigenous Plan. (p.7)

**Truth and Reconciliation Commission: #57**

We call upon federal, provincial, territorial, and municipal governments to **provide education to public servants** on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Calls to Action.

(Summary of the final report of the Truth & Reconciliation Commission of Canada, p. 329).

**Bill 41-2019: Declaration of the Rights of Indigenous Peoples Act of the Government of British Columbia**

The implementation of the United Nation Declaration on the Rights of Indigenous Peoples further increases the need to train current and future public servants with regard to Indigenous Governance and Community Development (<https://www.leg.bc.ca/parliamentarybusiness/legislation-debates-proceedings/41st-parliament/4th-session/bills/firstreading/gov41-1>).

The School believes that by making this curriculum more available, that we can contribute to the goals of UVic, as stated by (former) President Jamie Cassels:

...UVic recognizes that colonization and associated attitudes, policies and institutions have significantly changed Indigenous peoples' relationship with this land. And for many years those same things served to exclude Indigenous students from higher education.

We're committed to redressing those historical and continued barriers. While there is much more to be done, Indigenous students are now enrolling in relevant programs at the university, and succeeding, in ever-increasing numbers.

As part of our commitment to reconciliation we're building better and meaningful partnerships with Indigenous communities, developing new programs, and working to bring our university into better harmony with Indigenous cultures, beliefs and ways of being. Indigenous people and communities are an important part of building our university for the future.

(<https://www.uvic.ca/home/about/about/indigenous/index.php>)

***C. Indicators of labour market and student demand. (not required for requests for program discontinuation)***

To prepare the original proposal for the Diploma in Indigenous Community Development and Governance, the School conducted an intensive community engagement process, seeking input from First Nations governments, especially those on lower Vancouver Island, Indigenous organizations (Friendship Centres, Associations), previous Indigenous instructors, some hereditary chiefs and leaders, as well as former students in the School's previous Certificate in the Administration of Aboriginal Governments (1990s). That data, which is 6-8 years out of date, is not included in this curriculum change proposal. However, prior to submitting our proposal for ongoing funding for this program and the implementation of the Minor in ICDG and the Professional Specialization Certificate in ICDG, the School plans to conduct a needs analysis, labour market study, and seek recommendations from Indigenous organizations, First Nations governments, and other stakeholders, including students who are part-way through the program as well as alumni of the DICDG program. We will also seek input from other levels of government who need to prepare their administrators for collaboration and good relations with First Nations governments and Indigenous organizations. Once this needs analysis has been conducted, it will be included in the future proposal to the Ministry of Advanced Education for ongoing funding and will be made available to the various UVic committees responsible for curriculum approval.

***D. Areas of research & teaching specialization and evidence of adequate faculty complement.***

The School does not have an Indigenous faculty member at this time, but will be conducting a search specifically for an Indigenous scholar in the near future. However, it is the intent of the School to employ Indigenous administrative personnel, as well as qualified Indigenous scholars and practitioners to teach in the program. Once permanent funding is granted, the School intends to seek two Indigenous faculty. In the meantime, we will continue with the successful process of employing qualified Indigenous scholars and practitioners and/or SPA faculty to teach in the program. As mentioned earlier, these online courses have all been developed by Indigenous scholars.

***E. Does the proposed change have an impact on current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.***

**Admission requirements** will remain the same as per the current UVic Undergraduate Calendar. Applicants require:

- English 12 or equivalent,
- plus, at least one year of post-secondary education at a university, college, or technical institute with a minimum of C+ average,
- letter of intent and resume,
- two years' experience working in Indigenous governments or organizations. Experience in other levels of government and/or the non-profit sector may be considered
- Applications from Indigenous peoples of Canada who do not qualify under the other categories of admission will be considered for Special Access -- First Nations, Métis and Inuit. Candidates without formal post-secondary qualifications but with demonstrable appropriate experience may be admitted as conditional students, with continuation in the program subject to performance in the first three courses with a grade of C+ or better. To apply to the program under this special access category, please see: <http://www.uvic.ca/future-students/undergraduate/admissions/other/indigenous/index.php>

There should be no issues or difficulties related to student evaluation, supervision (this is an undergraduate program) or oral exams.



**F. Curriculum design (Include draft curriculum as Appendix) (not required for requests for program discontinuation)**

Indicate the requirements and design, including core and elective courses and total program units. Identify which courses already exist at UVic and any new courses required.

Overview of proposed changes to the Diploma in Indigenous Community Development and Governance.

Note that all courses currently exist.

Program	Current Requirements	Proposed Changes - all courses currently exist
<b>Diploma</b> in Indigenous Community Development and Governance (DICDG)	<p><b>12 required courses (17.5 units), no elective choices</b></p> <ul style="list-style-type: none"> <li>• ICDG 300 (1.0) Skills Workshop and Orientation</li> <li>• ICDG 301 (1.5) Governance in Indigenous Communities</li> <li>• ICDG 302 (1.5) Communications in Indigenous Governments and Organizations</li> <li>• ICDG 303 (1.5) Lands, Resources and Economic Development</li> <li>• ICDG 304 (1.5) Strategic Planning and Implementation</li> <li>• ICDG 305 (1.5) Indigenous Research and Project Management</li> <li>• ICDG 306 (1.5) Human Resource Management in Indigenous Organizations</li> <li>• ICDG 307 (1.5) Managing Change for Effective Social and Community Development</li> <li>• ICDG 308 (1.5) Financial Management in Indigenous Governments and Organizations</li> <li>• ICDG 400 (1.5) Leadership in Indigenous Communities and Governments</li> <li>• ICDG 401 (1.5) Capstone for Indigenous Government and Organizations</li> <li>• ICDG 402 (1.5) Intergovernmental Relations: Working with Others</li> </ul> <p><b>Program delivery:</b></p> <ul style="list-style-type: none"> <li>• Cohort model</li> <li>• Courses delivered online (2 per term for 6 consecutive terms, including 2-3 on campus 5-day workshops).</li> </ul>	<p><b>10 courses total (15 units)</b></p> <p><b>2 Required/core courses (3.0 units):</b></p> <ul style="list-style-type: none"> <li>• ICDG 301 (1.5) Governance in Indigenous Communities</li> <li>• ICDG 402 (1.5) Intergovernmental Relations: Working with Others</li> </ul> <p><b>8 Electives (12.0 units), selected from:</b></p> <ul style="list-style-type: none"> <li>• ICDG 302 (1.5) Communications in Indigenous Governments and Organizations</li> <li>• ICDG 303 (1.5) Lands, Resources and Economic Development</li> <li>• ICDG 304 (1.5) Strategic Planning and Implementation</li> <li>• ICDG 305 (1.5) Indigenous Research and Project Management</li> <li>• ICDG 306 (1.5) Human Resource Management in Indigenous Organizations</li> <li>• ICDG 307 (1.5) Managing Change for Effective Social and Community Development</li> <li>• ICDG 308 (1.5) Financial Management in Indigenous Governments and Organizations</li> <li>• ICDG 400 (1.5) Leadership in Indigenous Communities and Governments</li> <li>• ICDG 401 (1.5) Capstone for Indigenous Government and Organizations</li> <li>• Up to two 300 or 400 level courses from other programs on Indigenous topics, as approved by the School</li> </ul> <p><b>Program delivery:</b></p> <ul style="list-style-type: none"> <li>• More flexibility in registration: students may opt for 1-3 courses per term, depending on what is offered.</li> <li>• Courses delivered online. No on campus 5-day workshops required. May include online (i.e. Zoom) online conferencing.</li> <li>• Note: if the School contracts with a client to deliver this program, the client may request and pay for other specific delivery options, such as faculty teaching face-to-face sessions in their community or student visits to campus (subject to contractual arrangements).</li> </ul>

**Does the program change include opportunities for experiential learning or other forms of community engagement or research-enriched learning?**

- **Program Design: Knowledge and Skills to Build Careers and Communities**

Learners will acquire the knowledge and skills necessary for effective and responsible management and governance. They will broaden their understanding of leadership and management/administration in Indigenous organizations and communities. Program delivery will take into account multiple learning styles and circumstances—on-line distance education, lectures, “hands on” applied learning, guest speakers, and face-to-face/interactive sessions that encourage peer support and cross-learning.

- **Describe use and anticipated outcomes of practica, Co-op, work terms, or other forms of experiential learning and the unit’s plans and support to develop placement opportunities. Obtain line authority signature for any resource commitments.**

The diploma program is designed for administrators/staff who are employed full-time in Indigenous organizations and First Nations governments. This is an applied program, so much of what they will learn are skills and knowledge they can use on the job during their time as a student. In some cases, students may conduct course work with direct correlations to their workplace. Because most of the students will be part-time, we will not have a co-op program or work terms.

- **Opportunities for community engaged and research-enriched learning**

As this is an undergraduate applied learning program, we don’t expect students will be conducting intensive research. However, if a practical applications of an assignment involves their community or workplace, with the cooperation of their workplace supervisor, they may engage in community issues or problems. All this will be done under appropriate ethical protocols, if applicable.

- **Does the program design include plans for distance education delivery? If yes, provide details.**

Yes, the program will be delivered online. All the courses were designed for distance education delivery. Note that if this contract to deliver the program to staff in a particular First Nation comes through, the contract may include some face-to-face learning on sight or just computer mediated teaching using Zoom, for example.

**Identify the program learning outcomes.**

**Eight Principles of the Diploma in Indigenous Community Development and Learning**

1. **Inclusive**—The School is committed to a program that is inclusive of all Indigenous people, communities and organizations, including those located in rural, remote and urban areas.
2. **Practical**—Courses and learning materials have practical application. Students will acquire the tools they need to address the needs, priorities and aspirations of their community and will benefit their employers and organizations. Learners will have opportunities to reflect on their experiences and make contributions through their assignments.
3. **Relevant**—Courses and learning materials will be culturally relevant to reflect the diversity of Indigenous people, histories, cultures and values. The program will reflect Indigenous contexts of community, management, leadership and governance. Every course will have relevance to learners’ home communities, organizations and workplaces.
4. **Strengths-based**—Teachers and learners will focus on the strengths of individuals, organizations and communities within the context of practices, leadership and community development.
5. **Innovative**—Emphasis is on innovative approaches for effective governance and responsible management. Through the courses and learning materials, learners will develop the skills and knowledge necessary to lead and manage in a complex environment and emerging socio-economic change, as well as contemporary and technological influences.
6. **Progressive**—Learners will deepen their knowledge and acquire the skills necessary to guide their communities to achieve economic independence, self-sufficiency, self-determination and forward-thinking approaches for policies, practices and results-based organizations.
7. **Empowering**—Courses and learning materials will empower learners to apply their skills and knowledge within their roles as leaders and administrators.
8. **Culturally Responsive**—The program is designed to consider and meet the needs of Indigenous learners through a welcoming environment, providing culturally relevant courses and learning material, in-community support, and flexibility. Non-Indigenous learners who work in Indigenous settings are welcome to apply.

**Provide anticipated times to completion.**

If the School operates the program on a cohort basis, such as might be done if we contract to deliver the program to a specific employer for a class of @ 20 students, normally two courses per term would be offered, for a total of 5 terms. The program could be completed within less than two years.

If learners enrolled on an individual basis, once permanent funding is available, they may take 1-3 courses per term, at their own pace and could take some time out and return. By providing the same flexibility in this program as in the Diploma in Public Sector Management and Diploma in Local Government Management, we would encourage completion of the program, allowing for their personal and workplace time commitments. Most would complete within three years, by studying just one course per term.

**Describe any plans for international or indigenous opportunities or perspectives.**

We do not anticipate any international students, but the entire program is designed for Indigenous learners or non-Indigenous learners who wish to understand Indigenous community development, history and governance.

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

As this is an undergraduate program, we do not anticipate major integration of teaching and research by our faculty.

However, for students in other undergraduate programs in the School of Public Administration, we could expect that these courses could be electives in the other Diplomas, thereby integrating knowledge of Indigenous governance for other students in the School who are employed in the public sector and non-profit sector.

***G. Anticipated enrolment and student financial support plan (not required for requests for program discontinuation)***

As this program is designed for full-time employees studying on a part-time basis, there is no financial support plan. In fact, BC will not provide student aid for Diploma students, even if such a student was taking a full course load. It would be unlikely that DICDG students would be enrolled full-time. Some students in the previous cohorts have had the support of their employers or their band administration.

We hope to enroll up to 40 diploma students studying on a part-time basis. Note, however, that in our proposal to the provincial government for ongoing funding, we intend to expand the offerings by including a 6-course Minor, which will attract students from other programs and departments. The same curriculum will also support students enrolled in the Professional Specialization Certificate. These Certificate students will be studying part-time and will already hold a degree.

***H. Resource requirements. Indicate any resources required (faculty & staff appointments, space, library)***

If the contract (pending) to provide this diploma to students employed in a specific First Nations Government is approved, all overhead costs, including support staff and sessional instructors would be provided by the contract.

The School will provide a full budget in the proposal that will go forward to the Ministry of Advanced Education when we seek ongoing funding.

***I. Indicate related undergraduate programs in other British Columbia post-secondary institutions.***

We are not aware of any similar programs in BC, although some colleges do offer a one year program on administration to Indigenous students (for example, North Island College in Courtenay). Some Indigenous learners take local government administration courses at Coast Mountain College, Capilano University or through the School's other diploma programs. There is not much competition for this program.

Thompson Rivers University is willing to accept the graduates of his program and allow transfer credit of all 10 courses into their B. of Public Administration.

***Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix).***

I have attached memos and emails of support from other UVic programs. Please note that these letters of support are from earlier in 2020 when the School circulated the proposal for these changes, as well as the addition of a Minor in ICDG and the Professional Specialization Certificate. We consulted extensively within UVic (see list and letters of support attached.)

ATTACHMENT –Library Resources; Letters of support from Faculties and Departments

<p><b>Resource Consultations – Other:</b></p> <p>Dr. John Borrows, Professor, UVic Faculty of Law</p> <p>Dr. Jeff Corntassel, Associate Professor, UVic Indigenous Studies</p> <p>Marcia (Dawson) Turner, Consultant/Instructor</p> <p>Mr. Joe Gallagher, Kwunuhmen, Coast Salish of Tla'Amin First Nation</p> <p>Satsan Herb George, Wet'suwet'en Hereditary Chief of the Frog Clan</p> <p>Dr. Lisa Kahaleole Hall, Program Director, UVic Indigenous Studies</p> <p>Ms. Shawna McNabb, Administrative Officer, UVic Indigenous Governance</p> <p>Dr. Devi Mucina, Director, UVic Indigenous Governance</p> <p>Dr. Terry Poucette, Former Asst. Teaching Professor, School of Public Administration, ICDG program</p> <p>Dr. Robina Thomas, Executive Director, UVic Indigenous Academic and Community Engagement</p> <p>Dr. Jean-Paul Restoule, Professor and Chair, UVic Indigenous Education</p> <p>Ms. Veda Weselake, Former Federal Government Executive in Residence, Public Administration</p> <p>Tony Kuczma, Program Advisor, Business and Economics, Thompson Rivers University</p>	<p><b>Proposal Circulated to the following in February 2020:</b></p> <p>Ms. Jessica Mussell, Librarian</p> <p>Dr. Patricia Marck, Dean of HSD</p> <p>Dr. Esther Sangster-Gormley, Associate Dean, HSD</p> <p>Dr. Charlotte Loppie, Associate Dean, HSD</p> <p>Dr. Helga Hallgrimsdóttir, A/Director, CYC</p> <p>Dr. Andre Kushniruk, Director, HINF</p> <p>Dr. Susan Duncan, Nursing</p> <p>Dr. Catherine Worthington, PHSP</p> <p>Dr. Jacquie Green, Social Work</p> <p>Dr. Saul Klein, Dean of Business</p> <p>Dr. Jo-Anne Clarke, Dean, Continuing Studies</p> <p>Dr. Ralf St. Clair, Dean of Education</p> <p>Dr. Peter Wild, A/Dean of Engineering</p> <p>Dr. Allana Lindgren, A/Dean, Fine Arts</p> <p>Dr. David Capson, Dean, Graduate Studies</p> <p>Dr. Heidi Kiiwetinepinesiiik Stark, Director, Certificate in Indigenous Nationhood</p> <p>Dr. Chris Goto-Jones, Humanities</p> <p>Dr. Christine O'Bonsawin, Indigenous Studies</p> <p>Prof. Susan Breau, Dean of Law</p> <p>Dr. Hans-Peter Loock, Dean of Engineering</p> <p>Dr. Ann Stahl, A/Dean, Social Sciences</p> <p>Dr. Graham Voss, Chair, Economics</p> <p>Dr. Scott Watson, Chair, Political Science</p> <p>Dr. Johannes Feddema, Chair, Geography</p>
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# University of Victoria Libraries

**Jessica Mussell, Distance Learning and Research Librarian**

Subject areas: public administration, psychology, child & youth care

PO Box 1800 STN CSC | Victoria, BC V8W 3H5 Canada

Telephone: 250-472-5090

Email: [jmussell@uvic.ca](mailto:jmussell@uvic.ca)

**DATE:** March 20, 2020

**TO:** Astrid Brousselle, Director, School of Public Administration

**FROM:** Jessica Mussell, Librarian  
McPherson Library

**RE:** Library comments on holdings related to ICDG program proposal

Thank you for the opportunity to review the proposed curriculum and delivery changes to the Indigenous Community Development and Governance (ICDG) program for the School of Public Administration. I foresee no library implications regarding these proposed changes.

As the revised model is using the content of already developed courses for the ICDG program, our holdings to support this transition are well served by our existing collection. Our collection includes a broad spectrum of public administration resources to support School programs, which is complimented by collections held for other Indigenous programs offered at UVic, such as the recently launched JID (Indigenous law) program, and the Indigenous Studies program.

Additionally, I have examined the reading lists of all ICDG courses listed in the proposal and have noted that many of the required course readings currently being used are documents coming from the Assembly of First Nations, the BC Assembly of First Nations, and various other government and organization websites, and are freely available online.

Please let me know if you have any questions about this, or if there is any other information which I can provide.

Regards,  
Jessica

*From Graham M. Voss, Chair, Department of Economics, March 11, 2020*

Hello Astrid,

This looks good to me. Seems a very sensible way forward.

We do have a course offering that may be of interest, but it does have pre-requisites and is not offered online – so probably not much use.

As we have a number of faculty active in indigenous-focused research, there may well be scope in future for our graduate students to consider your ICDG 400-level courses and we will bear this in mind.

Yours,  
Graham

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Graham M. Voss  
Professor and Chair  
Department of Economics  
University of Victoria Victoria  
BC Canada

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*From Helga Kristín Hallgrímsdóttir, PhD, Acting Director of the School of Child and Youth Care, March 5, 2020*

Dear Heather,

The Undergraduate Program Committee of CYC has reviewed the proposal to repurpose the Indigenous Community Development Program. We are particularly interested in your proposal to open up electives to other undergraduate students. CYC is currently in the process of reorganizing its curriculum, and we anticipate as a result that our students will require additional electives from other programs in order to complete their degree.

There are Indigenous students in each year in our program; many of these students intend to take up positions in community working with children and youth and that will require the kind of leadership skills that are covered by these courses and so we will be pleased to recommend these courses as electives to our CYC majors. The fact that these courses are offered via distance also addresses an important need for more electives for our distance students.

Helga

Helga Kristín Hallgrímsdóttir, PhD  
Acting Director of the School of Child and Youth Care [scycdir.uvic.ca](mailto:scycdir.uvic.ca)  
Associate Professor, School of Public Administration  
Senior Researcher, Borders in Globalization Project Associate Fellow in the Centre for Global Studies  
<http://www.uvic.ca/research/centres/globalstudies/>, [hkbenedi@uvic.ca](mailto:hkbenedi@uvic.ca)  
University of Victoria

*From Dr. Ralf St. Clair, Dean of Education, March 11, 2020*

Hi folks,

I also strongly support this proposal, for the flexibility it offers and for the opportunity to use it to enrichen other programming across campus.

Thank you

Ralf

Dean and Professor  
Faculty of Education, University of Victoria  
Canada and Songhees, Esquimalt and Wsanec Territories

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*From: Susan Breau - Dean of Law, March 11, 2020*

Dear Heather,

I am so sorry for the delay. I have no objections and in fact strongly support the proposal.  
Best wishes,

Susan

Dr. Susan Breau Dean  
of Law

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*From: Dr. Scott Watson, Chair of Political Science, February 2, 2020*

Dear Astrid,

The Department of Political Science is strongly supportive of this initiative and the changes you have proposed. It compliments well the existing indigenous programming here on campus, including the interdisciplinary certificate program in Indigenous Nationhood that our unit is involved with. Two of our courses, POLI 263 and 363 might be of interest to your students, although they are only offered on campus. If you would like a formal letter of support, I am happy to provide one. All the best  
Scott

Scott Watson  
Department Chair and Associate Professor  
Department of Political Science,  
University of Victoria 250-853-3528  
[sdwatson@uvic.ca](mailto:sdwatson@uvic.ca)



*From Dr. Allana C. Lindgren, Acting Dean of Fine Arts,*

Dear Heather,

Thanks for your email.

The Faculty of Fine Arts supports your proposed changes for the Diploma in Indigenous Community Development and Governance.

As per your request below, I am forwarding a list of courses in the Faculty of Fine Arts that have Indigenous content and might be of interest to students in your Diploma, proposed Minor, or Professional Specialization Certificate. ---- (see list – next page)

Best wishes,

Allana

Dr. Allana C. Lindgren  
Acting Dean  
Faculty of Fine Arts  
University of Victoria T  
250-721-7755  
[finedean@uvic.ca](mailto:finedean@uvic.ca)  
<https://uvic.ca/finearts>

*Faculty of Fine Arts: Courses with Indigenous Content*

Academic Unit	Courses with Indigenous Content
<b>Department of Art History and Visual Studies</b>	<ul style="list-style-type: none"> <li>• <b>AHVS 284</b> Indigenous arts, local themes and global challenges</li> <li>• <b>AHVS 382A</b> Indigenous arts of the Arctic and Subarctic</li> <li>• <b>AHVS 382B</b> Indigenous arts of the Southwest, California and Great Basin</li> <li>• <b>AHVS 382C</b> Indigenous arts of the Plains, Plateau, Woodlands and Southeast</li> <li>• <b>AHVS 383</b> Special topics in North American Indigenous arts</li> <li>• <b>AHVS 383A</b> Arts and Indigenous ways of knowing</li> <li>• <b>AHVS 383B</b> Indigenous arts and the internet</li> <li>• <b>AHVS 384</b> Northwest Coast Indigenous art and Colonization</li> <li>• <b>AHVS 385A</b> Indigenous fashion in the Pacific Northwest</li> <li>• <b>AHVS 385B</b> Pacific Northwest Indigenous arts and exhibitions</li> <li>• <b>AHVS 480</b> Seminar in contemporary North American Indigenous arts</li> <li>• <b>AHVS 482</b> Seminar in Indigenous arts</li> </ul> <p>Other courses that often contain material dealing with Indigenous arts:</p> <ul style="list-style-type: none"> <li>• <b>AHVS 268</b> Introduction to Canadian art and architecture</li> <li>• <b>AHVS 381A</b> Modernism and Modern art of the Pacific Northwest</li> <li>• <b>AHVS 381B</b> Contemporary art of the Pacific Northwest</li> <li>• <b>AHVS 484</b> Seminar in the contemporary arts of the Pacific Northwest</li> </ul>
<b>Fine Arts</b>	<ul style="list-style-type: none"> <li>• <b>FA 101</b> Creative Being (content varies depending on Instructor)</li> <li>• <b>FA 225</b> Introduction to the Arts of Canada</li> <li>• <b>FA 245</b> The Arts and Technology I (content varies depending on Instructor)</li> <li>• <b>FA 300</b> Interdisciplinary Studies (currently taught by Indigenous Resurgence Coordinator, Lindsay Delaronde)</li> </ul>
<b>School of Music</b>	<ul style="list-style-type: none"> <li>• <b>MUS 108</b> African Hand Drumming</li> <li>• <b>MUS 317</b> Indigenous Peoples and Music</li> <li>• <b>MUS 319</b> Music and Culture of Cuba</li> </ul>

<b>Department of Theatre</b>	<ul style="list-style-type: none"> <li>• <b>THEA 344</b> Selected Topics (variable subject matter)</li> <li>• <b>THEA 409</b> Theories of Acting from Antiquity to Today (a number of classes discussing Indigenous methods of performance creation)</li> <li>• <b>THEA 414</b> Studies in Canadian Theatre (a number of classes dedicated to Indigenous theatre and themes throughout)</li> <li>• <b>THEA 435</b> Applied Theatre II</li> <li>• <b>THEA 535</b> Research Methods in Applied Theatre</li> </ul>
<b>Department of Visual Arts</b>	<ul style="list-style-type: none"> <li>• <b>ART 222</b> Sculpture (currently taught by Carey Newman from an Indigenous perspective)</li> <li>• <b>ART 306</b> Studies in Drawing, Photo, Media and Interdisciplinary Practice (currently co-taught by Carey Newman, Danial Laskarin and Cedric Bombford and has a high level of Indigenous content)</li> <li>• <b>ART 352</b> Audain Studio Seminar (course taught by the Audain Professor of Contemporary Art Practice of the Pacific Northwest; course content will vary in accord with the area of expertise of the Audain Professor)</li> <li>• <b>ART 353</b> Visiting Artist Talk Series (currently led by Indigenous Graduate students and has had a high level of Indigenous content. Content varies depending on the artist)</li> <li>• <b>ART 395</b> Visual Structures in the Imaginative Realm I (currently co-taught by Carey Newman, Danial Laskarin and Cedric Bombford and has a high level of Indigenous content)</li> </ul>
<b>Department of Writing</b>	<ul style="list-style-type: none"> <li>• <b>WRIT 302</b> Special Study in Craft: Indigenous Oral Storytelling (taught by Gregory Scofield)</li> <li>• <b>WRIT 313</b> Recurrent Themes: Indigenous Resistance and Material Art (taught by Gregory Scofield)</li> <li>• <b>WRIT 331</b> A Study of Narrative: Indigenous Voice and Location (currently taught Troy Sebastian) – in the future this course be assigned to <b>WRIT 410</b> Special Genres Lecture</li> <li>• <b>WRIT 353</b> Writing a Sense of Place (taught by Tim Lilburn with Research Assistant, Kevin Paul from Tsartlip Nation)</li> <li>• <b>WRIT 410</b> Special Genres Lecture: Writing into Climate Change</li> </ul>

*From Dr. Jean-Paul Restoule, Chair, Department of Indigenous Education, March 14, 2020*

Thank you for the invitation to review the proposal. The flexibility of the programming, which allows P/T as well as F/T options for students, is an exciting option. The many ladder options were another benefit of this configuration of courses. The opportunities for the courses in the ICDG to be included as electives in other campus programs holds appeal too.

I endorse and support the proposal.  
Best, Jean-Paul

/s/

Jean-Paul Restoule, Ph.D. (he/him) Chair  
[Department of Indigenous Education](#)  
Faculty of Education  
[University of Victoria](#)  
PO Box 1700 STN CSC  
Victoria BC V8W 2Y2  
On Lekwungen traditional territory  
T 250-721-7826 F 250-853-3943 O MAC A260

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*From Dr. Catherine Worthington, Director, School of Public Health and Social Policy, March 15, 2002*

Dear Heather and Astrid,

The School of Public Health and Social Policy (PHSP) enthusiastically supports the School of Public Administration's proposed changes to the Diploma in Indigenous Community Development and Governance.

PHSP welcomes the opportunity for inter-disciplinary / inter-professional education among our students. Many of the Diploma courses would be suitable options courses for our BA in Health and Community Service students, and courses in our Indigenous Health (INGH) area of focus would be of potential interest to the Diploma students.

Best wishes for success with the Diploma in Indigenous Community Development and Governance. Sincerely,  
Cathy



Catherine Worthington, PhD  
Professor and Director - School of Public Health and Social  
Policy  
Faculty of Human and Social Development  
Room B202, PO BOX 1700 STN CSC  
[University Victoria](http://University Victoria), Victoria, BC Canada V8W 2Y2 [worthing@uvic.ca](mailto:worthing@uvic.ca);  
[phspdirector@uvic.ca](mailto:phspdirector@uvic.ca)  
250-472-4709

*I respectfully acknowledge the Songhees, Esquimalt and  
peoples' territory.*

WSÁNEC

*From: Tony Kuczma, Program Advisor Business and Economics, Thompson Rivers University - Open Learning Division*

**From:** Tony Kuczma <[Tkuczma@tru.ca](mailto:Tkuczma@tru.ca)>

**Sent:** May 14, 2020 10:50 AM

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

**Subject:** RE: DICDG proposal

Heather, my apologies for taking so long to respond to you about this email but I was away last week and have been very busy this week.

I don't see a problem with these courses transferring into TRU degree programs. We are a transfer credit friendly institution so as long as the courses are university-level, credit courses we should give credit for them. If you are asking me if they will all transfer into our Bachelor of Public Administration, my answer is yes they would if we revive our First Nations Government and Administration Specialization within the Bachelor of Public Administration degree. If your proposal is accepted and you continue to offer the Diploma in Indigenous Community Development and Governance, I could put you in touch with Raymond Cox, the Associate Dean for the TRU School of Business, to discuss applying these 10 courses to a new First Nations Government and Administration Specialization within our Bachelor of Public Administration degree. Cheers.

Tony Kuczma

Proposal – School of Public Administration  
Curriculum Changes to the Diploma in Indigenous Community Development and Governance

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Program Advisor  
Business and Economics  
Thompson Rivers University - Open Learning Division  
805 TRU Way  
Kamloops BC V2C 0C8

Phone: 250-852-6830 or toll-free 1-800-663-9711 (local 6830)

Fax: 250-852-6405

Email: [advisora@tru.ca](mailto:advisora@tru.ca) <<mailto:advisora@tru.ca>>

Web: [www.tru.ca/distance](http://www.tru.ca/distance) <<http://www.tru.ca/distance>>



University  
of Victoria

Senate Committee on  
Planning

# MEMO

**Date:** December 18, 2020

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to discontinue the Business Option in all undergraduate programs in the Department of Economics**

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At its meeting on December 8, 2020, the Senate Committee on Planning considered the proposal to discontinue the Business Option in all undergraduate programs in the Department of Economics.

**The following motion is recommended:**

Motion: That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the Business Option in all undergraduate programs in the Department of Economics, as described in the document "Discontinuance of Business Option".

Respectfully submitted,

**2020-2021 Senate Committee on Planning**

Robin Hicks, (Chair), Acting, AVPAP	Graham McDonough, Curriculum and Instruction
Evan Roubekas, Student Senator	Sang Nam, Business
Stephen Evans, Graduate Studies	Abdul Roudsari, Health Information Science
Jo-Anne Clarke, Continuing Studies	Nilanjana Roy, Economics
Rishi Gupta, Civil Engineering	Ada Saab, Associate University Secretary
Andrea Giles, Co-op Education	Ralf St. Clair, Education
Nicole Greengoe, Office of the Registrar	Cindy Holder, Humanities
Lisa Kalynchuk, VP Research	Rustom Bhiladvala, Mechanical Engineering
Valerie S. Kuehne, VPAC	Brooklyn Trimble, GSS Representative
Adam Con, Fine Arts	Andrew Newcombe, Law
Matthew Koch, Hispanic & Italian Studies	Sandra Duggan, Secretary, VPAC

UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

## *Discontinuance of Business Option*

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Dean's Name and Date of consultation with AVPAP: Nilanjana Roy (Acting Associate Dean, Academic, SOSC) on behalf of Graham Voss, Acting Dean	Dean signature: Original signed by Nilanjana Roy
Name of contact person:	Elisabeth Gugl
Email & phone of contact person:	<a href="mailto:econassoc@uvic.ca">econassoc@uvic.ca</a> , 250 893 1282
Date approved by Department: <b>2020-11-17</b>	Chair/Director signature: Original signed by Daniel Rondeau
Date approved by Faculty:  2021 - 01 - 27	Dean signature:  Nilanjana Roy
Date of Consultation with Co-operative Education Program and Career Services (if applicable)	Executive Director signature:
Date of Consultation with Indigenous Academic and Community Engagement	Executive Director signature:
Resource Consultations – Other: (e.g. space, Faculty, staff)	





## Discontinuance of Business Option

### PROPOSAL (up to 4,000 words plus appendices)

#### A. Identification of the change

Name, Location, Academic units (Faculties, departments, or schools)	Business Option in Economics Economics Department Faculty of Social Sciences
Anticipated implementation date of change	September 2021
Name, title, phone number and e-mail address of contact person	Elisabeth Gugl, Acting Associate Chair, 250 893 1282, egugl@uvic.ca

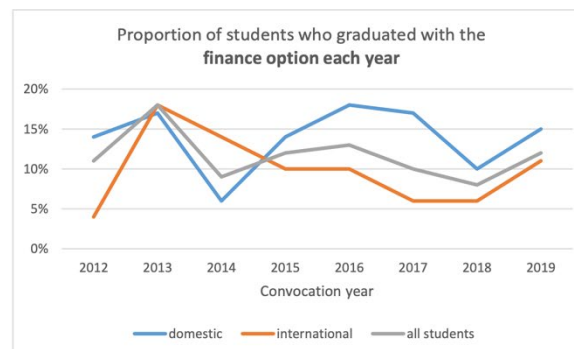
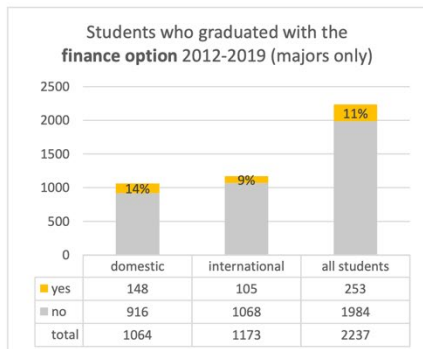
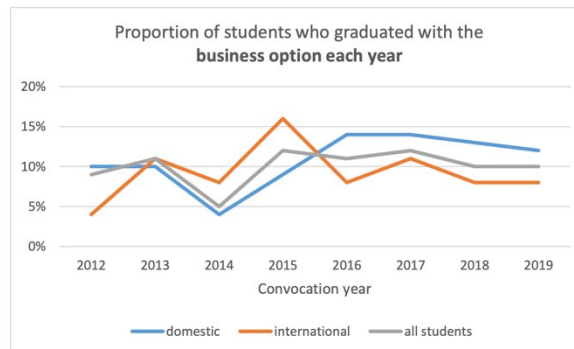
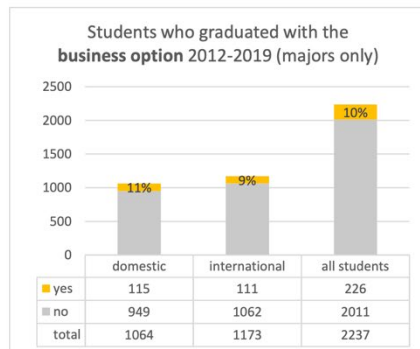
#### B. History and context of the program indicating value and impact of the program change

Include a description of how the proposed change relates to similar programs in your unit and comparable programs outside UVIC. Provide a rationale for the change and describe the impact on students. How does the proposed change align with unit/Faculty/UVIC strategic plans and priorities?

*The Economics Department of the University of Victoria proposes to discontinue the Business Option in all its undergraduate programs. The reason for this decision is two-fold. First, the students are better served graduating with a minor in Business than with the only slightly less intensive Business Option. Second, it is a bit awkward for the Economics Department to house an Option which does not include any concentration in Economics but purely consists of Business courses. The Economics Department is not an expert in Business and we should not be the judge of which deviations from the prescribed courses in another discipline are acceptable or not when students inquire about waivers or substitutions. With only two more courses and meeting grade requirements in overlapping courses (see appendix), students can minor in Business and would be served by the Business School in their requests for waivers or substitution for their Business Minor. As a Department whose discipline emphasizes the gains of specialization, it makes sense that students wishing to gain expertise in Business would pursue such program within Business and not within a slightly lighter version housed in Economics.*

*The Economics Department has a Finance Option which we will continue and promote. This is a much better fit for us consisting of both mandatory Economics courses and Business or Math courses. The removal of the Business Option frees up resources in the Economics Department that we can spend on focusing on our core mission of delivering high quality Economics courses. The discontinuance of the Business Option might provide incentives for students to either minor in Business or pursue the Finance Option. Both are well designed programs that dominate the Business Option currently*

housed in Economics. The Business Option might sound good at first glance but a Minor in Business serves as a better signal



to employers.

Our data shows that from 2012 to 2019 10% of students majoring in Economics chose the Business Option. The share of students graduating with a Finance Option is 11%.

We have consulted with the Business School and this proposal has their full support (see appendix)

The proposed changes in Quali:

<a href="#">BA-ECAH-BUFI</a>	<a href="#">Business Option and Finance Option</a>
<a href="#">BA-ECAH-BUS</a>	<a href="#">Business Option</a>
<a href="#">BA-ECAM-BUFI</a>	<a href="#">Business Option and Finance Option</a>
<a href="#">BA-ECAM-BUS</a>	<a href="#">Business Option</a>
<a href="#">BSC-ECSH-BUFI</a>	<a href="#">Business Option and Finance Option</a>
<a href="#">BSC-ECSH-BUS</a>	<a href="#">Business Option</a>
<a href="#">BSC-ECSM-BUFI</a>	<a href="#">Business Option and Finance Option</a>
<a href="#">BSC-ECSM-BUS</a>	<a href="#">Business Option</a>

<b>C. Indicators of labour market and student demand. (not required for requests for program discontinuation)</b>
n/a
<b>D. Areas of research &amp; teaching specialization and evidence of adequate faculty complement.</b>
n/a
<b>E. Does the proposed change have an impact on current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.</b>
n/a
<b>F. Curriculum design (Include draft curriculum as Appendix) (not required for requests for program discontinuation)</b>

Indicate the requirements and design, including core and elective courses and total program units. Identify which courses already exist at UVic and any new courses required.

n/a

Does the program change include opportunities for experiential learning or other forms of community engagement or research-enriched learning?

- Describe use and anticipated outcomes of practica, Co-op, work terms, or other forms of experiential learning and the unit's plans and support to develop placement opportunities. Obtain line authority signature for any resource commitments.
- Opportunities for community engaged and research-enriched learning

Does the program design include plans for distance education delivery? If yes, provide details.

Identify the program learning outcomes.

Provide anticipated times to completion.

Describe any plans for international or indigenous opportunities or perspectives.

Plans for integration of teaching and research.

**G. Anticipated enrolment and student financial support plan (not required for requests for program discontinuation)**

n/a

**H. Resource requirements. Indicate any resources required (faculty & staff appointments, space, library)**

n/a

**I. Indicate related undergraduate programs in other British Columbia post-secondary institutions.**

n/a

**Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix).**

## Dropping Business Option

The Undergraduate Committee in its 2019/20 composition agreed that we drop the business option from our program.

### Rational:

Unlike the finance option which can be viewed as a concentration within our program (305 and 435 or 454 have to be taken), the business option is made up entirely of courses from the business school. We have no control over the courses the business school offers, so in some ways telling students to do a business minor is safer as the business school would think about its own programs when it schedules/offers its courses.

For a quick comparison, here is the business option (ECON “owns” it). Please scroll further down for the business minor. Common courses of the two programs are highlighted in yellow in each of them.

## Program Requirements

This option is intended for students who wish to supplement studies in Economics with studies in Business.

- Complete all of the following
  - Complete all of:
    - COM220 - Organizational Behaviour (1.5)
    - COM240 - Management Finance (1.5)
    - COM250 - Fundamentals of Marketing (1.5)
  - Complete 1 of:
    - COM202 - Financial Accounting I (1.5)
    - COM270 - Financial and Management Accounting For Specialists (1.5)

## Program Notes

- The Business Option cannot be combined with the Business Minor offered by the School of Business.

And here is the business minor

## Program Requirements

Students must declare the Minor with the advising centre of their originating faculty.

Permission to register in courses and related prerequisites will be considered on a case-by-case basis and is at the discretion of Gustavson.

### Business Minor core

- Complete all of the following



- Earn a minimum grade of C+ in each of the following:
  - **COM202** - Financial Accounting I (1.5)
  - **COM220** - Organizational Behaviour (1.5)
  - **COM240** - Management Finance (1.5)
  - **COM250** - Fundamentals of Marketing (1.5)
  - **COM317** - Management Accounting I (1.5)
- Complete 1.5 units from COM ENT, or IB 300 - 499

## Program Notes

- Required courses at the 200-level or higher in the Business Minor program cannot form part of the requirements towards other programs or options.

All in all, the UG committee agreed that the benefit of not being responsible for a concentration in another discipline outweighs the cost to students who now have to meet a slightly higher bar to get business course credentials with their ECON degree. For those students taking up the minor as the option is no longer available, we see a benefit in strengthening their case for expertise in Business.

Perhaps another way to think about our proposal is to compare the business option with the finance option and think about nudging students not interested in pursuing a business minor into the finance option.

Here are the requirements for the finance option: Again, courses common with the business option are highlighted.

## Program Requirements

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This option is intended for students who wish to supplement studies in Economics with studies having a focus on Finance.

- Complete all of the following
  - Complete 1 of:
    - **COM240** - Management Finance (1.5)
    - **MATH242** - Mathematics of Finance (1.5)
  - Complete all of:
    - **ECON305** - Money and Banking (1.5)
  - Complete 1 of:
    - **ECON435** - Financial Economics (1.5)
    - **ECON454** - Theory of Corporate Finance (1.5)
  - Complete 2 of:
    - **COM425** - Taxation for Managers (1.5)
    - **COM426** - Management Accounting II (1.5)
    - **COM445** - Corporate Finance (1.5)
    - **COM446** - Investments (1.5)
    - **ECON405B** - International Monetary Theory and Policy (1.5)
    - **ECON406** - Monetary Economics (1.5)

- [ECON413](#) - Economics of Firm Strategy (1.5)
- [ECON435](#) - Financial Economics (1.5)
- [ECON454](#) - Theory of Corporate Finance (1.5)
- [ECON468](#) - Financial Econometrics (1.5)
- [IB417](#) - International Finance (1.5)
- [MATH348](#) - Numerical Methods (1.5)
- [MATH477](#) - Stochastic Financial Modelling (1.5)

## Program Notes

- Both ECON 435 and 454 may be included in the Finance Option.
- COM 240, 425, 426, 445, 446, IB 417 cannot be used in both the Finance Option and the Business Minor.

Note that COM 240 has as

## Pre- or corequisites

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- Complete all of the following
  - Completed or concurrently enrolled in 1 of:
    - [COM202](#) - Financial Accounting I (1.5)
    - [COMM253](#) - Financial Accounting (1.5)
    - [COM270](#) - Financial and Management Accounting For Specialists (1.5)
  - and minimum second-year standing.

**Subject:** RE: Econ discontinuing the Business Option

**Date:** Tuesday, November 10, 2020 at 11:04:08 AM Pacific Standard Time

**From:** Nilanjana Roy - Acting Associate Dean, SOSC

**To:** Kate Donovan - Director Administration, Undergraduate Programs, Associate Chair, Economics

**CC:** Mia Maki

Thanks, Kate.

We really appreciate Business' support for this.

Best,  
Nilanjana

Dr. Nilanjana Roy (she/her)  
Acting Associate Dean Academic, [Social Sciences](#)  
Associate Professor, Economics  
[University Of Victoria](#)  
Phone: (250) 853-3938

I acknowledge with respect the Lekwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

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**From:** Kate Donovan - Director Administration, Undergraduate Programs <[bcomdira@uvic.ca](mailto:bcomdira@uvic.ca)>  
**Sent:** November 10, 2020 10:28 AM  
**To:** Associate Chair, Economics <[econassoc@uvic.ca](mailto:econassoc@uvic.ca)>; Nilanjana Roy - Acting Associate Dean, SOSC <[soscasdn@uvic.ca](mailto:soscasdn@uvic.ca)>  
**Cc:** Mia Maki <[mmaki@uvic.ca](mailto:mmaki@uvic.ca)>  
**Subject:** RE: Econ discontinuing the Business Option

Hi Elisabeth and Nilanjana,

Sorry, typo below. We are supportive of discontinuing the business option for economics students.

Kate

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**From:** Associate Chair, Economics <[econassoc@uvic.ca](mailto:econassoc@uvic.ca)>  
**Sent:** November 10, 2020 8:56 AM  
**To:** Kate Donovan - Director Administration, Undergraduate Programs <[bcomdira@uvic.ca](mailto:bcomdira@uvic.ca)>  
**Cc:** Mia Maki <[mmaki@uvic.ca](mailto:mmaki@uvic.ca)>  
**Subject:** Re: Econ discontinuing the Business Option

Thank you so much, Kate!

I'm cc'ing Nilanjana Roy the AD in Social Sciences as she'll present the case with me to SCAP.  
Elisabeth

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**From:** "Kate Donovan - Director Administration, Undergraduate Programs" <[bcomdira@uvic.ca](mailto:bcomdira@uvic.ca)>  
**Date:** Monday, November 9, 2020 at 8:37 PM

**To:** "Associate Chair, Economics" <[econassoc@uvic.ca](mailto:econassoc@uvic.ca)>  
**Cc:** Mia Maki <[mmaki@uvic.ca](mailto:mmaki@uvic.ca)>  
**Subject:** RE: Econ discontinuing the Business Option

Hi Elisabeth,

Thank you for your message. Yes, I believe we acknowledged the submission in Kuali and we also agree with you about the students being better served with a business minor rather than a business option. We're supportive of discontinuing the business minor for economics students.

If you need anything else, please let me know.

Kate

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**From:** Associate Chair, Economics <[econassoc@uvic.ca](mailto:econassoc@uvic.ca)>  
**Sent:** November 9, 2020 10:59 AM  
**To:** Kate Donovan - Director Administration, Undergraduate Programs <[bcomdira@uvic.ca](mailto:bcomdira@uvic.ca)>  
**Subject:** Econ discontinuing the Business Option

Hi Kate,

I'm not sure if you are the right person to reach out to, so please feel free to forward my message to other people in your school.

I'm writing to present you with the ECON department's case for discontinuing its Business option. I already put the changes through in KUALI and your school should have received a notification for consultation.

I'm attaching the document that went to our department meeting in September in which the department approved the discontinuance of our Business Option as well as my planned submission to SCAP.

As I explain, I think ECON students are better served by choosing between a Business Minor and our Finance Option than choosing between a Business Minor, the Business Option, and the Finance Option.

I hope this proposal finds the support of the Business School. If so, it would be great if I could attach an email from you in which you support our proposal before November 16. This is the deadline to submit to SCAP.

Best,  
Elisabeth



**President and Vice-Chancellor**

Michael Williams Building Room A220  
PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada  
T 250-721-7002 | [pres@uvic.ca](mailto:pres@uvic.ca) | [uvic.ca/president](http://uvic.ca/president)

# MEMO

Date: February 17, 2021

To: Members of Senate

From: Dr. Kevin Hall  
President and Vice-Chancellor

**Re: 2020 Policy Annual Report**

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The Policy on University Policies and Procedures (GV0100) calls for the President to report annually to the Senate and the Board of Governors on university policies developed and reviewed during the previous year.

The 2020 Policy Annual Report captures university policy activities and accomplishments in the 2020 calendar year, and outlines policy activities and priorities for 2021.

More information about university policies can be found on the University Secretary's website at [www.uvic.ca/universitysecretary/policies](http://www.uvic.ca/universitysecretary/policies).

Attached for Senate's information is the 2020 Policy Annual Report. This report will also be presented to the Board of Governors at their meeting on March 30, 2021.

/attachments

# 124

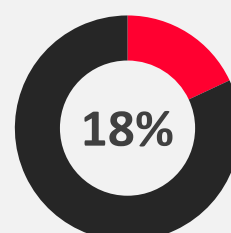
## University-wide policies

across all executive portfolios

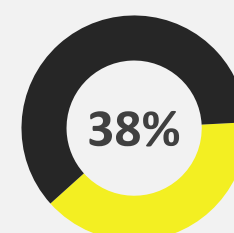


### 4 policies updated

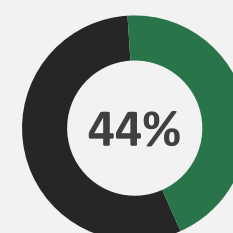
- 1 past-due policy reviewed and updated
- 3 other policies revised



22 policies needing review



47 policy reviews underway



55 up to date policies

## 2020 Policy Portfolio at a Glance



### 45 editorial changes made

43 policies edited to remove gendered language

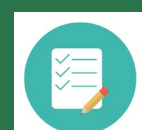
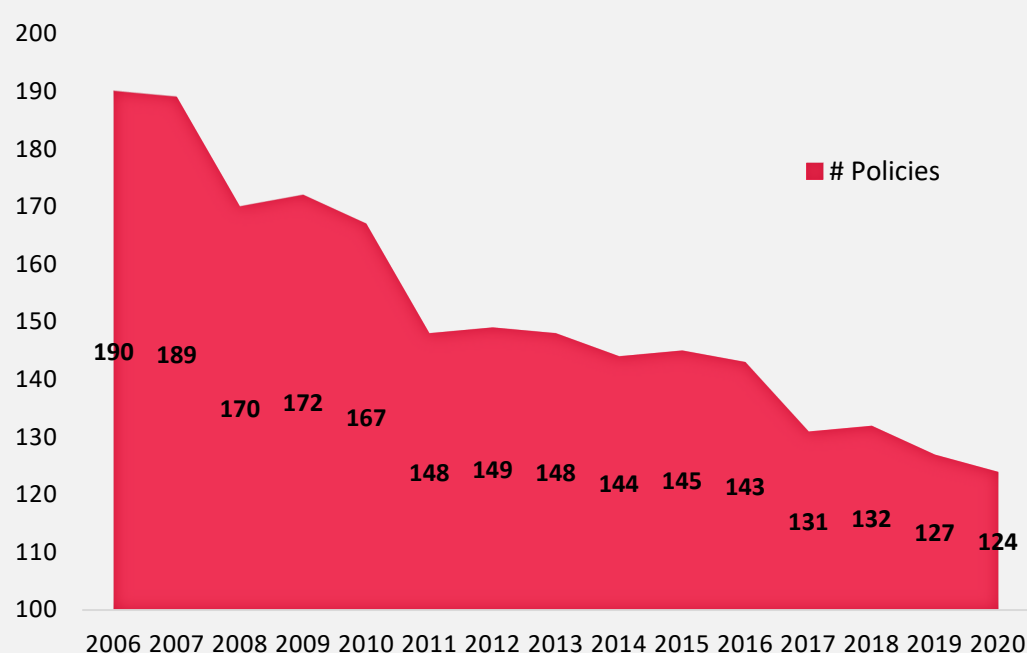


# 44%

## Of the policy portfolio is up to date

as of December 2020

University Policies Over Time



### 3 policies rescinded





University  
of Victoria

**Date:** February 17, 2021

**To:** Members of the Board of Governors and Senate

**From:** Dr. Kevin Hall  
President and Vice-Chancellor

**Re:** 2020 University Policy Annual Report

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## Introduction

Policies are core governing documents for the university. Good policies help the university achieve the objectives and strategies set out in the Strategic Framework.

The Policy on University Policies and Procedures ([GV0100](#)) was approved by Senate and the Board of Governors to establish a consistent framework for developing and reviewing university policies and procedures. The goal is to create and maintain user-friendly policies and procedures that are current and relevant to the needs of the university community.

The Policy on University Policies and Procedures states that:

*The President will report annually to the Board of Governors and the Senate on University Policies developed and reviewed during the year and the action taken or recommended. (section 20.00)*

This report responds to the above requirement, and also identifies university policy priorities for 2021.

## The University Secretary's Role

The University Secretary's Office (USEC) supports the offices of the President and the vice-presidents (the Designated Executive Officers, DEOs) to develop and maintain policies within their respective portfolios. The USEC Policy Officer carries out policy drafting, research, and benchmarking; coordinates policy development and review with the DEOs; and helps to ensure that policy changes are consistent with the university's policy framework.

## **COVID-19 Impact**

Policy review and development in 2020 was adjusted and delayed due to the university's need to focus on its response to COVID-19. As a result, many policy reviews and other policy developments have been deferred to future years.

The Policy Officer supported the university's COVID-19 response team to develop interim policy on pandemic-related issues. These issues included employees using their personal mobile devices for work purposes, bringing office furniture and equipment home for remote work, and self-isolation.

## **Update on Policy Renewal**

USEC supports the ongoing renewal of university policies. University policy renewal is guided by an institutional commitment to have current and relevant policies, and by direction from the BC Auditor General in 2015 that emphasized the importance of up-to-date institutional policies for effective governance and risk avoidance.

One outdated policy was renewed in 2020 – the Responsible Investment Policy (FM5215), formerly titled Social Responsibility and UVic Investments. Three outdated policies were rescinded because changes to UVic's collective agreement with the Faculty Association rendered them obsolete.

## **Policy Highlights from 2020**

In 2020 the Policy Officer audited the policy manual to identify gendered language and replace it with gender-neutral terms. The audit identified 48 policies that included gendered language; 43 of these policies were revised and approved in 2020. Plans are in place to approve the edits to the remaining policies, with the goal of having the entire policy manual be gender neutral.

USEC worked with Campus Security to draft new rules around bicycles on campus, in particular how the university deals with abandoned bikes. Two rounds of revisions were made to the Traffic and Parking Regulations (BP3205), including the new provisions on abandoned bikes as well as a broader suite of updates to the rest of the Regulations.

Beginning in 2019, USEC supported VPAC to redraft the policy on External Reviews of Academic Units (AC1145), formerly titled Academic Program Review. This review was based on feedback from chairs and directors and recommendations from the Quality Assurance Process Assessors, as well as a lack of alignment between the policy and the Planning Tools. There was extensive redrafting, including removing the lengthy procedures – VPAC's Academic Program Review Handbook now carries most of the specific detail that was previously in the procedures. This allowed the policy to be brought in line with other Senate-approved university policies in terms of length and level of detail.

The Policy Officer published a Style Guide for Policies and Procedures, available on the USEC website. This document sets out guidelines for drafting and formatting university policies and procedures, along with examples. This resource will be helpful for



individuals in other units who may be tasked with policy writing, or who have questions about UVic's policy template.

## **Looking Ahead**

The University Secretary's Office continues to work with DEOs and other units and offices to proactively respond to university policy needs and changing regulatory requirements. Outdated policies are being reviewed according to their institutional significance and the length of time since the policy was last reviewed; the long-term goal is to bring the policy portfolio to 100% currency.

Four policies will become due for review in 2021, including the Internal Audit policy, the Art Collections policy, and policies on professional development expenditures.

Ongoing policy-related initiatives include:

- (a) continue to identify and rescind or relocate university policies and procedures that no longer meet the policy standard;
- (b) continue to analyze and determine where additional new university policies and procedures are required and where related policies can be consolidated; and
- (c) create tools and guides for the university community to improve policy management, development, and review.

## **Attachments**

Appendix – Status of the Policy Portfolio

## 2020 Policy Annual Report

### Appendix – Status of the Policy Portfolio

#### New Policies and Procedures

No new university policies were developed in 2020.

The following new policies and procedures are under development:

Policy	Portfolio	Status	Purpose
<b>New Policies in Development</b>			
Procedures for the Appointment, Review, and Re-appointment of Associate Deans (consolidation)	VPAC	Under review	New policy to consolidate the 13 appointment procedures for Associate Deans into one “umbrella” policy, similar to the consolidated decanal policy GV0450.
Student Residence Policy	VPAC	Under development	New high-level policy to replace existing Student Residences policy (BP3500) and Operation of Family Housing Policy (BP3505).

#### Revised Policies and Procedures

From January to December 2020, the following university policies and procedures were revised:

Policy	Portfolio	Effective Date
<b>Outdated Policies Renewed</b>		
Responsible Investment Policy (FM5215) (formerly Social Responsibility and UVic Investments)	VPFO	January 2020
<b>Other Policies and Procedures Revised</b>		
External Reviews of Academic Units (formerly Academic Program Review) (AC1145)	VPAC	October 2020
Traffic and Parking Regulations (BP3205)	VPFO	July 2020 & November 2020

Policy	Portfolio	Effective Date
Working Capital Investment Policy (FM5200) (formerly Short Term Investment Policy)	VPFO	June 2020
<b>Editorial Changes Made</b>		
Academic Accommodation and Access for Students with Disabilities (AC1205)	VPAC	December 2020
Appointment and Re-appointment of Deans (GV0405)	VPAC	December 2020
Appointment and Re-appointment of Research Centre Directors (GV0705)	VPRI	December 2020
Appointment and Re-appointment of the Associate Dean Academic Advising (Faculties of Science, Social Sciences, and Humanities) (GV0670)	VPAC	December 2020
Appointment and Re-appointment of the Vice-President Academic and Provost (GV0305)	PRES	December 2020
Appointment and Review of the Associate Dean of Fine Arts (GV0630)	VPAC	December 2020
Appointment of the Associate Dean of Science (GV0655)	VPAC	December 2020
Appointment of the Vice-President External Relations (GV0320)	PRES	December 2020
Appointment of the Vice-President Finance and Operations (GV0315)	PRES	December 2020
Appointment and Re-appointment of the Vice-President Research (GV0310)	PRES	December 2020
Appointment and Re-appointment of the University Librarian (GV0410)	VPAC	December 2020
Appointment of the University Secretary (GV0325)	PRES	December 2020
Art Collections (BP3310)	VPER	December 2020
Calendar Submissions (AC1120)	USEC	December 2020
Conflict of Interest and Confidentiality (GV0210)	PRES	December 2020
Discrimination and Harassment Policy (GV0205)	PRES	December 2020
Copyright Compliance and Administration (IM7310)	PRES	December 2020
Critical Incident Response Procedures (SS9115)	VPFO	December 2020

Policy	Portfolio	Effective Date
Deans of Faculties and Divisions (GV0660)	VPAC	December 2020
Determination of Employment Relationship (HR6325)	VPFO	December 2020
Educational Services Contract Policy (AC1110)	VPAC	December 2020
Establishment of Endowed and Term Chairs and Professorships (AC1100)	VPAC	December 2020
External Research Funding Agreements (RH8200)	VPRI	December 2020
Flag Display Policy (AD2300)	PRES	January 2020
Future Employment Restrictions: Senior Management Employees (GV0240)	VPFO	December 2020
Indirect Costs of Research (FM5400)	VPRI	December 2020
Internal Audit (GV0220)	VPFO	December 2020
Operation of Family Housing (BP3505)	VPAC	December 2020
Policy on University Policies and Procedures (GV0100)	PRES	December 2020
Post-Doctoral Fellows (HR6310)	VPRI	December 2020
Professional Development Expenses – Regular Faculty Members and Librarians (HR6410)	VPAC	December 2020
Protection of Privacy Policy (GV0235)	PRES	December 2020
Records Management Policy (IM7700)	PRES	December 2020
Research Grants in Lieu of Salary (RH8205)	VPRI	December 2020
Research Involving Humans (RH8105)	VPRI	December 2020
Research or Teaching Involving Animals (RH8110)	VPRI	December 2020
Residence Services – Budget Policy (FM5515)	VPAC	December 2020
Responding to the Death of a Student (AC1215)	VPAC	December 2020
Responsible Investment Policy (FM5215)	VPFO	September 2020

Policy	Portfolio	Effective Date
Scholarly Integrity – Researchers not Subject to the Framework Agreement (AC1105(A))	VPAC	December 2020
Scholarly Integrity – Pursuant to the Framework Agreement (AC1105(B))	VPAC	December 2020
Search, Appointment, and Re-appointment of the President and Vice-Chancellor (GV0300)	Board	December 2020
Selection of the Registrar (GV0400)	VPAC	December 2020
Specialist/Instructional Appointments (HR6315)	VPAC	December 2020
Student Residences (BP3500)	VPAC	December 2020
Working Capital Investment Policy (FM5200)	VPFO	July 2020
<b>Typographical Corrections Made</b>		
none		

### **Rescinded Policies and Procedures**

Policy	Portfolio	Rescinded
<b>Outdated Policies Rescinded</b>		
Appointment of Chairs of Departments or Divisions (GV0700)	VPAC	January 2020
Chairs of Departments and Directors of Schools (GV0710)	VPAC	March 2020
Equity Policy for Female Faculty Members (HR6105)	VPAC	January 2020

### **Policies and Procedures Requiring Review**

The following policies and procedures are past their mandated review date or otherwise require review.

<b>Policy</b>	<b>Portfolio</b>	<b>Status</b>
<b>Targeted for Deletion or Relocation</b>		
Residence Services Budget Policy (FM5515)	VPAC	Under review
<b>Require Review</b>		
Academic Accommodation and Access for Students with Disabilities (AC1205)	VPAC	Under review
Appointment of Associate Deans (13) (GV0600-GV0655, GV0670)	VPAC	Under review
Appointment and Review of a Head of the Division of Medical Sciences, Procedures for the (GV0500)	VPAC	Under review
Appointment and Reappointment of Deans (GV0450)	VPAC	To be reviewed
Appointment of the University Librarian (GV0410)	VPAC	To be reviewed
Appointment of the University Secretary (GV0325)	PRES	To be reviewed
Appointment of the Vice-President Academic and Provost (GV0305)	PRES	To be reviewed
Appointment of the Vice-President External Relations (GV0320)	PRES	To be reviewed
Appointment of the Vice-President Finance and Operations (GV0315)	PRES	To be reviewed
Appointment of the Vice-President Research and Innovation (GV0310)	PRES	To be reviewed
Art Collections (BP3310)	VPER	To be reviewed
Capital Expenditures on Physical Plant (FM5205)	VPFO	Under review
Casual Employment of Students (HR6300)	VPFO	Under review
Conflict of Interest and Confidentiality (GV0210)	PRES	Under review

Policy	Portfolio	Status
Conflict of Interest in Employment Practices (HR6200)	PRES	Under review
Critical Incident Response Procedures (SS9115)	VPFO	Under review
Deans of Faculties and Divisions (GV0660)	VPAC	Under review
Discrimination & Harassment (GV0205)	PRES	Targeted for review in 2021
Educational Services Contract Policy (AC1110)	VPAC	To be reviewed
Employment Accommodation (HR6115)	VPFO	Under review
Employment Equity (HR6100)	PRES	To be reviewed
Employment under Externally Funded Grants and Contracts (HR6305)	VPFO	Under review
Environmental Health & Safety Policy (SS9200)	VPFO	Under review
Establishment of Certificate and Diploma Programs (AC1135)	VPAC	Under review
Establishment of Endowed and Term Chairs and Professorships (AC1100)	VPAC	Under review
External Research Funding Agreements (RH8200)	VPRI	Under review
Fundraising and Gift Acceptance (ER4105)	VPER	To be reviewed
Guidelines for Participation in International Activities (AD2200)	PRES	To be reviewed
Hospitality Expenditures (FM5600)	VPFO	Targeted for review in 2021
Human Rights, Equity and Fairness (GV0200)	PRES	Targeted for review in 2021
Indirect Costs of Research (FM5400)	VPRI	Under review
Information Security Policy (IM7800)	VPFO	Under review
Institutional Acquisition and Standardization of Information Technology Devices (AD2515)	VPFO	Under review

Policy	Portfolio	Status
Liability Insurance (FM5300)	VPFO	Under review
Liquor Policy (AD2400)	VPFO	Under review
Off-Campus Graduate Programs (AC1115)	VPAC	Under review
Political Leave Policy (HR6425)	VPFO	Targeted for review in 2021
Post-Doctoral Fellows Policy (HR6310)	VPRI	To be reviewed
Prevention of Violence in the Workplace Policy (SS9120)	VPFO	Under review
Protection of Privacy Policy (GV0235)	PRES	To be reviewed
Records Management Policy (IM7700)	PRES	Under review
Research Grants in Lieu of Salary Policy (RH8205)	VPRI	Under review
Research Involving Humans (RH8105)	VPRI	Under review
Research or Teaching Involving Animals (RH8110)	VPRI	Under review
Responding to the Death of a Student (AC1215)	VPAC	Under review
Risk Management Policy (GV0225)	VPFO	Under review
Scholarly Integrity – Researchers not Subject to the Framework Agreement (AC1105(A))	VPAC	To be reviewed
Scholarly Integrity – Pursuant to the Framework Agreement (AC1105(B))	VPAC	To be reviewed
Sexualized Violence Prevention and Response Policy (GV0245)	PRES	Under review
Specialist/Instructional Appointments (HR6315)	VPAC	Under review
Student Awards (AC1130)	VPAC	Under review
Student Residence and Family Housing policies (BP3500, BP3505)	VPAC	Under review



Policy	Portfolio	Status
Title of Emeritus or Emerita (AC1140)	VPAC	To be reviewed
University of Victoria Art Museum, Policy on (BP3315)	VPER	To be reviewed
Use of Vehicles and Parking on Campus (BP3200)	VPFO	Under review

### **Policies with Transferred Approving Authority**

No policies had their approving authority changed in 2020.