The next open meeting of the Senate of the University of Victoria is scheduled for Friday, May 7, 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.   April 9, 2021 **(SEN-MAY 7/21-1)**

    Motion: That the minutes of the open session of the meeting of the Senate held on April 9, 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**

5.   CORRESPONDENCE

    a.   Office of the Ombudsperson
       - *A. Fraser, Ombudsperson, has been invited to attend*

      i.   2020 Annual Report **(SEN-MAY 721-2)**   **INFORMATION**

    b.   Campus Planning Committee – V. Kuehne and K. Simpson, Co-Chairs

      i.   Semi-annual report **(SEN-MAY 7/21-3)**   **INFORMATION**

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

    a. Senate Committee on Academic Standards – Dr. Neil Burford, Chair

        i. Part-time exchange at the University of Victoria   **ACTION**
            (SEN-MAY 7/21-4)

            <u>Motion:</u> That Senate approve the revisions to the Exchange section of the Academic Calendar effective September 2021.

        ii. New Academic Calendar Entries in Humanities, Science and   **ACTION**
            Social Sciences on Double Counting Courses and Laddering Credentials **(SEN-MAY 7/21-5)**

            <u>Motion:</u> That Senate approve the attached proposed Humanities, Science and Social Sciences regulations on Double Counting Courses and Laddering Credentials to the Undergraduate Academic Calendar effective September 2021.

        iii. Policy on Academic Integrity – Inclusion of Doctoral Candidacy   **ACTION**
            (SEN-MAY 7/21-6)

            <u>Motion:</u> That Senate approve the inclusion of "Violations relating to doctoral candidacy examinations" to the Policy on Academic Integrity in the Academic Calendar effective September 2021.

        iv. Extension of Approval to Waive Medical Documentation 2021   **ACTION**
            Summer Session (May 2021 – August 2021) **(SEN-MAY 7/21-7)**

            <u>Motion:</u> That Senate approve the extension of the temporary waiver of medical documentation for all requests for academic concessions during the Summer Session, May 2021 – August 2021.

        v. Update on revision of the Undergraduate Academic   **INFORMATION**
            Concession Regulation **(SEN-MAY 7/21-8)**

        vi. Consideration of UVSS Proposal for COVID-19 Grading   **INFORMATION**
            Options **(SEN-MAY 7/21-9)**

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

        i. In response to COVID-19: A summary of actions or   **INFORMATION**
            adjustments made under authority of the Emergency Protocol for Senate Operations (Level 2) **(SEN-MAY 7/21-10)**

ii. Appointments to the 2021/2022 Senate Standing Committees   **ACTION**
     (SEN-MAY 7/21-11)

     Motion: That Senate approve the appointments to the 2021/2022
     Senate standing committees for the terms indicated in the attached
     document.

c. Senate Committee on Appeals – Dr. Janna Promislow, Chair

    i. 2020/2021 Annual Report **(SEN-MAY 7/21-12)**   **INFORMATION**

d. Senate Committee on Awards - Dr. Charlotte Schaillié, Chair

    i. New and Revised Awards **(SEN-MAY 7/21-13)**   **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:

        - Gordon and Patricia Gray Animal Welfare Research Fellowship
          (New)
        - First West Credit Union Launi Skinner Indigenous Scholarship
          (New)
        - UVic Bookstore Scholarship in Writing (Revised)
        - Nancy Wright Scholarship in the School of Nursing (New)
        - JTS Scholarship* (Revised)
        - Ord and Linda Anderson Interdisciplinary Graduate
          Scholarship* (Revised)
        - Life in Law Diversity Award (New)
        - Jeremy and Carolyn Webber Award in Law (Revised)
        - John Carling Fraser Memorial Bursary* (Revised)
        - Level Up Award presented by Codename Entertainment* (New)
        - Paulette Lacroix Nursing Informatics Leadership Scholarship
          (Revised)
        - Richard L. Williams Memorial Scholarship* (Revised)
        - A. Hugh Salmond Memorial Scholarship in Secondary Science
          Education* (Revised)
        - A. Hugh Salmond Memorial Scholarship in Elementary Science
          Education* (Revised)
        - UVic Retirees Association Award* (Revised)
        - Victoria Musical Arts Society Scholarship* (Revised)
        - Dr. David and Dorothy Lam Scholarship in Geography*
          (Revised)
        - Hugh and Lilian Salmond Scholarship in Secondary Education*
          (Revised)

- Hugh and Lilian Salmond Scholarship in Elementary Education* (Revised)
- Dr. Jean Downie Dey Student Mobility Award* (Revised)
- Senator Eugene Forsey Scholarship* (Revised)
- Pearson Family Award (Revised)
- Micqualyn Scholarship (Revised)
- Moon Patrol VR Award in Business (New)
- Verna J. Kirkness Entrance Award (New)

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e.   Senate Committee on Curriculum – Mr. Gary MacGillvray, Chair

   i.   2021/2022 Cycle 2 Curriculum Submissions **(SEN-MAY 7/21-14)**   **ACTION**

   Motion: 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 September 1, 2021.

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

Note: The summaries of the curriculum changes from the faculties have been included in the docket. To view the complete curriculum submissions, please email Kathy MacDonald, Senate Coordinator, at usec2@uvic.ca.

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

   i.   2020/2021 Annual Report **(SEN-MAY 7/21-15)**   **INFORMATION**

   ii.   Proposed Revisions to the Disclosure of Student Contact   **ACTION**
         Information outside of Canada **(SEN-MAY 7/21-16)**

   Motion: That Senate approve the revisions to the disclosure of student contact information outside of Canada in the academic calendars as described in the memo, Disclosure of student contact information outside of Canada, dated April 12, 2021.

g.   Senate Committee on Libraries – Dr. Richard Marcy, Chair

   i.   2020/2021 Annual Report **(SEN-MAY 7/21-17)**   **INFORMATION**

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

    i. 2020/2021 Annual Report **(SEN-MAY 7/21-18)**   **INFORMATION**

    ii. Proposed curriculum change for the Diploma in Business   **ACTION**
Administration **(SEN-MAY 7/21-19)**

Motion: That Senate approve the proposed curriculum change for the Diploma in Business Administration, as described in the document "Curriculum Change for Diploma in Business Administration".

    iii. Proposal to establish an undergraduate certificate in American   **ACTION**
Sign Language **(SEN-MAY 7/21-20)**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish an undergraduate certificate in American Sign Language, as described in the document "Undergraduate Certificate in American Sign Language".

    iv. Proposal to establish an option in Geology in the Bachelor of   **ACTION**
Science in Earth and Ocean Science **(SEN-MAY 7/21-21)**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish an option in Geology in the Bachelor of Science in Earth and Ocean Science, as described in the document "New Option in Geology".

    v. Proposal to renew the Approved Centre Status for the Centre for   **ACTION**
Global Studies **(SEN-MAY 7/21-22)**

Motion: That Senate approve the proposal to renew the Approved Centre Status for the Centre for Global Studies for the period July 1, 2021 through June 30, 2026, as described in the memorandum dated March 26, 2021.

    vi. Proposal to renew the Approved Centre Status for the Centre for   **ACTION**
Asia-Pacific Initiatives **(SEN-MAY 7/21-23)**

Motion: That Senate approve the proposal to renew the Approved Centre Status for the Centre for Asia-Pacific Initiatives for the period July 1, 2021 through June 30, 2026, as described in the memorandum dated March 23, 2021.

i. Senate Committee on University Budget – Dr. Jen Baggs, Chair

    i. 2020/2021 Annual Report **(SEN-MAY 7/21-24)**   **INFORMATION**

7. PROPOSALS AND REPORTS FROM FACULTIES

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

a. Strategic Enrolment Management Progress Report   **INFORMATION**
(SEN-MAY 7/21-25)

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

    i. 2019-2021 Report to Senate **(SEN-MAY 7/21-26)**   **INFORMATION**

c. Annual Report on Non-Academic Misconduct Allegations and   **INFORMATION**
Resolutions **(SEN-MAY 7/21-27)**

9. OTHER BUSINESS

a. Annual report to Senate on UVic-approved research centre   **INFORMATION**
approvals, renewals and closures **(SEN-MAY 7/21-28)**

b. Orators for the University of Victoria **(SEN-MAY 7/21-29)**   **ACTION**

Motion: That Senate re-appoint Mary Kennedy, Professor
Emeritus, as Orator for a 3-year term beginning July 1, 2021 and
ending June 30, 2024.

c. 2020/2021 Emeriti **(SEN-MAY 7/21-30)**   **INFORMATION**

d. Elections Update **(SEN-MAY 7/21-31)**   **INFORMATION**

10. ADJOURNMENT

University of Victoria

Meeting of Senate
April 9, 2021

MINUTES

A meeting of the Senate of the University of Victoria was held on April 9, 2021 at 3:30 p.m. via Zoom.

1.   APPROVAL OF THE AGENDA

Kevin Hall advised members that item 6(a)(i) would be removed from the agenda.

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

CARRIED

2.   MINUTES

>**a.   March 5, 2021**

>>Motion: (M. Laidlaw/B. Smith)
>>That the minutes of the open session of the meeting of the Senate held on March 5, 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**

Dr. Hall began his report with a statement regarding International Day for the Elimination of Racial Discrimination. He noted the need for everyone to stand up against intolerance and affirm our commitment to practices of equity, diversity and inclusion.

The President updated Senate on his listening tour with over 3000 people and 170 meetings conducted so far. He also noted his recent classroom tour in which he was shown many different examples throughout the university.

Dr. Hall reminded members of the Equity Action Plan. To contribute to design and implementation of the plan, applications for the Reflection and Challenge Committee are open until April 19, 2021 to all UVic faculty, staff and students.

Dr. Hall reported that two of the four UVic Strategic Impact Chairs have been awarded. Amanda Bates, current Canada Research Chair in Marine Environmental Physiology at Memorial University, was awarded the Impact Chair in Ecosystem Change and Conservation. Heather Castleden, Canadian Research Chair in Reconciling Relations for Health, Environments, and Communities at Queen's University, was awarded the Impact Chair in Transformative Governance for Planetary Health in the School of Public Administration. Both Chairs will begin on July 1, 2021.

In terms of funding news, Dr. Hall informed Senate on the $3M funding announcement to upgrade the UVic Transit Exchange and bus stops along Ring Road. The Ministry of Advanced Education and Skills Training will also provide the university with one-time funding to support 42 graduate student scholarships.

Finally, the president congratulated the university on the following awards:
- Karen Urbanoski and Sarah Hunt were selected as delegates for the 2021 Science Meets Parliament program.
- UVic was named one of Canada's Best Diversity Employers for 2021 for the tenth consecutive year.
- Randall Sobie, Physics & Astronomy, was elected as the Chair of the New Digital Research Infrastructure Organization Researcher Council.
- Anna Höstman, composition instructor and UVic alumni, received a Juno nomination for Classical Composition of the Year for her album, 'Harbour'.
- Sara Ellison, Physics & Astronomy, received the Peter G. Martin Award for mid-career achievement awarded by the Canadian Astronomical Society

5. **CORRESPONDENCE**

There was none.

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

   a. **Senate Committee on Academic Standards**

   i. **Grading Revisions to the Graduate Academic Calendar**

Neil Burford introduced the proposal.

A member asked if the undergraduate grading table showing the official grading system used by instructors in arriving at final assessments of student performance, was contradictory to a statement warning against the assignment of a predetermined percentage of students with a specific grade. Dr. Burford replied that this question could be brought back to the Senate Committee on Academic Standards for discussion.

> Motion: (N. Burford/S. Evans)
> That Senate approve the attached proposed grading revisions to the
> Graduate Academic Calendar effective September 2021.

CARRIED

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

i.   **Appointments to the *ad hoc* Joint Senate Board Committee to consider the recommendations of the Presidential Appointment Committee**

Helen Kurki introduced the recommended appointments to Senate. There were no questions.

> Motion: (H. Kurki/J. Colby)
> That Senate approve the appointments of Aaron Devor, Faculty of Social Sciences, and Lynne Marks, Faculty of Humanities, to the *ad hoc* Joint Senate Board Committee to consider the recommendations of the Presidential Appointment Committee.

CARRIED

c.   **Senate Committee on Awards**

i.   **New and Revised Awards**

Charlotte Schaillié introduced the new and revised awards.

One member noted minor editorial clarity issues with the Hugh and Lilian Salmon Engineering Scholarship and the Scotiabank Scholarship for Law Students. Lori Nolt, Director of Student Awards and Financial Aid, reported that these changes would be brought back to the donors.

Another member asked if a definition of terms could be included in the award submission for Senate. Ms. Nolt confirmed that this would be possible.

> Motion: (B. Smith/D. Cloutier)
> 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:

- Hugh and Lilian Salmond Engineering Scholarship* (Revised)
- M. Beverley Vaio Law Scholarship in Education* (Revised)
- Howard and Linda Petch Scholarship* (Revised)
- Dr. B. Barbara Adams Scholarship* (Revised)
- Vikes Men's Rugby Award* (New)
- Horning Memorial Scholarship in Music* (Revised)
- Dr. and Mrs. W. Clarke Horning Memorial Prize in Music* (Revised)
- Marilyn (Leslie) Kan & John YH Kan Award for Indigenous Students* (New)
- Scotiabank Scholarship for Law Students (Revised)
- Dr. Charlotte Loppie Award (Revised)
- HSBC Bank Canada Indigenous Award* (Revised)
- David Ravenhill Men's Soccer Award* (New)
- Mackenzie Rigg Men's Soccer Award* (New)
- Moreno Stefani Men's Soccer Award* (New)
- Peter Fast Men's Soccer Award* (New)
- mistermerv Graduate Scholarship in Writing (New)

- Salish Sea Hub Graduate Scholarship (New)
- Emma Machado Memorial Scholarship* (Revised)
- Motion Picture Technicians Union Local 891 Bursary (Revised)
- Betty Moyls Memorial Award (New)
- Boehm Family Scholarship for Excellence in Science* (Revised)
- Vikes International Athlete Award (New)

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CARRIED

d. Senate Committee on Planning

i. Proposed changes to the Master of Science in Health Information Science

Robin Hicks introduced the proposal. There were no questions.

> <u>Motion:</u> (M. McGinnis/M. Laidlaw)
> That Senate approve the proposed changes to the Master of Science in
> Health Information Science, as described in the document "Master of
> Health Informatics/change to program requirements".

CARRIED

ii. Proposed name change for the Faculty of Engineering

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

> <u>Motion:</u> (R. St. Clair/J. Martin)
> That Senate approve, and recommend to the Board of Governors that it
> also approve, the proposed name change to the Faculty of Engineering
> and Computer Science, as described in the document "Change of the
> name of a faculty".

CARRIED

7. PROPOSALS AND REPORTS FROM FACULTIES

a. Faculty of Law

i. Removing Law Faculty Exemption for Fall Reading Break

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

> <u>Motion:</u> (R. Hancock/M. Garcia-Barrera)
> That Senate approve the removal of the Faculty of Law's exemption to the
> scheduling of the university's Fall reading break effective for Fall 2021.

CARRIED

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

There was none.

9. **OTHER BUSINESS**

There was none.

There being no other business the meeting was adjourned at 3:56 p.m.

Name	In Attendance	Regrets		
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 FACULTY MEMBERS *(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 STUDENT SOCIETIES – 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

OMBUDSPERSON
2020 ANNUAL REPORT

Dear Members of the University Community,

I extend my heartfelt compassion and condolences to all those who have been affected by the

COVID-19 pandemic. No one was left unscathed. The transition to online course delivery was not easy but it was met with hard work and dedication from the university community. Some students thrived and others struggled along with the challenges of learning in online forums. I noticed the home environment of domestic and international students was not always conducive to a supportive learning and studying environment, which affected students academic and mental health well being. The number of contacts made to the office increased 14%, which I attribute to the pandemic. Like most student services, my office transitioned to engaging with students via email, phone and zoom.

At the outset of the pandemic, my office was overwhelmed with the stark increase in academic integrity violations. Students contacted my office because they were unfamiliar about the academic integrity policy and procedures. In some cases, academic leaders determined whether a student was placed on academic probation or possibly expelled. I am actively conversing with academic leaders in working to find preventative avenues to alleviate the volume of allegations and means for the policy to work more effectively.

In addition, students consistently contacted me wanting to know who to contact and what is the process to for academic appeals and complaints about unprofessional conduct. In December 2020, the BC Ombudspersons Office released the Complaint Handling Guide; the guide explained people often complain when their expectations are unmet. Further, an effective complaint system can promote an organization's willingness to implement changes to procedure and practices and "foster a culture of apology and disclosure" when mistakes are made (BC Ombudspersons Complaint Handling Guide, 2020). Case in point, the athletics department has made recent changes in response to complaints raised by student athletes that include "implementing a professional code for coaches, hiring a director of varsity performance sport and creating a student co-ordinator position to provide clear options for how students can raise concerns (Canadian Press, 2021)."

Instructors, departments, faculties and the Senate are primarily responsible for academic matters. It's important to note that academic matters are not only about procedural fairness, they also include relational fairness, which is looking at how the student was treated (please refer to Fairness Triangle pg. 8). The nature of academic matters can include: failure to show appropriate respect in an instructional setting, misuse of faculty authority within an instructional setting, and conduct in the classroom or another instructional setting that adversely affects the learning environment (Columbia University, Academic Concerns, Complaints and Grievances). The Complaint Handling Guide publication explains that accessibility is key to effective management of concerns. It states:

> A good complaint resolution system must be accessible and open to receiving complaints from a wide range of people. Organizations must work to make it easy for people to voice their concerns. This requires that organizations develop a complaint system that is simple to use and is explained in plain language.

The killing of George Floyd and the heightened racial social injustices experienced by people, locally, nationally and beyond brought forth the needed impetus post secondary institutions to do honest and in-depth assessment of its commitment to equity, diversity and inclusion. I am excited for the university wide EDI Framework to be implemented and how it can create more inclusive and diverse spaces for students to thrive. The true mark of commitment to the principles of EDI will be the university's commitment to action.

Annette Fraser
Office of the Ombudsperson
University of Victoria

VISION, MISSION, GOALS

CASE DISTRIBUTION

WHAT IS AN OMBUDSPERSON?

Ombudsman is a Swedish term defined in the Oxford Dictionary as "an official appointed to investigate individuals' complaints against public authorities." It is worldwide term used to designate independent, impartial and confidential offices that receive inquiries and complaints from the public.

There are different types of ombudsmen with different roles, functional responsibilities, and standards of practice including organizational ombudsman, classical ombudsman, and advocate ombudsman. While the focus of this document is to describe what an organizational ombudsman does—and does not do—it is important to distinguish between different types of ombudsmen.

The standards of practice and functional responsibilities can be very different for different types of ombudsmen. The organizational ombudsman is defined as: "a designated neutral who is appointed or employed by an organization to facilitate the informal resolution of concerns of employees, managers, students and, sometimes, external clients of the organization (International Ombudsman Association)

The Office of the Ombudsperson (or ombuds) is an **independent**, **impartial**, and **confidential** resource for undergraduate and graduate students and other members of the University of Victoria community. The ombudsperson helps resolve student problems or disputes fairly.

At UVic, the ombuds office is mandated to deal with student-related issues and may provide information and referrals; offer confidential advice, feedback or coaching; problem-solve or facilitate communication; review or investigate.

"With a focus on fairness, equity and respect, the ombudsperson builds capacity to help the institution be accountable to its own value and mission statements. In working with individuals, the ombudsperson facilitates fair resolutions that build trust and fortify the relationship between individual and institution." – Association of Canadian College and University Ombudspersons (ACCUO)
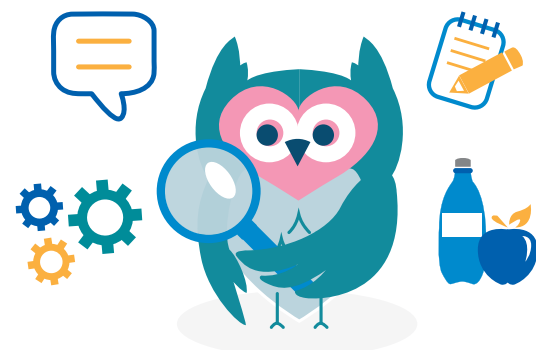
WHY HAVE AN OMBUDSPERSON?

Members of the university community are empowered to resolve their concerns as they access safe spaces to receive information, advice and feedback to develop options to resolve their concerns.

On an institutional level, the unique positioning of the ombudsperson serves to provide unfiltered information that can produce insight to issues and resolutions. The ombudsperson is a source of detection and early warning of new issues and a source of suggestions of systemic change to improve existing processes. – International Ombudsman Association

VISION

A university community committed to fairness.

MISSION

To promote and support fairness, as an independent voice in the university community.

STRATEGIC GOALS

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

In 2020, the office website redesign was completed. A feature of the website is an online contact form where students can easily access to explain their concerns and issues. An appeal template is now available as a tool to assist students in formulating their university appeals. The data tracking indicates students primarily became aware of the office is due to information found on various UVic websites and faculty and staff referrals.

Complaints efficiently addressed.

This is the second year that the Ombudsperson's feedback survey has been active more information about the survey is found on pg. 4. The volume and time required to address concerns for students requires the office to revisit its complaint handling process to assess for effectiveness and accountability.
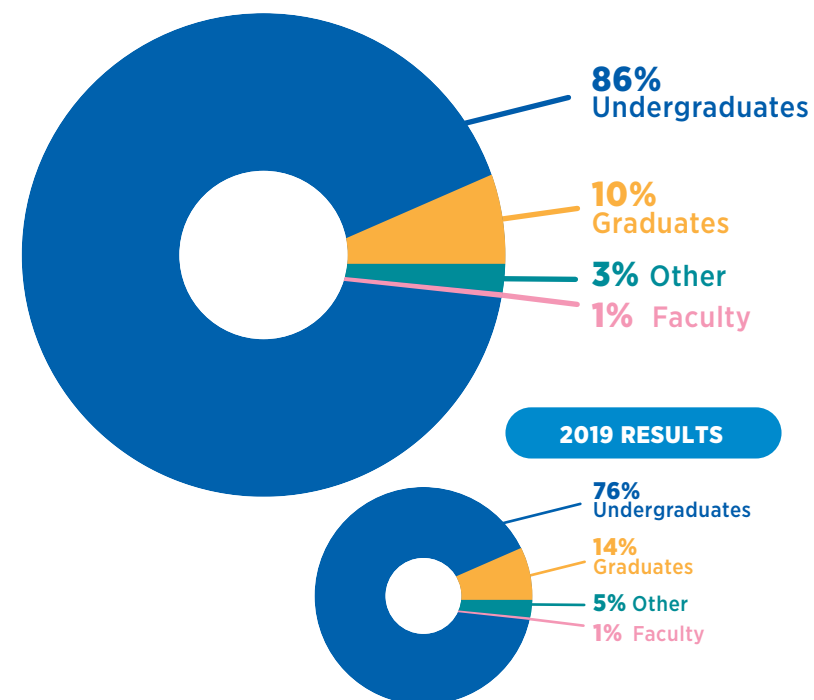
University staff and faculty members supported in improving academic administration.

A newly created faculty orientation package includes an overview of administrative decision making, quick tips and guides is now available as part of the new academic leader orientation offered through Faculty Relations. The Ombudsperson consulted on the revision of the Terms of Reference for the Senate Committee of Re-Registration and Transfer Committee (SCART) and Standards for Professional Behaviour for the Tri-Faculties.
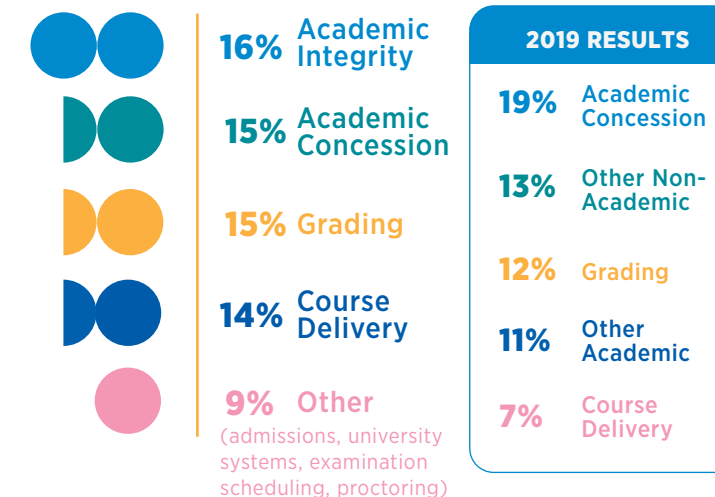
TYPE OF OFFICE VISITOR

- 86% Undergraduates
- 10% Graduates
- 3% Other
- 1% Faculty

2019 RESULTS
- 76% Undergraduates
- 14% Graduates
- 5% Other
- 1% Faculty

METHOD OF CONTACT

- **367** VIRTUAL 2020
- VIRTUAL 2019 **146**

(In person stats collected up until March 16, 2020)

- **46** IN PERSON 2020
- IN PERSON 2019 **217**

OMBUDS OFFICE VISITORS OVER TIME

- 372 — 2016
- 389 — 2017
- 382 — 2018
- 363 — 2019
- 413 — 2020

In 2020, the office handled a total of **413** (**14% increase**) inquiries and complaints distributed as follows:

TOP 5 ISSUES OF CONCERN

- 16% Academic Integrity
- 15% Academic Concession
- 15% Grading
- 14% Course Delivery
- 9% Other (admissions, university systems, examination scheduling, proctoring)

2019 RESULTS
- 19% Academic Concession
- 13% Other Non-Academic
- 12% Grading
- 11% Other Academic
- 7% Course Delivery
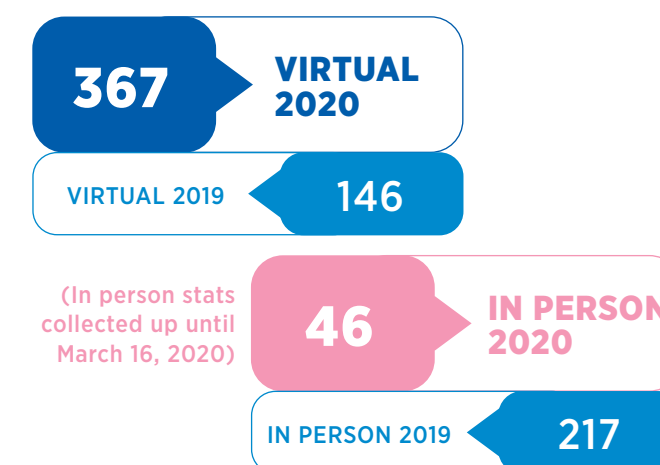
VISITORS WHO CONTACTED THE OFFICE, SOUGHT HELP IN THE FOLLOWING WAYS:

- 52% Information/Referral
- 24% Advice/Coaching
- 10% Advice/Feedback
- 3% Intervention
- <1% Faculty Consultation

2019 RESULTS
- 38% Information/Referral
- 35% Advice/Coaching
- 17% Advice/Feedback
- 9% Intervention
- 4% Faculty Consultation

UVICOMBUDSPERSON.COM

HOW DID THE OMBUDSPERSON HELP THE UNIVERSITY?

CASE EXAMPLES

73 INDIVIDUAL INTERVENTIONS

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

36 — RESOLVED

13 — PARTIALLY RESOLVED

17 — DISCONTINUED

6 — NO GROUNDS

OMBUDSPERSON FEEDBACK SURVEY

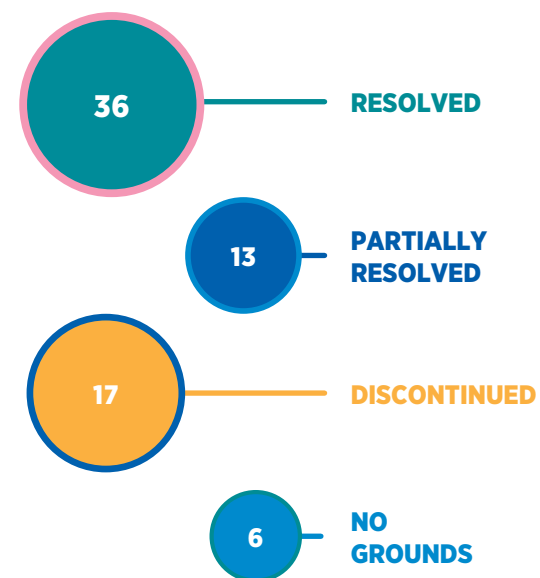**Did the Ombudsperson handle your complaint in a fair manner?**
(up 1% from 2019)

74% answered YES

How would you rate our experience with the Ombudsperson's office?
(up 16% from 2020)

89% GOOD, AVERAGE, EXCELLENT

Are you satisfied with the results of your complaint?
(down 5% from 2019)

78% YES

FEEDBACK SURVEY COMMENTS?

Participants in the survey were given the opportunity to offer additional comments. The comments are valuable and important to take into consideration for future office operations. The survey invited participants to write additional comments or suggestions, this year 96% of the participants provided comments. It is important to shine light on the spectrum of concerns and experiences students encountered. I highlight the following comments:

"I'm not sure if this is allowed, but I think in certain situations it would be helpful to have someone from the ombudsperson's office reach out directly on behalf of the student. Often times the student is not considered "legitimate" in the eyes of the administration and therefore often-serious complaints never reach to right person. This only continues the cycle and does not change things for future students. Having someone reach out on their behalf shows the administration that this is serious and perhaps things might be fast tracked or the attitude might change, which makes a student feel more comfortable in an awkward environment."

A common and repeated concern from the previous year of students not satisfied with their contact with the office is the expectation for the Ombudsperson to intervene. As an organizational Ombudsperson, the focus is to identify issues with administrative decision making, including how students are treated when raising concerns. When is the appropriate time for the ombudsperson to intervene and when is the appropriate time for students to self-advocate? Self-advocacy requires students to know who to contact, what to ask for or how best to use supports (Self Advocacy – Alberta Learning, 2002).

UNDERGRADUATE HONOUR'S PROGRAM

A student contacted my office with concerns about the completion of their honors thesis. The student decided to enroll with encouragement from their course instructor who became their thesis supervisor. Upon enrolment the student, the student presented a final draft of their research proposal in the early part of the fall term. Shortly thereafter, the supervisor notified the student of their approved study leave, thus being available remotely to supervise the student due to other commitments and internet connectivity. The student explored alternatives and believed their only options at the time was to change their topic to something similar to what the supervisor was already working on or to not pursue the honour's thesis.

The option of changing supervisors was explored but none were available due to sabbatical leaves, so the student decided to pursue the thesis. With the pending departure of the supervisor, the new thesis outline required the student to undertake all the work necessary to collect and analyze data by the end of the fall term. The combination of short notice of the supervisor's departure and availability, which led to extra and tighter deadlines and issues with the ethics approval process, the student withdrew from the honors thesis program. In reviewing the matter and facilitating conversations with academic leaders, it lead to clarification in the academic calendar outlining the expectations when a proposal draft is to be submitted and when the thesis is to be completed. Had the student and supervisor known this, this unfortunate event could been avoided.

An honours thesis is a bridge between undergraduate and graduate work. The focus on research requires supervision of the student to contribute to a successful outcome. I recommend all departments that offer honor's program, if needed, clarify the program requirements and expectations of honour students and supervisors.

"I really appreciate your help with this. Your support made it much easier for me to navigate where to go and have the right conversations with the right people"

EXERCISING DISCRETION

"Thank you for your guidance in finding out who my second point of contact for appeal was and for your review of my secondary appeal. It is much appreciated!"

The transition to the online course delivery towards the end of the Winter 2019-2020 term brought unique challenges. Students had to decide if they wanted to take the COVID PASS/FAIL and if the deadline had passed, make an appeal based on "acceptable reasons for not submitting a grading option in time", such as, incorrect and incomplete advising. A student contacted my office seeking options on how to escalate their appeal. The student had applied to a program at another post-secondary institution (PSI) but was unsure whether the program would accept the COVID option as part of determining acceptance. The student attempted to get information, but the final decision on the acceptance of grades was released on the PSI's website after UVIC's deadline, which was later extended.

The student appealed to have their transcript reflect the COVID grading options, the appeal was denied on the basis that it was believed the student could have made reasonable efforts to obtain the information before the deadline despite the student-providing context about the timing of the release of information and was encouraged to contact the Ombudsperson. In reviewing the matter, it was determined that the student still had an option to appeal to the Registrar. In confirming the appeal option and providing feedback on the appeal, the student submitted the appeal and was successful. Although the deadline was important, the context of the pandemic situation and the impact of delay in processes and communicating information internally and externally impacted university processes.

Each case is different, and the goal is not to treat everyone the same – fairness requires that exceptions to standard processes be made where warranted. In the decision making process, consider the individual circumstances of the case using your own judgment (Quick Tips Excercising Discretion, BC Ombudspersons Office).

ACADEMIC INTEGRITY – FREQUENTLY ASKED QUESTIONS

Why students cheat, how they cheat are important factors to consider in the university community. However, the preventative measures taken by faculty to prevent violations intersects with students exam strategies. For example, some assessments are designed to minimize cheating by preventing students to go back to revise or return to an answer once the student moves forward in the exam. As student assessments are being reviewed, faculty members must keep in mind that such features can create difficulties for students with accessibility and disability related needs and concerns.

As the volume of allegations increase, issues about the procedure increase, such as, not giving students reasonable notice, the opportunity to be heard, and insufficient reasons. In time, I have observed that the processing of violations has improved, such as, having a committee and people delegated to share the workload of investigating allegations. As part of the notification, students are referred to the academic policy to understand the process; however, for the average student, the policy is a wordy and lengthy document that can leave students overwhelmed. A sample of the majority of academic integrity related emails I have received reads as follows:

"I'm a bit confused about this stuff. I got a Zero on the assignment but is there anything on "My Record"? I would like to know, what exactly appears on "My Record"? Secondly, I'm assuming Deans and Committees from other Faculties can view it? Thirdly, what can they see? Fourthly, can I see what that portion of "My Record" looks like? Lastly, can staff from other Canadian Universities see the alleged violation or make a request to do so?"

As a one-person office, a good portion of my time is spent answering generic questions that I believe could be better spent reviewing high-level systemic issues. **I recommend that a Frequently Asked Questions about the Academic Integrity Policy and Procedure be developed in partnership with the Ombudsperson's Office**. At the appropriate time, I look forward to consulting with the Senate Committee of Academic Standards and making recommendations for the policy to be clearer and simpler in its interpretation.

HOW DO I RAISE A CONCERN?

I appreciate the university's proactive efforts to get feedback from students and instructors about the transition to online course delivery found in the Student and Instructor Online Experience produced by the Learning, Teaching Support and Innovation Division (LTSI). A theme that echoes from that survey raised in my office is "Access and Knowledge of Existing Resources." More specifically, students ask "Where do I find information about and how to raise a concern?" This is a concern that has also been a concern raised with the University of Victoria Student Society (UVSS). The university dispute resolution process is a normal and reasonable approach to resolving concerns yet students still struggle to know how to raise concerns for various reasons.

"I am wondering what the process is for raising a concern about a professor and how they conducted a class? There is no place for feedback for their section on the course evaluation survey and I also believe that this is more important than just some tips and tricks for doing it better next semester."

I appreciate that a return to in-person classes will alleviate some of the discord; however, this type of inquiry has been a constant, since serving in this capacity. In response to the feedback survey, the VPAC COVID-19 Advisory Group produced the online Brightspace document "What students can expect in courses". The guide to expectations is a well thought out document. Students are more likely to self-advocate for themselves when they know what to expect in their courses. Also, it will help students to better articulate their concerns to staff and faculty. Besides being posted on Brightspace platform, **I recommend that this document be adopted on every academic unit website and for every instructor to include the information in their course syllabus and the main Uvic website on the "Student" webpage**.

The Advisory Group has also produced "How to talk to your instructor, and provide feedback to your instructor." Feedback is given when it is solicited and complaints are raised at and raising a concern. In the latter, there is the expectation that the grievance will be reviewed including gathering pertinent information and arriving at a conclusion. The process for raising concerns about course delivery looks different from appealing a grade or a complaint about faculty conduct. As I meet with students who experienced traumatic experiences in trying to resolve their grievances, sometimes they remain dissatisfied because the resolution process fails to acknowledge the mistreatment they have suffered.

In a modern university environment..up-to-date information should be available on the university's website with ample, user friendly, cross-reference links. The website could also have appropriate flow charts to summarise the course an individual complaint might take. This web-based information should also be supplemented by including information about complaint handling in the induction procedures and documentation for all new staff and students, as well as in the annual university and faculty/school handbooks (Complaint Handling at Universities – Australasian Best Practices Guidelines – Ombudsman of Western Australia

The Ombuds office was contacted by 40 graduate students during 2020 (51 contacts in 2019).

HOW CAN WE EMPOWER GRADUATE STUDENTS?

The Graduate Supervision Policy provides the framework for the supervisory relationship comprised of responsibilities, assessments and procedures. In reference to my 2019 annual report, graduate students are challenged with finding ways to document goals and metrics to navigate program completion. Students are to meet at least twice a term with their supervisor. In addition, students have access to seek confidential advice from, supervisors, graduate advisors and associate deans on matters, such as program completion. Despite access to these resources, there are times where graduate students fear of reprisal remain. In the past year, students have expressed frustration when submitted work has taken longer than the normal timeline; there may be valid reasons for the delay but in those instances there has been little to no communication. Again the supervision policy encourages students to make use of the resources available to them but as much as I have encouraged students to use the resources available to them, it sometimes is met with resistance in not wanting to pursue the matter further.

I appreciate the Faculty of Graduate Studies willingness to listen to student concerns and efforts made to find resolutions when matters are brought to their attention. Although the graduate supervision policy has the framework and resources available for students to be successful in their program there seems there seems to be a bigger issue at play that needs further attention. Why are students fearful (perceived or real) of being proactive in resolving their concerns? And how can graduate students become more empowered to resolve issues that come up during a graduate program? I do not have any immediate recommendations to these questions but perhaps this warrants looking for ways to enhance the graduate student orientation as a starting point.

RESEARCH PROJECT

As an ombudsperson, part of my work involves looks at issues at a systemic level. In collaboration with ombudspersons from the University of British Columbia, Simon Fraser University and the University of Alberta we are collectively working on a graduate supervision research project. This group aims to identify salient issues in the supervision of graduate students and current resources and supports. We aim to make impactful recommendations to our institutions and stakeholders to improve the graduate student experience and graduate education through the promotion of best practices.

OFFICE STRUCTURE

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

PROFESSIONAL DEVELOPMENT & ACTIVITIES

International and national conferences were cancelled or transitioned to virtual events in 2020. The International Ombudsperson Association is one of the largest associations for ombudspersons that offer comprehensive resources. Ombudsperson Annette Fraser attended the webinar titled *Annual Reports a Catalyst for Change*. The California Caucus of College and University Ombuds offered a free virtual one day conference, featuring keynote speaker, Dacher Keltner, Faculty Director for the Center for Greater Good at UC Berkeley who presented on *Managing Yourself: Don't Let Power Corrupt*. The conference also offered breakout sessions in the topic area of Ombuds and Diversity, Equity and Inclusion Work in Higher Ed and Beyond. In March 2020, Ombudsperson Annette Fraser was appointed to the executive board

of the Association for Colleges and Universities Ombudspersons (ACCUO) Western Regional Meeting.

In August 2020 the Ombudsperson website was relaunched to complete the office rebrand initiative. The website is still a work in progress as the content is updated and improved to increase user functionality. A new function the website offers is a web contact form that helps students to get access directly to the office.

Student Orientation activities included participating in virtual online events, such as Thunderfest and orientations in first year academic courses. Due to the amount of events and limited availability, the office will be working to advertise office services through other means working with the UVSS and producing videos to be distributed throughout the university for the 2020-2021 academic year.

As part of the university community, the Ombudsperson participated in the extensive review of the Sexualized Violence Policy. It was a lengthy process and all members who participated provided thought provoking questions, perspectives and concerns. I appreciated the opportunity to be involved and look forward to the next project of reviewing the Discrimination and Harassment Policy in 2021.

THE FAIRNESS TRIANGLE
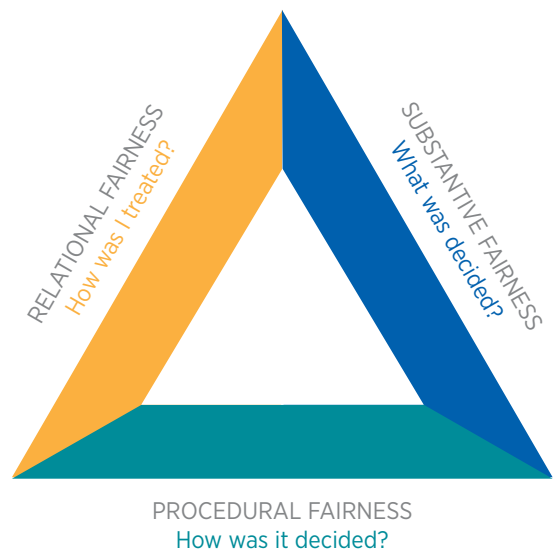
Three Aspects of Fairness: The Fairness Triangle (Ombudsman Saskatchewan, 2012)

Office of the Vice-President Finance and Operations

MEMO

University of Victoria

Date: April 22, 2021

To: Carrie Andersen
University Secretary

From: Valerie Kuehne, Vice-President Academic and Provost
Kristi Simpson, Acting Vice-President Finance and Operations
Co-Chairs, Campus Planning Committee

RE: **SEMI-ANNUAL REPORT TO SENATE ON CAMPUS DEVELOPMENT**

Please find attached the semi-annual report to Senate on campus development for its May 7, 2021 meeting.

Original signed by
_____
Valerie Kuehne
Vice-President Academic and Provost

Original signed by
_____
Kristi Simpson
Acting Vice-President Finance and Operations

Semi-Annual Report to Senate on Campus Development

Executive Summary

Progress continues on several major capital projects on campus. The construction of the Student Housing and Dining Project is progressing well. Building 1's concrete and mass timber structural elements are currently being installed, and Building 2's foundations are being poured. Building 1 is on schedule to be completed in August 2022 and Building 2 in the spring of 2023.

The university is also in the design development stage for an addition to the Engineering and Computer Science Building (ECS) and a separate high bay research and structures laboratory to support the expansion of engineering and computer science programs. Broad campus community engagement was completed last year and a Development Variance Permit application was submitted to the District of Oak Bay. Pending funding support from the BC Government and donors, construction is expected to commence in late 2021.

The Capital Plan also supports the construction of a new National Centre for Indigenous Laws within an addition to the Fraser Building. In December 2020, the Campus Planning Committee (CPC) supported the proposed schematic design for the building addition and a revised development site boundary. The design concept for the National Centre for Indigenous Laws connects to the existing building in two locations, creating a loop from existing into new, and provides a prominent new building entry.

Completed projects include the University Drive and Ring Road South Phase 1 cycling and pedestrian pathway improvements.

1.0 Student Housing and Dining Project

The construction of the Student Housing and Dining Project is progressing well. Building 1's concrete and mass timber structural elements are being installed. The foundations of Building 2 are also being poured. This project includes a total of 783 beds (621 net new) and a new 600-seat dining hall. Two new 225-seat lecture theatres and conference space are also included. In addition to providing much needed housing to our students, the project supports the university's sustainability goals. Both buildings are designed to the Passive House standard, which focuses on energy and greenhouse gas emission reductions from building operations.

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

2.0 Engineering and Computer Science Expansion

The 2021/22 Five-Year Capital Plan sets capital planning priorities for the university and supports an addition to the Engineering and Computer Science Building (ECS) and new High Bay Research and Structures Laboratory (HBRSL) building in order to support the expansion of engineering and computer science programs and research.

The ECS addition is proposed as a six-storey, approximately 31-metre tall addition to the building. The proposed addition has been thoughtfully considered with respect to its context, matching the height and orientation of the existing building while presenting an active and engaging frontage on Ring Road. The proposed HBRSL includes materials and geotechnical laboratories. The building is identified by its 12-metre clear high bay area that is utilized for structural materials testing.

The addition to ECS and the adjacent HBRSL will provide the space required to support an expansion of the civil engineering program and incremental growth within the Faculty of Engineering. The project will allow the Faculty to meet continued student demand, work toward meeting the current and anticipated labour market demand for program graduates, and build a world-class research profile. The proposed schematic design is consistent with university planning policies that support a compact campus and promote new development that includes highly active and permeable buildings that connect to active transportation infrastructure.

Broad campus community engagement was completed last year and the project is proceeding through the design development stage. A Development Variance Permit application was submitted to the District of Oak Bay. Pending funding support from the BC Government and donors, construction is expected to commence in late 2021.

More information: uvic.ca/engineeringexpansion

3.0 National Centre for Indigenous Laws

Another top capital priority for the university is the addition to the Fraser Building in order to support a new National Centre for Indigenous Laws. The building expansion will help achieve the university's vison to be a global leader in creating better opportunities for Indigenous students, entering into respectful educational and research partnerships with Indigenous communities, and advancing respect, reconciliation and mutual understanding.

The project has been awarded to an Architectural Prime Consultant led by Two Row Architect. Two Row is an Indigenous-owned and operated firm from the Six Nations of the Grand River reserve in southern Ontario.

In December 2020, the Campus Planning Committee (CPC) supported the proposed schematic design for the building and a revised development site boundary. The original proposal included an addition to the south of the existing building. Through the schematic design process, the project team met and consulted with key community members. Through these conversations, a revised site emerged that limits the impact on forested areas to the south of the building, as well as provides for an expanded learning deck and improved circulation within the building in support of academic programming for the Faculty of Law as a whole.

The design concept for the National Centre for Indigenous Laws connects to the existing building in two locations, creating a loop from existing into new, and supports ongoing connectivity within the Faculty of Law. The massing takes on a sweeping form rising from north to south with a prominent new building entry and glazing on Ring Road.

The project team is continuing to develop the design and has submitted for municipal approvals. The project is fully funded from both the federal and provincial governments and the Law Society of British Columbia. Construction is expected to commence in the fall of 2021 with completion in 2023. Project updates will be posted to the Campus Planning website.

More information: uvic.ca/fraserexpansion

4.0 Campus Cycling Plan Implementation

The University Drive Connection Pathway was completed in March 2021. The pathway runs between Ring Road and the MacLaurin Building, accommodating 25% of all cycling trips to and from campus. The new pathway physically separates cyclists from pedestrians while offering safety improvements for all users crossing at Ring Road. New "slow zone" signage is also provided to remind cyclists to slow down and give way to pedestrians when cycling on shared pathways within Ring Road.

University Drive Connection Pathway looking north toward the Quadrangle

Phase 1 of the Ring Road South Pathway is also complete. This pathway includes a new separated pedestrian and cycling pathway. Phase 2 of this work will be completed in conjunction with the Engineering and Computer Science expansion project.

More information: uvic.ca/cyclingplan

University of Victoria | Senate Committee on Academic Standards

MEMO

Date: April 21, 2021

To: Senate

From: Senate Committee on Academic Standards

Re: **Part-time exchange at the University of Victoria**

At its meeting on April 16, 2021, the Senate Committee on Academic Standards reviewed the attached proposed exchange revisions to the undergraduate academic calendar. At this same meeting, the committee approved the proposal.

Recommended Motion:

That Senate approve the revisions to the Exchange section of the Academic Calendar effective September 2021.

Respectfully submitted,
2020/2021 Senate Committee on Academic Standards
Neil Burford (Chair), Faculty of Science
Janni Aragon, Faculty of Social Sciences
Laurie Barnas, Associate Registrar
Sophia Crabbe, Student Senator
Alexandra D'Arcy, Faculty of Humanities
Erin Donald, GSS Representative
Steve Evans, Acting Dean, Faculty of Graduate Studies (VPAC's designate)
Andrea Giles, Executive Director, Co-op Education and Career Services
Nicole Greengoe, Registrar
Rob Hancock, Convocation Senator
Robin Hicks, Acting Associate Vice-President Academic Planning
Emily Hiser, UVSS Representative
Navinder Hundal, Student Senator
Sandra Hundza, Faculty of Education
Sabrina Jackson, Director, Graduate Admissions and Records
Yasmine Kandil, Faculty of Fine Arts
Michelle Lawrence, Faculty of Law
Michele Martin, Division of Medical Sciences
Martha McGinnis, Faculty of Graduate Studies
Tania Muir, Division of Continuing Studies
Sorin Rizeanu, Peter B. Gustavson School of Business
Esther Sangster-Gormley, Faculty of Human and Social Development
Henning Struchtrup, Faculty of Engineering
Diana Varela, Associate Dean Academic Advising, HUMS, SCIE and SOSC
Ada Saab (Secretary), Associate University Secretary

University of Victoria | Office of the Registrar

Date:	April 1, 2021
To:	Senate Committee on Academic Standards
From:	James Wigginton, Acting Director of Undergraduate Records and Graduation Services
	Tricia Best, Director, International Student Services
Re:	**Part-time exchange at the University of Victoria**

Currently, students on an international exchange through the Office of International Student Services are limited to full-time studies (7.5 units per term) and the lack of a part-time option has been identified as a barrier in student participation in international exchange opportunities.

To respond to the student demand for a more flexible exchange option, the Office of the Registrar and International Student Services propose a part-time option that will allow students to complete a 4.5 unit exchange.

Recommended Motion:
That the Senate Committee on Academic Standards approve, and that it recommend to Senate that it also approve, the revisions to the Exchange section of the Academic Calendar effective September 2021.

This change will support SEM Goal 3, Strategy 2, Tactic 1: Promote and encourage students to participate in significant experiential learning opportunities, including identifying and reducing barriers.

To support this option, the following calendar change is proposed for the September 2021 Calendar:

University of Victoria | Office of the Registrar

Current calendar entry	Proposed calendar entry
Credits in established international exchange programs	**Credits in established international exchange programs**
UVic students may ~~receive exchange credit to a maximum of 15 units (7.5 units per exchange term), or other limit as approved by a faculty and the Senate, for course work completed~~ on an exchange program established by a signed agreement between the University and another institution. ~~The exchange credits are treated as UVic course credits in determining academic standing and whether the student has met the minimum requirements for graduation and the student's standing at graduation. Students who participate in an exchange program should be aware that normally 18 units of the required minimum 21 senior units should be completed at UVic.~~	UVic students may complete course work on an exchange program established by a signed agreement between the University and a partner institution. UVic students may register as either full-time or part-time:
	• full-time students are registered in 7.5 units per exchange term
	• part-time students are registered in 4.5 units per exchange term (this option is not available at all partner institutions)
	The maximum number of units assigned upon completion of an exchange term must not exceed these units; however, the number of units assigned may be less, depending on: the course load completed at the partner institution; credit conversions; courses identified as duplicate and mutually exclusive; academic performance.
	Students who participate in a part-time exchange should be aware of the potential impacts of part-time registration. International students who are considering a part-time exchange term should consult with International Students Services about any immigration implications. Students receiving scholarships, loans or other financial aid, must normally meet minimum unit requirements to be eligible for funding.
	Students may enrol in no more than two exchange terms per degree, offered via the University of Victoria International Student Services Exchange Program. Students may only enrol at one exchange partner institution per term.
	Exchange credits are treated as UVic course credits and are used in determining:
	• academic standing
	• satisfaction of minimum requirements for graduation
	• standing at graduation.
Courses completed on approved exchange programs are entered on the student's UVic academic record as	Courses completed on approved exchange programs are entered on the student's UVic academic record as

University of Victoria | Office of the Registrar

exchange credit. Letter grades are not assigned; a "COM" (for courses with a passing grade) or a "F" (for courses with a failing or incomplete grade) is recorded for each recognized exchange course. In instances where no direct UVic equivalent course exists, non-specific level credit will be assigned and recorded on the transcript. The UVic transcript will also indicate that the courses were completed on an exchange program at another institution. Exchange credit may not be recognized for all courses.

Students interested in applying for a UVic International Exchange Program should ~~complete the UVic International Exchange Program application, the Proposed Study Plan form and the Budget Worksheet, which are available~~ online. ~~Information sessions are held throughout the year to accommodate the February and August application deadlines.~~

~~Before leaving on an exchange program,~~ each student must complete the Official Exchange Contract, Liability Waiver and Emergency Contact Information form.

Students should be aware that they could be unable to register in some or all of the exchange courses they plan to take at the exchange institution due to timetable conflicts or course cancellation.

On completion of the exchange, students must request the host institution forward an official transcript directly to UVic International Student Services. It is the student's responsibility to obtain all course descriptions, course outlines and syllabuses, including the contact hours per course. In addition, a notarized translation of documents issued in a language other than English will be required for all but language courses. To complete exchange course evaluations, students may be requested to submit additional supplementary documentation (e.g. completed assignments, course texts). The determination of UVic course equivalencies will not proceed until the above-noted official transcript and documentation are received. Exchange credit is not guaranteed for all courses.

Policies and procedures may differ for exchange programs administered by individual academic units. Students in the ~~Faculty~~ of Business, the Faculty of Human and Social Development and the Faculty of Law should consult their faculty.

exchange credit. Letter grades are not assigned; a "COM" (for courses with a passing grade) or an "F" (for courses with a failing or incomplete grade) is recorded for each recognized exchange course. In instances where no direct UVic equivalent course exists, non-specific level credit will be assigned and recorded on the transcript. The UVic transcript will also indicate that the courses were completed on an exchange program at another institution. Exchange credit may not be recognized for all courses.

Students interested in applying for a UVic International Exchange Program should <u>refer to the Exchange Program website</u> and complete the International Student Services <u>Exchange Program application</u>. As part of the International Student Services <u>Exchange Program application,</u> each student must complete the Official Exchange Contract, Liability Waiver and Emergency Contact Information form.

Students should be aware that they may be unable to register in some or all of the exchange courses they plan to take at the exchange institution due to prerequisite requirements, timetable conflicts or course cancellation.

On completion of the exchange, students must request the host institution forward an official transcript directly to UVic International Student Services. It is the student's responsibility to obtain all course descriptions, course outlines and syllabi, including the contact hours per course. In addition, a notarized translation of documents issued in a language other than English will be required for all but language courses. To complete exchange course evaluations, students may be requested to submit additional supplementary documentation (e.g. completed assignments, course texts). The determination of UVic course equivalencies will not proceed until the above-noted official transcript and documentation are received. Exchange credit is not guaranteed for all courses.

Policies and procedures may differ for exchange programs administered by individual academic units. Students in the <u>Peter B. Gustavson School </u>of Business, the Faculty of Human and Social

	Development and the Faculty of Law should consult their faculty.

University of Victoria | Senate Committee on Academic Standards

MEMO

Date: April 16, 2021

To: Senate

From: Senate Committee on Academic Standards

Re: **New Academic Calendar Entries in Humanities, Science and Social Sciences on Double Counting Courses and Laddering Credentials**

At its meeting on March 12, 2021, the Senate Committee on Academic Standards reviewed the attached proposed new academic calendar entries in Humanities, Science and Social Sciences on double counting courses and laddering credentials. At this same meeting, the committee approved the proposal.

Recommended Motion:

That Senate approve the attached proposed Humanities, Science and Social Sciences regulations on Double Counting Courses and Laddering Credentials to the Undergraduate Academic Calendar effective September 2021.

Respectfully submitted,

2020/2021 Senate Committee on Academic Standards
Neil Burford (Chair), Faculty of Science
Janni Aragon, Faculty of Social Sciences
Laurie Barnas, Associate Registrar
Sophia Crabbe, Student Senator
Alexandra D'Arcy, Faculty of Humanities
Erin Donald, GSS Representative
Steve Evans, Acting Dean, Faculty of Graduate Studies (VPAC's designate)
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Emily Hiser, UVSS Representative
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Esther Sangster-Gormley, Faculty of Human and Social Development
Henning Struchtrup, Faculty of Engineering
Diana Varela, Associate Dean Academic Advising, HUMS, SCIE and SOSC
Ada Saab (Secretary), Associate University Secretary

memo

To: Members of the Senate Committee on Academic Standards

From: Dr. Neil Burford, Acting Associate Dean, Academic, Science
            Dr. Nilanjana Roy, Acting Associate Dean, Academic, Social Sciences
            Dr. Lisa Surridge, Associate Dean Academic, Humanities
            Dr. Diana Varela Associate Dean Academic Advising, Tri-Faculty

Date: 3/5/2021

Re: **New Academic Calendar Entries in Humanities, Science and Social Sciences on Double Counting Courses and Laddering Credentials**

The Senate Committee on Academic Standards is responsible for considering proposals that bear on the university's academic standards. In this regard, the Tri-Faculty is requesting consideration of the proposal to add a statement of their current policies on double counting courses and laddering credentials into each faculty's relevant section of the *Academic Calendar* effective September 2021. This memo outlines the Tri-Faculty's proposed publicization of existing policies on Double Counting Courses and Laddering Credentials by including them in the *Academic Calendar*.

Recommended Motion:

That the Senate Committee on Academic Standards approve, and recommend to Senate that it also approve, the Humanities, Science and Social Sciences proposed regulations on Double Counting Courses and Laddering Credentials to the Undergraduate Academic Calendar effective September 2021.

Rationale:

The Faculties of Humanities, Science, and Social Sciences, like other faculties, regularly confront and have to make decisions regarding how more than one course can be utilized across two or more programs. The Tri-Faculty has a common set of policies regarding how these decisions should be made (Double Counting and Laddering Procedures). The Tri-Faculty follows these guidelines to ensure the quality of its programs and consistency in how decisions are made across students and programs.

In 2018, as part of the renewal and expansion of resources for academic unit and program advisers, these policies were published under the topic "Laddering Guidelies" in the "Academic Unit Adviser Survival Guide," a resource that is distributed to all academic units and programs in the Tri-Faculty and made available to all Tri-Faculty faculty members and professional advisers in other Faculties through the Academic Advising 101 (previously on CourseSpaces, now on

BrightSpace). This publicization has clarified and ensured awareness of these policies among most academic unit advisers as well as with professional advisers in other Faculties.

For clarity and transparency, we believe that there should also be an entry in the *Academic Calendar* (summarized from the longer procedures document for Advisers in the Tri-Faculty Academic Advising Centre) to alert students and provide an additional site of communication to those who advise students (e.g. unit undergraduate advisers, program directors). Such an entry would be included between the "Student-Designed Interdisciplinary Minor" and the "Co-operative Education Programs" in the front matter of the Undergraduate Academic Calendar for the Faculties of Humanities, Science and Social Sciences.

Student Impact

Such an inclusion will increase transparency, ensure students are aware of these policies and help students understand how these policies apply to particular degree programs. Publicizing the regulation in the Undergraduate Academic calendar will also allow students to better plan their programs and to not be faced with a problem close to graduation.

Faculty and Staff Impact

Such an inclusion will also be highly beneficial to staff and faculty members who advise students on these matters, and to curriculum committees considering changes to existing programs and/or the addition of new programs. Academic unit positions that provide advice to undergraduates change in our units, sometimes frequently, and the knowledge of these policies does not always transfer with the positions. Curriculum committees do not always include an academic unit's undergraduate adviser and where this is the case, they may not be aware of these policies. Making this information available in the Academic Calendar provides easy reference to anyone seeking guidance on this matter. At the moment, many people for whom this information would be useful cannot readily access it on their own and that leads to confusion and frustration.

The Proposed Entry:

Double-counting Courses and Laddering Credentials

Double counting refers to how one course that is required by more than one program or credential can be utilized within the Faculties of Humanities, Science and Social Sciences. In double counting, the following rules normally apply:

- ï A lower-level course may be used towards a maximum of two programs or credentials (applied to requirements in one program and waived without replacement in a second program).
- ï If the same lower-level course is required by a third program in the student's degree, or in another credential, it must be replaced by another course at the same level or higher, in the same area of study.
- ï An upper-level course required by two or more programs or credentials will be applied to the requirements of only one program, and must be replaced by another upper-level course, in the same area of study, in the second and additional programs or credentials.

- An upper-level course, required by one program or credential and co-requisite in another program or credential, can be waived without replacement in the co-requisite requirement.
- In a Minor program that is not also available as a General program, any course at the 200-level or above that is required by another program or credential must be replaced in one program by another course in the same area of study, at the same level or above.
- Regardless of whether a course is waived or replaced in a program, the student must successfully complete the required number of units.

Laddering refers to the sequence of UVic credentials (normally progressing from small to large). In the laddering process, the following rules normally apply:

- Rules for double counting courses (above) apply.
- In a concurrent Diploma or Certificate and degree, students must graduate with the Diploma or Certificate either before or at the same time as the degree. Courses in the Certificate or Diploma will be counted as electives in the degree program.
- If a student has graduated with a Diploma or a Certificate, and then registers in a degree, the courses in the Diploma or Certificate will be counted as electives in the degree.
- If a student has graduated with a degree, and then registers in a Diploma or Certificate, any required courses in the Diploma or Certificate that have been completed in the degree can be waived in the Diploma or Certificate, but other approved courses must be substituted.

For additional information on how specific courses are applied towards programs and credentials, contact the [Academic Advising Centre for the Faculties of Humanities, Science and Social Sciences](#).

Primary Consultations:

These guidelines have been discussed and approved at the Faculty Curriculum Committees of Humanities, Science and Social Sciences respectively. They have been also reviewed and approved at the Faculty level for each of the three Faculties. The guidelines were approved during the last Cycle 2 (Spring 2020) for Sciences and Social Sciences, and during the last Cycle 3 (Summer 2020) for Humanities.

Currently, they are awaiting approval at the Senate Committee on Curriculum.

The approval of the Senate Committee on Academic Standards would have been sought earlier but got delayed due to the pandemic.

All the above consultations have been positive and no objections have been raised.

Additional consultations:

Associate Deans Academic of Faculties outside the Tri-Faculty were recently consulted at the ADA Advisory council and there was support for this motion.

| ![University of Victoria logo] **University of Victoria** | Senate Committee on Academic Standards | **MEMO** |

Date: April 21, 2021

To: Senate

From: Senate Committee on Academic Standards

Re: **Policy on Academic Integrity – Inclusion of Doctoral Candidacy**

At its meeting on April 16, 2021, the Senate Committee on Academic Standards reviewed the proposed inclusion of the doctoral candidacy to the Policy on Academic Integrity. At this same meeting, the committee approved the proposal.

Recommended Motion:
That Senate approve the inclusion of "Violations relating to doctoral candidacy examinations" to the Policy on Academic Integrity in the Academic Calendar effective September 2021.

Background:
At the February and March meetings of the Senate Committee on Academic Standards Subcommittee for the Policy on Academic Integrity, a number of issues were revealed concerning graduate students and the policy on academic integrity. One concern identified was the lack of provision for academic integrity violations in the current calendar policy for doctoral candidacy exams.

In cases where, following the procedures for dealing with violations of academic integrity, it is determined that a penalty is applicable, it is unclear how to apply the penalty for normally graded courses to a candidacy exam graded INP, COM, N, F, how to assign either "a failing grade" to an element of a candidacy exam, or even how to assign "a grade of F for the course". It is also unclear if this should mean the candidacy course can not be retaken, and the student should be withdrawn for failure to meet the academic standards of the university. In addition candidacy exams are differently structured and regulated in various units across campus, the effect of the imposition of penalties for similar offences varies.

Proposed Calendar Revision:
The sub-committee for the Policy on Academic Integrity proposes the inclusion of a specific regulation to address candidacy exams. This insertion would repeat the language currently used for violations relating to graduate dissertations, theses or final projects and directly follow its placement in the policy:

Violations relating to doctoral candidacy examinations
Instances of plagiarism, falsification of materials, cheating or unauthorized use of an editor in any element of a candidacy exam should result in failure of that element of the exam. Students who have failed a first attempt at any element of candidacy in this way are normally eligible to make a second

attempt at it but will be placed on academic probation with a notation on their transcript that is removed on graduation. Students whose second attempt at an element of candidacy is failed for an academic integrity violation will normally be withdrawn from their program by the Dean. While the determination of the nature of the offence will be made by the Chair, any penalty can only be imposed by the Dean.

Other possible penalties imposed at other universities, such as UBC and the University of Calgary, include suspension from the institution. The University of Ottawa recommends the cancellation funding or funding opportunities. The Faculty of Graduate Studies and the sub-committee felt that the cancellation of funding would not affect all students equally and a suspension may have different impacts on international and domestic students.

While graduate students have completed a higher education degree and may reasonably be expected to be familiar with academic integrity principles, the sub-committee recognized the need to provide training modules on academic integrity at the University of Victoria. In this regard, the sub-committee reviewed a demonstration of the Learning and Teaching Support and Innovation Integrity Matters Modules (accessible through Brightspace) to understand how this may be best utilized at the graduate level in the future.

Respectfully submitted,
2020/2021 Senate Committee on Academic Standards
Neil Burford (Chair), Faculty of Science
Janni Aragon, Faculty of Social Sciences
Laurie Barnas, Associate Registrar
Sophia Crabbe, Student Senator
Alexandra D'Arcy, Faculty of Humanities
Erin Donald, GSS Representative
Steve Evans, Acting Dean, Faculty of Graduate Studies (VPAC's designate)
Andrea Giles, Executive Director, Co-op Education and Career Services
Nicole Greengoe, Registrar
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Henning Struchtrup, Faculty of Engineering
Diana Varela, Associate Dean Academic Advising, HUMS, SCIE and SOSC
Ada Saab (Secretary), Associate University Secretary

![University of Victoria logo] | Senate Committee on Academic Standards

MEMO

Date: April 23, 2021

To: Senate

From: Senate Committee on Academic Standards

Re: **Extension of Approval to Waive Medical Documentation**
2021 Summer Session (May 2021 - August 2021)

The Senate Committee on Academic Standards reviewed the attached proposal to extend the approval to waive medical documentation for the 2021 Summer Session (May 2021 - August 2021). The committee approved the proposal.

Recommended Motion:

That Senate approve the extension of the temporary waiver of medical documentation for all requests for academic concessions during the Summer Session, May 2021 – August 2021.

Respectfully submitted,

2020/2021 Senate Committee on Academic Standards
Neil Burford (Chair), Faculty of Science
Janni Aragon, Faculty of Social Sciences
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Ada Saab (Secretary), Associate University Secretary

![UVIC logo]

DATE:	April 23, 2020
TO:	**Neil Burford - Chair, Senate Committee on Academic Standards**
CC:	Jim Dunsdon, Associate Vice-President, Division of Student Affairs
FROM:	Nicole Greengoe, University Registrar, Office of the Registrar Joel Lynn, Executive Director, Student Services
RE:	**Extension of Approval to Waive Medical Documentation** **- Summer Session, May 2021-August 2021**

Given the ongoing impacts of the COVID-19 global pandemic, it is our recommendation that Senate extend the waiver of the requirement for medical documentation for the 2021 Summer Session, May 2021-August 2021. The initial request to apply the waiver to the fall term of the 2020/21 winter session is attached for your reference. An extension was approved for the winter term (January 2021 - April 2021) at the January 2021 meeting of Senate.

DATE:	May 21, 2020
TO:	**Tony Eder, Executive Director, Academic Resource Planning** **Susan Lewis, Associate Vice-President, Academic Planning** **Jim Dunsdon, Associate Vice-President, Division of Student Affairs**
FROM:	Nicole Greengoe, University Registrar, Office of the Registrar Joel Lynn, Executive Director, Student Services
RE:	**Waiving of medical documentation in support of Requests for Academic Concession – Summer Session 2020 and Fall Term 2020**

Due to the ongoing COVID-19 situation, the Office of the Registrar (OREG) and Student Services (STSV) are proposing that the requirement for supporting medical documentation be waived for all requests for academic concession (both in-course and end of term) in Summer Session 2020 and Fall term 2020. This recommendation will ease pressures on the medical system and is consistent with both the advice of provincial health authorities as well as practices at other postsecondary institutions across Canada (see Appendix A for links to institutional policies). It should be noted that, at several of these institutions, the waiving of the requirement for medical documentation was standard procedure prior to the COVID-19 pandemic.

OREG and STSV have already received feedback from many students who have reported challenges in obtaining medical documentation due to restrictions in place within medical clinics as a result of COVID-19. Due to the fact that all courses within the Summer Session and most within the Fall term will be held online, we know that many UVic students will be residing outside of BC until the end of 2020. A review of the regulations for Colleges of Physicians and Surgeons in each province across Canada has confirmed that the ability of physicians to hold appointments with students residing outside of BC will be limited. In addition, the College of Physicians and Surgeons of BC and the Canadian Medical Protective Association have confirmed that physicians in BC are unable to hold appointments with students living outside of Canada. Students accessing medical care within their home communities are likely to be charged a fee for medical documentation and/or to be denied an appointment altogether, as many clinicians are currently refusing to see patients for the sole purpose of providing documentation. As a result, students living outside of BC and/or Canada will be significantly disadvantaged if the requirement to provide medical documentation remains in place.

Responding to these challenges on a case-by-case basis will be time consuming for faculty and staff, and may lead to inconsistencies in practice across academic units. Our preference is therefore to address this issue proactively and by waiving the requirement for medical documentation altogether.

Appendix A – Links to post-secondary institutional policies

University of Alberta

https://www.ualberta.ca/registrar/examinations/exam-guidelines-for-students/what-to-do-when-you-are-sick

University of Calgary

https://www.ucalgary.ca/news/students-no-longer-required-present-medical-note

https://www.ucalgary.ca/registrar/registration/appeals/student-faq

University of British Columbia

https://www.ubyssey.ca/news/senate-passes-standardized-academic-concessions-policy/

https://students.ok.ubc.ca/health-wellness/student-health-clinic/missing-class-due-to-illness/

Simon Fraser University

https://www.sfu.ca/sfunews/alerts/sfu-community-frequently-asked-questions-about-coronavirus.html#sick1

University of Toronto

https://www.viceprovoststudents.utoronto.ca/covid-19/

University of Victoria | Senate Committee on Academic Standards

MEMO

Date: April 21, 2021

To: Senate

From: Senate Committee on Academic Standards

Re: **Update on revision of Undergraduate Academic Concession Regulation**

As Senators will recall, the Senate Committee on Academic Standards sub-committee has been working to revise and update the undergraduate academic concession regulation in the university calendar. Since our last update to Senate at the October 2020 meeting, the subcommittee has continued working toward presenting a proposal for an updated regulation to SCAS and Senate in May for inclusion in the September 2021 Undergraduate Calendar.

At the same time, a number of significant factors have affected the work being done. For example, the subcommittee has been undertaking extensive research and consultation to ensure that an updated regulation does not have unintended impacts on or consequences for other regulations or policies. As well, in response to the pandemic, the university has waived the requirement for students to provide medical documentation to accompany their requests for academic concessions. Finally, the work being done was subject to general capacity constraints, both for members of the subcommittee and for our key stakeholders.

Given these factors, the subcommittee has concluded that the May goal is no longer feasible and the work will benefit from a longer time frame. In particular, extending the time for the review and revision will allow us to undertake the following work:
1. better understand the impact of the documentation waiver through a whole Winter session (September–April);
2. develop supporting documentation, guidelines, and associated forms so that they will accompany the complete proposal;
3. ensure that the subcommittee has identified all dependencies and addressed them; and
4. align this process with other work being done on campus, such as the renewal of the policies on Academic Accommodations (AC1205) and Academic Integrity.

The subcommittee explored the possibility of bringing a component of the work done to date to the Senate Committee on Academic Standards and Senate in May but decided that the updated regulation should be presented as a whole.

The subcommittee will continue to work on the regulation and bring a complete proposal to SCAS and Senate for approval in the fall.

Respectfully submitted,
2020/21 Senate Committee on Academic Standards
Neil Burford (Chair), Faculty of Science
Janni Aragon, Faculty of Social Sciences
Laurie Barnas, Associate Registrar
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Ada Saab (Secretary), Associate University Secretary

2

University of Victoria	Senate Committee on Academic Standards

MEMO

Date: April 21, 2021

To: Senate

From: Senate Committee on Academic Standards

Re: **Consideration of the UVSS Proposal for COVID-19 Grading Options**

At its March 12, April 1, and April 16, 2021 meetings, the Senate Committee on Academic Standards reviewed a proposal (Appendix 1) from the University of Victoria Students' Society (UVSS) to provide COVID-19 grading options for the 2020 Summer Session and 2020/21 Winter Session, in addition to any subsequent sessions affected by the pandemic. The proposal refers to large gaps in the equitability, accessibility, and quality of the students' learning environment since the transition to online instruction in the Spring term of the 2019/20 Winter Session.

The recommendation would allow students to drop courses without penalty or request a COVID-Pass or a COVID-Fail for any registered courses during the academic terms affected by the pandemic. Committee members considered the request at three separate meetings, requested additional materials, and consulted with the Graduate Students Society (Appendix 2). After careful consideration of the issues brought forward by the UVSS, the committee determined that it does not recommend such a broad approach to address these issues.

The Senate Committee on Academic Standards' terms of reference state that the committee shall foster and protect the university's overall academic standards and, in particular, shall oversee and advise Senate on those broad areas of academic standards that affect the welfare and reputation of the university. In this regard, the committee was concerned with the assignment of retroactive grades for students who have graduated, applied to other post-secondary institutions, or otherwise submitted transcripts to external organizations. In an assessment of responses from 22 institutions in Canada who considered pandemic grading revisions (Appendix 3), the committee observed that most considerations to alter grade modes were conducted at a Fall 2020 Senate meeting. In no instance were retroactive grade changes permitted after graduation.

For these reasons, the Committee has written directly to the UVSS to acknowledge the significant challenges the pandemic has created for teaching and learning experiences, and to provide detailed information on the university supports available to students at the undergraduate level (Appendix 4).

Nevertheless, the Committee noted that it has been important for the university to address challenges that have arisen with online learning, and to reinforce current academic support structures. Accordingly, the issues described in the UVSS proposal were referred to the Senate Committee on Learning and Teaching for further reflection and discussion. The Senate Committee on Learning and Teaching has also recognized the challenges faced by both students and instructors, most especially in how course inconsistencies have affected the student experience.

Respectfully submitted,
2020/21 Senate Committee on Academic Standards
Neil Burford (Chair), Faculty of Science
Janni Aragon, Faculty of Social Sciences
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Henning Struchtrup, Faculty of Engineering
Diana Varela, Associate Dean Academic Advising, HUMS, SCIE and SOSC
Ada Saab (Secretary), Associate University Secretary

February 17, 2021

This letter was written on the unceded, unsurrendered territories of the Lekwungen and W̱SÁNEĆ peoples.

Dear UVic Senate,

Data gathered in the Fall 2020 term indicates that there remain major gaps in the equitability, accessibility, and quality of the learning environment for students since the transition to online instruction in the Spring 2020 term.

As outlined in the *Online Learning and Teaching Student & Instructor Survey Results*, over 50% of undergraduate students indicated that major barriers to accessibility in online learning include "difficulty navigating online course materials", "insufficient time", "confusion accessing/[using] course materials", and "confusion using new learning technologies". Students described high variability of quality among courses, influencing their ability to learn effectively.

For students, previous accommodations did not translate smoothly to the online environment. While some managed well over the recent months, the adverse effects of the pandemic on learning was evident throughout the data with many describing the Fall term as one of the most challenging terms in their careers as students.

Recommendation:

While concerns surrounding online learning have started to be addressed, the inequities created by them have not been resolved. In consideration of the University of Victoria's commitment to being a leader in taking a student-centred approach to education and in student satisfaction, the Pass/Fail approach implemented in the Spring term of 2020 needs to be implemented for the Fall 2020 and Spring 2021 terms.

Motion 1: That Senate retroactively extend the availability of the Pass/Fail (P/F) option for all courses for the Summer 2020 and Fall 2020 term, in a manner akin to the Spring 2020 term:

Upon receipt and review of their final grades, a student may:
1. Keep the course grade as assigned by the instructor;
2. Keep the course but select a Pass/Fail option that would appear on their transcript (not counted toward GPA calculations); or
3. Drop the course without academic penalty.

Consistent with the UVic academic calendar, for percentage grades, 50% or higher constitutes a passing grade for undergraduate courses, and 73% or higher constitutes a passing grade for graduate courses.

Motion 2: That Senate commits to implementing the Pass/Fail (P/F) option for following semesters held predominantly online in COVID-19.

Sincerely,
The UVSS Board of Directors

Graduate Students' Society
UNIVERSITY OF VICTORIA

UVic
GRADUATE
STUDENTS
SOCIETY

Phone   (250) 472-4543
Fax   (250) 721-6137
Web   https://gss.uvic.ca

Box 1700 STN CSC Victoria BC V8W 2Y2 Canada

INFORMATION BRIEFING NOTE

PREPARED FOR: SENATE COMMITTEE ON ACADEMIC STANDARDS

SUBJECT: UVSS PROPOSED PASS/FAIL OPTION

BACKGROUND:

The GSS has been asked for a consultation on UVSS's proposed retroactive pass/fail grading option for courses taken during COVID.

DISCUSSION:

The GSS was made aware of this proposal on Saturday, March 13 (therefore the proposal was processed on our next business day, March 15). The Executive Board discussed the proposal at their meeting on March 17. The Executive Board does not support this move for graduate courses as they felt the existence of pass/fail graduate courses were a strong indicator of the necessity of grading in graded courses. Additionally, there are fairness concerns for the students who already took graded courses prior to COVID which would now be pass/fail, as well as for students who put in the additional work to earn high marks in graded courses in the 2020-21 Academic Year. The Board would further stress that this move disregards the work of graduate student TAs, who complete a significant portion of undergraduate grading.

The GSS solicited student feedback March 17-March 26. We heard from students in the Nursing, English, and Civil Engineering academic units. However, we must stress that a proposal of this nature requires far more time to consider for graduate students. Both the length of available time to consult with our membership, and the timing within the Academic Year made gathering feedback difficult. We strongly urge this committee to extend the deadline for gathering student feedback. The feedback provided here should not be taken as a representative sample of graduate student opinions on this matter as time did not permit gathering a representative response.

Students highlighted several themes:

Equity: This proposal impacts graduate students differently depending on degree sought and career prospects. While students in professional, terminal graduate programs where transcripts are rarely reviewed by employers may significantly benefit from the proposal, the same can not be said for Master's students applying to PhD programs. This is especially true for students who have already submitted their PhD applications for the 2021-22 Academic Year with graded transcripts.

Academic Standards: There is concern among graduate students that allowing students to retroactively select their grading method for coursework disadvantages students who worked diligently for a higher GPA and potentially devalues graduate degrees from UVic as students who took their degrees pass/fail become indistinguishable from students who took their degrees on a graded basis outside an academic environment.

Graduate students who indicated support for the option to be made available also indicated they would not personally take this option as they felt that a "pass" on a transcript instead of a grade would implicitly be taken as a sign that the student got a lower grade, and therefore judged accordingly by future institutions looking at transcripts. There were further concerns around funding eligibility, program competitiveness, and future employment opportunities if students took a "pass" on their transcripts. We heard from no graduate students who simultaneously supported this move and indicated that they would opt for a pass/fail option.

While we feel strongly that not enough time was given to provide feedback on this proposal, we did wish to share that through our many consultations with students throughout the last year on COVID supports at UVic, the key areas of concern indicated by graduate students were time to degree completion, lab access, and funding. Grading has not been identified as a key issue for graduate students.

RECOMMENDATIONS:

The GSS feels strongly that this proposal is coming without time for a comprehensive response from students. Given the magnitude of the request, some student respondents requested this issue go to referendum for both the UVSS and GSS. Should this Committee consider this recommendation, the GSS further requests consultation on the added work of creating and administering a referendum on little to no notice.

The GSS does not support this proposal at this time for graduate courses. Should this proposal go forward for undergraduate courses, we would like commitments from the University to ensure that TA contracts and hours will not be affected by a pass/fail option after receiving a grade for an assignment, exam, or course.

Graduate students did not support a retroactive change in grading structures for graduate courses. Overall, concerns around academic standards, equity and fairness far outweighed the desire for academic concessions of this nature.

The University must continue to develop a support plan for students studying under COVID restrictions which includes not only available academic accommodations and concessions but also systemic supports for students who are struggling with the added strain of the pandemic. The University has already made 24/7 mental health supports available through SupportConnect, as well as allowing for leaves of absence. We trust the University to continue to find appropriate ways to support students without compromising the academic standards of graduate work at UVic.

| | University of Victoria | Senate Committee on Academic Standards | **MEMO** |

Date: March 29, 2021

To: Senate Committee on Academic Standards

From: Ada Saab, Associate University Secretary

Re: **Institutional Academic Responses regarding grading during the COVID-19 pandemic: Temporary Grading Schemes**

At its meetings on March 12, 2021, the Senate Committee on Academic Standards reviewed the attached proposed grading revisions from the Undergraduate Student Society. It was at this meeting that further information regarding the practices at other universities across Canada was requested and a second meeting to discuss the issue was set for April 1, 2021.

Various universities across Canada have taken varied approaches to address the impact of the pandemic on students. Based on information received in March 2021, the following summarizes a few of those approaches in which grading decisions were made and applied during the Fall 2020 term.

Brock	Fall 2020 and Winter 2021: Allowed students to request CD (Credit during disruption), ND (No Credit during disruption) and WDD (withdrawal during disruption) grades (extension from Winter 2020 options). Limit of 5 credits in whole program.
Cape Breton	No grading revisions were offered after Winter 2020.
Carleton	Fall 2020 and Winter 2021: Students have the option to choose Satisfactory/Unsatisfactory for a 0.5 credit course or one full year 1.0 credit course.
Dalhousie	Fall 2020 and Winter 2021: Students were given the option of converting letter grades to a PASS or an ILL, once all final grades have been submitted for the term. Faculties were given the option to be exempt.
Guelph	Winter 2020 only: Students can have up to four electives grades as CR/NCR/DRP. Students who would normally be RTW as a result of their grade average in W20 will be permitted to continue on probation.
Lakehead	Fall 2020 and Winter 2021: Student have the option to keep the numeric grade, convert the numeric grade to a Pass or a Fail, or choose a later withdrawal/drop with no academic penalty (Faculty of Law exempted).
Laurentian	Fall 2020 and Winter 2021: Implemented Compassionate Grading (Dec 2020) with Pass/Fail and Honourable Withdrawal for students for the 2020/21 academic year.

Laurier	Fall 2020 and Winter 2021: Option to convert 0.5 credit (typically one course) passing letter grade to a "credit" format, without requiring a petition.
Mount Royal	Winter 2020 only: COVID-Pass / COVID-Fail (CP/CF): Students were to make their choice after they completed their course and knew their final letter grade.
Mount Saint Vincent	Fall 2020 and Winter 2021: UG students are given the option to change their grades to a Pass, provided that they have achieved a grade of D or higher. GR students are given the option to change their grades to a Pass, provided that they have achieved a grade of B- or better. No options were provided for Summer 2020.
Queen's	Winter 2020 only: Students could choose a pass/fail option and their transcript will state "Term disrupted by COVID-19" with a link to the grading scheme legend.
Royal Military College	Fall 2020 and Winter 2021: All students can choose for each of their courses whether they would prefer a percentage grade, a Pc for pass credit (provided a current pass standing in the course), or a late withdrawal for the course. Students must choose the percentage grade for any course for which they wish to undertake a supplemental evaluation. Regulation 20.5 remains in effect. Students must decide no later than 1 March 2021 for Fall Term courses and no later than 1 July 2021 for Winter Term courses. All decisions are final.
Saint Mary's	No grading revisions were offered after Winter 2020.
Simon Fraser	Summer 2020, Fall 2020 and Winter 2021: Temporary undergraduate grading system of Pass/Credit/No Credit (P/CR/NC) towards a maximum of 12 units across the three terms for courses deemed as elective(s) within a student's program.
St. Thomas	No grading revisions were offered after Winter 2020.
University of Calgary	Fall 2020 and Winter 2021: Students with a C- or above in UG courses could take one CR in a 3-unit, 1.5-unit, 1-unit, or 0.75-unit course; students could also take an unweighted D in an additional course of their choosing not counted toward the overall GPA. Graduate students were able to take a CR in one course with a grade of B- or above. The unweighted D grade was removed for subsequent terms but the CR remained.
University of Moncton	Winter 2020 only: No grading options past Winter 2020 but did allow students to withdraw from a class up to April 1st.
University of New Brunswick	Fall 2020 and Winter 2021: Since Winter 2020, students have the option to choose CR/NCR instead of a letter grade. In Winter 2020, students had to choose before they knew the letter grade. In more recent terms students were allowed to choose within a set period of time once the grade was posted. Students are not allowed to go

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	back to previous terms and make changes (excluding outcomes from appeal processes).
University of Ottawa	Fall 2020 and Winter 2021: Students have the choice of opting for one Satisfactory/Non-Satisfactory mark in the fall and one in the winter session
University of Regina	Winter 2020 only: Students had the choice to select NCC (No Credit COVID-19), CRC (Credit COVID-19), or their numeric grade.
University of Toronto	Fall 2020 and Winter 2021: At U of T's Arts and Science divisions, student are allowed to designate up to 2.0 credits as CR/NCR and up to 3.0 credits as LWD. As a result of the pandemic, the Arts and Science (St. George) has extended their deadlines in order to allow students to see the marks before making a decision.
University of Windsor	Winter 2021 (not for Fall or Summer 2020): Students have the choice to select a Pass/Non-Pass grade of Voluntarily Withdrawal (VWC). Deadline May 5, 2021. After which, all grades are final.

Those institutions which did not allow revisions after the Winter 2020 term stated similar concerns that due to likely implications for students who chose the "Pass/Fail" option when applying for graduate schools, qualifying for professional accreditation or professional designations, or transferring the course(s) to other institutions, the COVID-19 Pass/Fail was only offered in Winter 2020 when the transition to remote learning was rapid.

Certain institutions who allowed for delayed grading revisions also allowed these choices to be retroactively assigned, though did not allow for a retroactive change after completion of a degree. Any changes, once the grade has been changed on the transcript was not allowed to be changed back again either before or after graduation.

In no instance has an institution allowed for a retro-active grading change after a student had completed their degree.

University of Victoria | Senate Committee on Academic Standards

MEMO

Date: April 21, 2021

To: University of Victoria Students Society (UVSS)

From: Senate Committee on Academic Standards

Re: **Consideration of the UVSS Proposal for COVID-19 Grading Options**

This letter is in response to the letter from the University of Victoria Students' Society (UVSS) on 17 February 2021 to the UVic Senate, which expressed concerns about major gaps in the equitability, accessibility and quality of the learning environment since the transition to online instruction in the Spring term of the 2019/20 Winter Session. As you know, this letter proposed that UVic implement special COVID-19 grading options for the 2020 Summer Session and the 2020/21 Winter Session, as well as any subsequent sessions affected by the pandemic. The UVSS recommendation would allow undergraduate students to drop courses without penalty, or to request a COVID-Pass or a COVID-Fail, for any registered courses during the academic terms affected by the pandemic.

The Senate Committee on Academic Standards considered this request at three separate meetings, requesting additional materials in order to make a decision on the proposal. After careful consideration of the important issues brought forward, the Committee has determined that it will not recommend to Senate this particular approach to address those issues.

The Senate Committee on Academic Standards' terms of reference state that the Committee shall foster and protect the University's overall academic standards and, in particular, shall oversee and advise Senate on those broad areas of academic standards that affect the welfare and reputation of the University. In this regard, the Committee was concerned with the assignment of retroactive grades for students who have graduated, applied to other post-secondary institutions, or otherwise submitted transcripts to external organizations. In an assessment of responses from 22 institutions in Canada who considered pandemic grading revisions, the Committee observed that most considerations to alter grade modes were conducted at a Fall 2020 Senate meeting. In no instance were retroactive grade changes permitted after graduation.

The Committee acknowledged the significant challenges the pandemic has created for teaching and learning experiences, and the substantial work that both students and instructors have accomplished during this time. The Committee determined that the best approach to addressing these challenges is to maintain flexibility and the careful consideration that has been given to the needs of students during the pandemic—including study spaces, 24-hour counselling accessibility, flexibility concerning requests for academic

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concessions, admission, and scholarship appeals, and increased understanding regarding academic schedules and instructor grading.

The University has also been diligent in its work with the UVSS through the Student Experience Working Group, chaired by the Associate Vice-President, Student Affairs. This group has worked with student unions across campus to discuss pandemic-related issues that impact the student experience, and to address student feedback regarding academic and support services as they relate to COVID-19. In this regard, the following UVic supports are available:

Academic supports
- Academic Advising (www.uvic.ca/academic-advising) for academic advice and degree planning support
- Centre for Accessible Learning (www.uvic.ca/cal)
- Centre for Academic Communication (www.uvic.ca/learningandteaching/cac)
- Computer Science Assistance Centre connex.csc.uvic.ca/portal/site/cscassist)
- Math and Stats Assistance Centre (www.uvic.ca/msac)
- Physics Aid Service (www.uvic.ca/science/physics/current/undergraduate/pas)

Communities
- Indigenous Student Support (www.uvic.ca/services/indigenous)
- International Student Services (www.uvic.ca/international)

Learning Strategies & Career Help
- Learning Assistance Program (including Learning Strategist and Specialized Tutor programs)(onlineacademiccommunity.uvic.ca/lap/)
- Learning Commons (www.uvic.ca/library/locations/home/learning)
- Tutoring (learninginmotion.uvic.ca)
- Career Services (www.uvic.ca/coopandcareer/career) to meet with a Career Educator to discuss your future career options

Well-being
- Counselling Services (www.uvic.ca/counselling)
- Health Services (www.uvic.ca/health)
- Student Mental Health (www.uvic.ca/mentalhealth)
- Support Connect (www.uvic.ca/services/counselling/resources/supportconnect/)
- Office of Student Life (https://www.uvic.ca/services/studentlife/)
- Ombudsperson (https://uvicombudsperson.ca)

The Senate Committee on Academic Standards recognizes that the shift to online learning starting in the Spring term of 2019/2020 has been challenging for the entire University community, and the Committee supports and commends the UVSS for their continued advocacy on behalf of undergraduate students at the University of Victoria.

Respectfully submitted,
2020/21 Senate Committee on Academic Standards
Neil Burford (Chair), Faculty of Science
Janni Aragon, Faculty of Social Sciences
Sophia Crabbe, Student Senator

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Appendix 4

Alexandra D'Arcy, Faculty of Humanities
Erin Donald, GSS Representative
Steve Evans, Acting Dean, Faculty of Graduate Studies (VPAC's designate)
Andrea Giles, Executive Director, Co-op Education and Career Services
Nicole Greengoe, Registrar
Rob Hancock, Convocation Senator
Robin Hicks, Acting Associate Vice-President Academic Planning
Emily Hiser, UVSS Representative
Navinder Hundal, Student Senator
Sandra Hundza, Faculty of Education
Sabrina Jackson, Director, Graduate Admissions and Records
Yasmine Kandil, Faculty of Fine Arts
Michelle Lawrence, Faculty of Law
Michele Martin, Division of Medical Sciences
Martha McGinnis, Faculty of Graduate Studies
Tania Muir, Division of Continuing Studies
Sorin Rizeanu, Peter B. Gustavson School of Business
Esther Sangster-Gormley, Faculty of Human and Social Development
Henning Struchtrup, Faculty of Engineering
Diana Varela, Associate Dean Academic Advising, HUMS, SCIE and SOSC
Ada Saab (Secretary), Associate University Secretary

| University of Victoria | Senate Committee on Agenda and Governance | **MEMO** |

Date: April 21, 2021

To: Senate

From: Senate Committee on Agenda and Governance

Re: **In response to COVID-19: A summary of actions or adjustments made under authority of the Emergency Protocol for Senate Operations (Level 2)**

The Emergency Protocol for Senate Operations is intended for use in case of emergencies and significant disruptions to academic program delivery. The protocol aims to ensure that the university is able to make timely decisions and communicate with students, ensure academic continuity where possible, and make necessary adjustments to academic policy and regulation.

On June 1, 2020, the university transitioned from the category "Level 3 – Catastrophic" to "Level 2 – Major". This meant decision-making authority delegated to the Vice-President Academic and Provost, in consultation with the Senate Chair, shifted to the Senate Committee on Agenda and Governance on behalf of the Senate. This would include consultation with the Chair of the Senate Committee on Academic Standards and other Senate committee Chairs as appropriate.

According to the protocol, recommendations relating to the emergency must come from the Vice-President Academic and Provost. In addition, all decisions made under all levels as part of the Emergency Protocol for Senate Operations must be reported to Senate at its next scheduled meeting. In order to aid in this process, weekly meetings of the Senate Committee on Agenda and Governance were scheduled. At an emergency meeting on April 14, 2021, the following proposal was approved:

Guidelines for fall term 2021 courses during the COVID-19 pandemic
The Provincial Public Health Office (PHO) has advised post-secondary institutions to plan for a full return of campus activities in September, including a full resumption of in-person classes. Due to the prolonged nature of the pandemic and, in particular, the various concerns regarding immunocompromised students and international travel delays and/or restrictions, the committee reviewed and approved a proposal from the Vice President Academic and Provost to respond to the 2021 Fall term's operational issues arising during the pandemic, and approve changes to mode of delivery for singular courses provided that such changes do not amount to a perturbation of the academic intent of the program, as approved by Senate. This decision was necessary so that course planning for Deans, Chairs, and Directors for the Fall 2021 term of the Winter Session was not delayed. The Committee recognized that plans for the Fall 2021 term would need to be aligned with any change in PHO directives.

As the university is still operating at the "Level 2 – Major" category under the Emergency Protocol for Senate Operations, the Senate Committee on Agenda and Governance will continue to meet to consider academic governance decisions in response to the emergency only in instances where a meeting of Senate cannot convene in time for a decision.

Respectfully submitted,
2020/2021 Senate Committee on Agenda and Governance
Kevin Hall, Chair, President and Vice-Chancellor
Saul Klein, Vice-Chair, 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
Valerie Kuehne, Vice-President Academic and Provost
Helen Kurki, Faculty of Social Sciences
Joseph Martin, Student Senator
Dean Seeman, Libraries
Ada Saab, Secretary, Associate University Secretary
Kathy MacDonald, Recording Secretary, Senate Coordinator

| University of Victoria | Senate Committee on Agenda and Governance | **MEMO** |

Date: April 23, 2021

To: Senate

From: Senate Committee on Agenda and Governance

Re: **Appointments to the 2021/2022 Senate Standing Committees**

The Senate Committee on Agenda and Governance nominations sub-committee met on April 23, 2021 to consider appointments to the 2021/2022 Senate standing committees.

The Senate Committee on Agenda and Governance recommends to Senate the approval of appointments indicated in bold text in the attached document. Most new members are appointed for 3-year terms from July 1, 2021 to June 30, 2024. Committee chairs and student members appointed for one-year terms from July 1, 2021 to June 30, 2022.

> ***Recommended Motion:***
> That Senate approve the appointments to the 2021/2022 Senate standing committees for the terms indicated in the attached document.

/attachment

Respectfully submitted,
2020/2021 Senate Committee on Agenda and Governance
Kevin Hall, Chair, President and Vice-Chancellor*
Saul Klein, Vice-Chair, 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, Law
Valerie Kuehne, Vice-President Academic and Provost
Helen Kurki, Faculty of Social Sciences*
Joseph Martin, Student Senator*
Dean Seeman, Libraries*
Ada Saab, Secretary, Associate University Secretary*
Kathy MacDonald, Recording Secretary, Senate Coordinator

*members of the Nominations Sub-committee

2021- 2022 Senate Committees

Senate Committee on Academic Standards

Name	Faculty or Department	Term
Yasmine Kandil (S) (Chair)	**Fine Arts**	**2022 (2019)**
TBD	Science	2024 (2021)
Martha McGinnis (S)	Graduate Studies	2022 (2019)
Michelle Lawrence (NS)	Law	2021 (2018)
TBD	Humanities	2024 (2021)
Robert Hancock (S)	**Social Sciences**	**2024 (2021)**
Sorin Rizeanu (NS)	Peter B. Gustavson School of Business	2023 (2020)
Tania Muir (NS)	Continuing Studies	2022 (2019)
Sandra Hundza (S)	Education	2023 (2020)
Henning Struchtrup (S)	Engineering	2023 (2017)
Devi Mucina (S)	**Human & Social Development**	**2024 (2021)**
TBD (NS)	Medical Sciences	2024 (2021)
Nicole Kent (S)	**Student Senator**	**2022 (2021)**
Sophia Crabbe (S)	**Student Senator**	**2022 (2020)**
TBD (NS)	Student Representative (UVSS)	2022 (2021)
TBD (NS)	Student Representative (GSS)	2022 (2021)
Alivia Wang (S)	**Convocation Senator**	**2024 (2021)**
TBD (NS)	Vice-President Academic and Provost or designate	(ex officio)
TBD	President or nominee	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Sabrina Jackson (NS)	Director, Graduate Admissions and Records	(ex officio)
Nicole Greengoe (NS)	Registrar	(ex officio)
TBD (NS)	Associate Registrar	(ex officio)
Diana Varela (NS)	Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Updated: April 28, 2021

Senate Committee on Admission, Re-registration And Transfer Appeals

Name	Faculty or Department	Term
Stuart MacDonald (NS) (Chair)	**Social Science**	**2022 (2019)**
Fraser Hof (S)	Science	2023 (2020)
Kimberly Spears (NS)	Human & Social Development	2023 (2020)
Victoria Wyatt (S)	Fine Arts	2023 (2020)
Erin Kelly (NS)	Humanities	2023 (2020)
Carmen Galang (NS)	Peter B. Gustavson School of Business	2023 (2020)
Phalguni Mukhopadhyaya (S)	Engineering	2022 (2019)
Kathy Sanford (NS)	Education	2022 (2019)
Jaxxen Wylie (S)	**Student Senator**	**2022 (2021)**
Alex Li (S)	**Student Senator**	**2022 (2021)**
TBD (NS)	Student Representative (UVSS)	2022 (2021)
TBD	President or nominee	(ex officio)
Diana Varela (NS)	Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)	(ex officio)
Trisha Best (NS)	Director or equivalent of International Student Services	(ex officio)
Shauna Underwood (NS)	Director or equivalent of an Advising Centre	(ex officio)
Ai-Lan Chia (NS)	Representative from Counselling Services	(ex officio)
Nicole Greengoe (NS)	Registrar	(ex officio)
LillAnne Jackson (NS)	Representative to the BC Council on Admission and Transfer, Transfer and Articulation Committee	(ex officio)
TBD (Secretary)	Associate Registrar	
Patricia Konkin (Recording Secretary)	Undergraduate Admissions and Records	

(S) – Senator
(NS) – non Senator

Senate Committee on Agenda and Governance

Name	Faculty or Department	Term
Kevin Hall (S) (Chair)	Chair of Senate	(ex officio)
Lara Wilson (S)	**Librarian**	**2024 (2021)**
Aaron Devor (S)	Social Sciences	2023 (2017)
Helen Kurki (S)	Social Sciences	2022 (2019)
Mark Gillen (S)	Law	2021 (2020)
Mauricio Garcia-Barrera (S)	Graduate Studies	2023 (2020)
Kyle Risby (S)	**Student Senator**	**2022 (2021)**
Carolyn Russell (S)	**Convocation Senator**	**2024 (2021)**
Saul Klein (S)	Vice-Chair of Senate	(ex officio)
Valerie Kuehne (S)	Vice-President Academic and Provost	(ex officio)
Carrie Andersen (S)	University Secretary	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	
Kathy MacDonald (Recording Secretary)	Senate Coordinator	

(S) – Senator
(NS) – non Senator

Senate Committee on Appeals

Name	Faculty or Department	Term
Kathryn Chan (NS) (Chair)	**Law**	**2023 (2020)**
Mauricio Garcia-Barrera (S) (Vice-Chair)	**Graduate Studies**	**2024 (2021)**
CindyAnn Rose-Redwood (S)	Social Sciences	2022 (2019)
Poman So (NS)	Engineering	2022 (2016)
Dale Ganley (NS)	Peter B. Gustavson School of Business	2022 (2017)
Jillian Roberts (NS)	Education	2023 (2017)
Mark Laidlaw (S)	Science	2023 (2020)
Lynne Marks (S)	**Humanities**	**2024 (2021)**
Maureen Ryan (S)	**Human & Social Development**	**2024 (2021)**
Joseph Salem (S)	**Fine Arts**	**2024 (2021)**
Kyle Jack (S)	**Student Senator**	**2022 (2021)**
Anona Wiebe (S)	**Student Senator**	**2022 (2021)**
TBD (S)	Student Senator	2022 (2021)
TBD (NS)	Student Representative (GSS)	2022 (2021)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Senate Committee on Awards

Name	Faculty or Department	Term
Charlotte Schallié (NS) (Chair)	**Humanities**	**2022 (2016)**
Suzanne Snizek (S)	Fine Arts	2023 (2020)
Brock Smith (S)	**Peter Gustavson School of Business**	**2024 (2018)**
Linda Welling (NS)	Social Sciences	2023 (2017)
TBD (S)	TBD	2024 (2021)
Jesse Baltutis (NS)	Alumni Association	2023 (2020)
Daniel Davenport (S)	**Student Senator**	**2022 (2021)**
TBD (NS)	Student Representative (GSS)	2022 (2021)
John Dower (NS)	Chair, Faculty of Graduate Studies Awards Committee	(ex officio)
Yvonne Rondeau (NS)	Scholarships Officer, Faculty of Graduate Studies	(ex officio)
Nicole Greengoe (NS)	Registrar	(ex officio)
TBD (NS)	President or nominee	(ex officio)
Lori Nolt (NS)	Director, Student Awards and Financial Aid	(ex officio)
Alexis Ramsdale (Secretary)	Student Awards & Financial Aid	

(S) – Senator
(NS) – non Senator

Updated: April 28, 2021

Senate Committee on Continuing Studies

Name	Faculty or Department	Term
Jo-Anne Clarke (S) (Chair)	Dean, Continuing Studies	(ex officio)
Sang Nam (NS)	Peter B. Gustavson School of Business	2023 (2017)
James Nahachewsky (NS)	Education	2022 (2016)
Rustom Bhiladvala (S)	Engineering	2023 (2020)
TBD	Fine Arts	2024 (2021)
Donna Jeffrey (NS)	Human & Social Development	2023 (2020)
TBD	Humanities	2024 (2021)
Mark Gillen	**Law**	**2024 (2018)**
Mark Laidlaw (S)	Science	2023 (2017)
TBD	Social Sciences	2024 (2021)
Tomas Kalyniuk (S)	**Student Senator**	**2022 (2021)**
TBD (NS)	Student Representative (UVSS)	2022 (2021)
TBD (NS)	Student Representative (GSS)	2022 (2021)
TBD (NS)	Student Representative from diploma or certificate program in Continuing Studies	2022 (2021)
Wendy Gedney (NS)	Alumni Association	2022 (2016)
Kelly Diether (S)	**Convocation Senator**	**2024 (2021)**
TBD (NS)	President or Nominee	(ex officio)
Kirsten Kopp (Secretary)	Continuing Studies	

(S) – Senator
(NS) – non Senator

Senate Committee on Curriculum

Name	Faculty or Department	Term
Adam Con (S) (Chair)	**Fine Arts**	**2024 (2021)**
TBD (Vice-Chair)	TBD	2024 (2021)
Chris Graham (NS)	Peter B. Gustavson School of Business	(ex officio)
Cathy McGregor (NS)	Education	(ex officio)
LillAnne Jackson (NS)	Engineering	(ex officio)
Eva Baboula (NS)	Fine Arts	(ex officio)
Jennifer White (NS)	Graduate Studies	(ex officio)
Donna Jeffrey (NS)	Human & Social Development	(ex officio)
Lisa Surridge (NS)	Humanities	(ex officio)
Freya Kodar (NS)	Law	(ex officio)
Rosaline Canessa (NS)	Social Sciences	(ex officio)
Neil Burford (S)	Science	(ex officio)
Michele Martin (NS)	Medical Sciences	(ex-officio)
TBD	President or nominee	(ex officio)
Yasmine Kandil (S)	**Chair, Senate Committee on Academic Standards**	**(ex officio)**
Nicole Kent (S)	**Student Senator from the Senate Committee on Academic Standards**	**(ex officio)**
TBD	Vice-President Academic and Provost or designate	(ex officio)
Asia Longphee (NS)	Calendar Editor	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Nicole Greengoe (NS)	Registrar	(ex officio)
Sabrina Jackson (NS)	Director, Graduate Admissions and Records	(ex officio)
TBD (NS)	Associate Registrar	(ex officio)
Ada Saab (NS)	Associate University Secretary	(ex officio)
James Wigginton (Secretary)	Registrar Representative	

(S) – Senator
(NS) – non Senator

Updated: April 28, 2021

Senate Committee on Honorary Degrees and Other Forms of Recognition

Name	Faculty or Department	Term
Shelagh Rogers (S) (Chair)	Chancellor	(ex officio)
TBD	TBD	2024 (2021)
Denise Cloutier (NS)	**Social Sciences**	**2024 (2018)**
Joseph Salem (S)	Fine Arts	2022 (2016)
Elena Pnevmonidou (NS)	Humanities	2022 (2019)
Brock Smith (S)	Peter B. Gustavson School of Business	2023 (2017)
Sara Humphreys (S)	Humanities	2023 (2020)
Aidan Witts (S)	**Student Senator**	**2022 (2021)**
Glenda Wyatt (NS)	Alumni Association	2023 (2017)
Kevin Hall (S)	Chair of Senate	(ex officio)
Ian Case (NS)	Director, University Ceremonies and Events	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) - Senator
(NS) – non Senator

Senate Committee on Learning and Teaching

Name	Faculty or Department	Term
Alexandra D'Arcy (S) (Chair)	**Humanities**	**2024 (2021)**
Michael McGuire (NS)	**Engineering**	**2024 (2018)**
Erin Campbell (S)	Fine Arts	2023 (2020)
TBD	Graduate Studies	2024 (2021)
Brian Leacock (S)	Peter B. Gustavson School of Business	2022 (2019)
Laura Vizina (NS)	Continuing Studies	2022 (2016)
Tim Andersen (NS)	Education	2023 (2020)
TBD	Social Sciences	2024 (2021)
Elizabeth Borycki (NS)	Human & Social Development	2023 (2020)
Tim Richards (NS)	Law	2022 (2016)
TBD (NS)	Medical Sciences	2024 (2021)
Scott McIndoe (NS)	Science	2023 (2020)
Navinder Hundal (S)	**Student Senator**	**2022 (2021)**
Alex Li (S)	**Student Senator**	**2022 (2021)**
TBD (NS)	Student Representative (UVSS)	2022 (2021)
TBD (NS)	Student Representative (UVSS)	2022 (2021)
TBD (NS)	Student Representative (GSS)	2022 (2021)
Jennifer Whatley (NS)	**Alumni Association**	**2024 (2018)**
Tina Bebbington (NS)	Library, (FALC)	2022 (2019)
Rebecca Warburton (S)	**Convocation Senator**	**2024 (2021)**
TBD (NS)	University Librarian Designate	(ex officio)
Wency Lum (NS)	Chief Information Officer	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Laurene Sheilds (NS)	Executive Director, Learning and Teaching Support and Innovation	(ex officio)
Mariel Miller (NS)	Technology Integrated Learning Centre	(ex officio)
TBD (NS)	President or Nominee	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) - Senator
(NS) – non Senator

Updated: April 28, 2021

Senate Committee on Libraries

Name	Faculty or Department	Term
Richard Marcy (S)	Human & Social Development	2022 (2016)
TBD	Graduate Studies	2024 (2021)
Adrienne Boyarin (NS)	Humanities	2023 (2020)
Sylvia Pantaleo (NS)	Education	2023 (2017)
Tusa Shea (NS)	Continuing Studies	2023 (2020)
TBD	Engineering	2024 (2021)
Kirk McNally (NS)	Fine Arts	2023 (2017)
Linda Welling (NS)	Social Sciences	2022 (2019)
Hao Zhang (NS)	Peter B. Gustavson School of Business	2023 (2017)
Robert Howell (NS)	Law	2022 (2016)
TBD (NS)	Medical Sciences	2024 (2021)
Louise Page (NS)	Science	2023 (2017)
Samuel Holland (S)	**Student Senator**	**2022 (2021)**
TBD (NS)	Student Representative (GSS)	2022 (2021)
Victor Ramraj (NS)	**Representative of Council of Centre Directors**	**2024 (2021)**
Inba Kehoe (NS)	Librarian selected by Faculty Association Librarians' Committee (FALC)	2023 (2020)
Ry Moran (NS)	Associate University Librarian	(ex-officio)
Lisa Goddard (NS)	Associate University Librarian	(ex-officio)
Lisa Petrachenko (NS)	Associate University Librarian	(ex officio)
TBD (NS)	President or nominee	(ex officio)
Wency Lum (NS)	Chief Information Officer	(ex officio)
Jonathan Bengtson (S)	University Librarian	(ex officio)
Sheila Cresswell (Secretary)	University Librarian's Office	

(S) – Senator
(NS) – non Senator

Senate Committee on Planning

Name	Faculty or Department	Term
Robin Hicks (NS) (Chair)	Acting Associate Vice-President Academic Planning	(ex officio)
Jie Zhang (NS)	**Peter B. Gustavson School of Business**	**2024 (2021)**
Graham McDonough (NS)	Education	2022 (2016)
Cindy Holder (NS)	Humanities	2022 (2019)
Adam Con (S)	Fine Arts	2022 (2019)
Abdul Roudsari (NS)	Human & Social Development	2022 (2016)
Ralf St. Clair (S)	Dean	2023 (2014)
Rustom Bhiladvala (S)	Engineering	2023 (2020)
Andrew Newcombe (S)	Law	2023 (2020)
TBD	Science	2024 (2021)
TBD	Graduate Studies	2024 (2021)
TBD (NS)	Medical Sciences	2024 (2021)
Jo-Anne Clarke (S)	Continuing Studies	2023 (2017)
TBD	Social Sciences	2024 (2021)
Christine Todd (S)	**Student Senator**	**2022 (2021)**
TBD (NS)	Student Representative (UVSS)	2022 (2021)
TBD (NS)	President or nominee	(ex officio)
Nicole Greengoe (NS)	Registrar	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
TBD (NS)	Vice-President Academic and Provost or designate	(ex officio)
Lisa Kalynchuk (S)	Vice-President Research	(ex officio)
Steve Evans (S)	Acting Dean, Faculty of Graduate Studies	(ex officio)
Ada Saab (NS)	Associate University Secretary	(ex officio)
Sandra Duggan (Secretary)	Office of the Vice-President Academic and Provost	

(S) – Senator
(NS) – non Senator

Senate Committee on University Budget

Name	Faculty or Department	Term
Jen Baggs (NS) (Chair)	**Peter B. Gustavson School of Business**	**2024 (2018)**
Hélène Cazes (NS)	Humanities	2022 (2019)
Laura Cowen (S)	Science	2022 (2019)
Helen Kurki (S)	Social Sciences	2023 (2017)
Frank van Veggel (NS)	Science	2023 (2017)
TBD	TBD	2024 (2021)
Graham Voss (S)	Social Sciences	2022 (2019)
David Foster (S)	**Student Senator**	**2022 (2021)**
Kelly Diether (S)	**Convocation Senator**	**2024 (2021)**
Kevin Hall (S)	Chair of Senate	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

![University of Victoria] | Senate Committee on Appeals

MEMO

Date: April 21, 2021

To: Members of Senate

From: Senate Committee on Appeals

Re: **2020/2021 Annual Report**

The terms of reference for the Senate Committee on Appeals require that the Chair provide an annual report to Senate at its May meeting. This report covers the 2020/2021 academic year.

Appeals Received

The Senate Committee on Appeals received 15 appeals in 2020/2021.

> Non-Academic Misconduct Appeals:

The committee did not receive any non-academic misconduct appeals in 2020/2021.

> Academic Appeals

The committee received 15 academic appeals in 2020/2021, Of these appeals, 6 have been resolved (decided, reached a mediated solution, or withdrawn), 1 was outside of the committee's jurisdiction, and 8 are ongoing at different stages of the process. Below is a brief description of each of these appeals:

1. The first case involved an appeal which had not yet exhausted all final forms of appeal open to the Appellant. As the Senate Committee on Appeals is an impartial final appeal body of last resort for students at the University of Victoria, a student who wishes to appeal must, prior to filing an appeal to the Committee, have exhausted any other reviews, appeals, or remedies provided by the University of Victoria's policies, undergraduate and graduate calendars, or by the Student's faculty. The student was redirected and subsequently dropped the appeal to the Senate Committee on Appeals.

2. The second case involved a second violation of the Policy on Academic Integrity involving plagiarism and unauthorized use of materials during an examination. The Appellant withdrew their appeal.

3. The third case involved a violation of the Policy on Academic Integrity for conduct regarding a plagiarized assignment. The Hearing Panel conducted the appeal on the basis of written materials. The Panel dismissed the appeal, but allowed the Appellant to write a previously missed final examination.

4. The fourth case involved a second violation of the Policy on Academic Integrity regarding plagiarism of a submitted assignment. The Appellant withdrew their appeal.

5. The fifth case involved a decision to assign an Aergotat grade notation to a course in response to a request for an academic concession. The Hearing Panel conducted the appeal on the basis of written materials and the case was dismissed.

6. The sixth case involved an appeal which turned solely on a question of academic judgment and thus fell outside the jurisdiction of the Senate Committee on Appeals.

7. The seventh case involved a second violation of the Policy on Academic Integrity for conduct regarding plagiarism on a submitted assignment. The parties reached a mediated agreement, and the matter did not proceed to a hearing.

8. The eighth case involves a second violation of the Policy on Academic Integrity regarding sharing information during an online quiz. The appeal is ongoing.

9. The ninth case involves a third violation of the Policy on Academic Integrity regarding sharing information during a homework assignment. The submission of appeal documents is not yet complete.

10. The tenth case involves a violation of the Policy on Academic Integrity regarding plagiarism during a homework assignment. The appeal submission is not yet complete.

11. The eleventh case involves a second violation of the Policy on Academic Integrity regarding the sharing of information during a final examination. The appeal is ongoing.

12. The twelfth case involves a second violation of the Policy on Academic Integrity regarding the sharing of information during a final examination. The appeal is ongoing.

13. The thirteen case involves a second violation of the Policy on Academic Integrity regarding plagiarism during a homework assignment. The appeal is ongoing.

14. The fourteenth case involves an appeal regarding a decision to overturn a grade change form. This appeal is ongoing.

15. The fifteenth case involves an appeal regarding the denial of a request for an academic concession. The appeal is ongoing.

Recommendations

A substantial number of appeal cases in 2020-21 related to the challenges arising from what is, for many, the new arena of online learning and teaching. It seems likely that the online administration of exams and student home environments during the COVID-19 pandemic contributed to the increased number of appeals this year, although some of the online contexts for the academic integrity concerns raised in these appeals are not pandemic specific.

The committee understands that the Senate Committee on Academic Standards (SCAS) is currently conducting a review of the Policy on Academic Integrity. The Senate Committee on Appeals recommends that SCAS pay particular attention to online learning and evaluation in

the course of this review, so as to reduce the ambiguities that sometimes arise in academic appeals. Without intending to limit or direct this review, some potential points for consideration include including more examples of violations of academic integrity in online environments such as the use of homework helper websites/applications to assist in producing answers for exams or assignments. Similarly, SCAS could consider whether the Policy adequately addresses the online administration of exams and assignments, where students are working in home environments over longer periods and in courses with related online discussion forums. In these contexts, the boundaries of "sharing information" may be less obvious.

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

Year	Number of appeals
2020/2021	15
2019/2020	11
2018/2019	10
2017/2018	2
2016/2017	4
2015/2016	1
2014/2015	1
2013/2014	0

For the past three years, the workload of the Senate Committee on Appeals and those staff members within the University Secretary's office responsible for supporting the work of the committee has consistently increased.

Like last year, we requested that the Senate Committee on Agenda and Governance support this increase through the participation of additional student Senators in hearing panels.

Conclusion

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

2020/2021 Senate Committee on Appeals
Kathryn Chan, Faculty of Law, (Chair until December 31, 2020)
Janna Promislow, Faculty of Law (Chair effective January 1, 2021)
Mauricio Garcia-Barrera (Vice-Chair), Faculty of Graduate Studies
Carolyn Butler-Palmer, Faculty of Fine Arts
Brittany Berge, Student Senator
Dale Ganley, Peter B. Gustavson School of Business
Benjamin Gijzen, Student Senator
Daniel Gudino Perez, GSS Student Representative
Emily Hiser, Student Senator
Mark Laidlaw, Faculty of Science
Jillian Roberts, Faculty of Education
CindyAnn Rose-Redwood, Faculty of Social Sciences
Stephen Ross, Faculty of Humanities
Poman So, Faculty of Engineering

Susan Strega, Faculty of Human and Social Development
Ada Saab (Secretary), Associate University Secretary

University of Victoria | Senate Committee on Awards

MEMO

Date: April 21, 2021

To: Senate

From: Senate Committee on Awards

Re: **New and Revised Awards**

The Senate Committee on Awards met on April 15, 2021 and approved a number of new and revised awards for Senate's approval. Terms contained within this document are defined in Appendix 1 and Terms of Reference of these awards are in Appendix 2.

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:

- Gordon and Patricia Gray Animal Welfare Research Fellowship (New)
- First West Credit Union Launi Skinner Indigenous Scholarship (New)
- UVic Bookstore Scholarship in Writing (Revised)
- Nancy Wright Scholarship in the School of Nursing (New)
- JTS Scholarship* (Revised)
- Ord and Linda Anderson Interdisciplinary Graduate Scholarship* (Revised)
- Life in Law Diversity Award (New)
- Jeremy and Carolyn Webber Award in Law (Revised)
- John Carling Fraser Memorial Bursary* (Revised)
- Level Up Award presented by Codename Entertainment* (New)
- Paulette Lacroix Nursing Informatics Leadership Scholarship (Revised)
- Richard L. Williams Memorial Scholarship* (Revised)
- A. Hugh Salmond Memorial Scholarship in Secondary Science Education* (Revised)
- A. Hugh Salmond Memorial Scholarship in Elementary Science Education* (Revised)
- UVic Retirees Association Award* (Revised)
- Victoria Musical Arts Society Scholarship* (Revised)
- Dr. David and Dorothy Lam Scholarship in Geography* (Revised)
- Hugh and Lilian Salmond Scholarship in Secondary Education* (Revised)
- Hugh and Lilian Salmond Scholarship in Elementary Education* (Revised)
- Dr. Jean Downie Dey Student Mobility Award* (Revised)
- Senator Eugene Forsey Scholarship* (Revised)
- Pearson Family Award (Revised)
- Micqualyn Scholarship (Revised)
- Moon Patrol VR Award in Business (New)
- Verna J. Kirkness Entrance 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 1

Bursaries
Financial aid in the form of bursaries is made available to students on the basis of demonstrated financial need. There may be additional selection criteria specified in the terms of reference, but financial need is the primary selection criteria.

Scholarships, fellowships, awards, medals and prizes
Financial aid awarded as scholarships, fellowships, awards, medals and prizes are made available to students primarily on the basis of academic merit. These forms of financial aid always have an academic threshold requirement but recipients may also be selected on the basis of additional selection criteria as specified in the terms of reference. The list of additional criteria includes, but is not limited to, financial need, community service, demonstrated leadership, region, athletic participation, ethnicity or gender.

In some cases the academic threshold may be lower than what is generally required for a scholarship. For example, unless otherwise specified, an admission average of 85% or higher is the minimum academic requirement for undergraduate entrance scholarships, but the standard for athletic awards is set by U SPORTS, a regulatory organization external to UVic.

Appendix 2
Terms for New and Revised Awards
Additions are <u>underlined</u>
Deletions are ~~struck through~~

Gordon and Patricia Gray Animal Welfare Research Fellowship (New)
A fellowship of $5,000 is awarded to an academically outstanding graduate student working on the Grizzly Bear project in the Applied Conservation Science Lab in the Faculty of Social Sciences. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Social Sciences.

First West Credit Union Launi Skinner Indigenous Scholarship (New)
One or more scholarships are awarded to academically outstanding Indigenous undergraduate students entering or continuing in the Bachelor of Commerce program in the Peter B. Gustavson School of Business. Part-time students (minimum 6.0 units) and graduating students are eligible for this scholarship. Selection of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business.

UVic Bookstore Scholarship in Writing (Revised)
<u>One or more</u> ~~Three~~ scholarships of <u>at least </u>$1,000 each are awarded to academically outstanding <u>transferring or continuing</u> undergraduate students in the Department of Writing.

Nancy Wright Scholarship in the School of Nursing
One or more scholarships, of at least $2,000 each, are awarded to academically outstanding graduate students in the Masters of Nursing Nurse Practitioner program with a demonstrated interest in nursing with marginalized populations including, but not limited to: low income, street involved, <u>people experiencing mental health related issues</u> and LGBTQ+. Preference is for students with demonstrated financial need. Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Nursing.

JTS Scholarship* (Revised – UG)
<u>One </u>~~A~~ scholarship<u>, of at least $1,000, </u>is awarded to an academically outstanding ~~entering or continuing~~ undergraduate student<u>s</u> <u>entering or continuing </u>in ~~either~~ <u>each of the</u> following Department<u>s:</u> Visual Arts, <u>the </u>School of Music, <u>and</u> ~~or the Department of~~ Theatre. ~~Every year the award must go to a different department beginning with the Department of Visual Arts, then the School of Music and then the Department of Theatre on a rotating basis.~~ Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the <u>Department of Visual Arts, the School of Music and the Department of Theatre.</u> ~~Nominating~~ ~~department, depending on year rotation.~~

Ord and Linda Anderson Interdisciplinary Graduate Scholarship* (Revised)
<u>One or more</u> ~~An annual~~ scholarship<u>s</u> of at least $10,000 <u>each </u>will be awarded to ~~a~~ highly qualified student<u>s</u> registered in an <u>individual </u>interdisciplinary (INTD) PhD program. Approval of the recipient<u>s</u> will be made by the <u>Faculty of Graduate Studies</u> Graduate Awards Committee upon <u>the recommendation of the </u>~~nomination from the~~ Faculty of Graduate Studies <u>Interdisciplinary (INTD) Committee</u>.

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Life in Law Diversity Award (New)
One award of $1,000 is to be given to an undergraduate BIPOC (Black, Indigenous, Person of Colour) woman student who is a Canadian citizen or Permanent Resident of Canada entering the Faculty of Law. Applicants will be considered based on their Law admissions application.

Jeremy and Carolyn Webber Award in Law (Revised)
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 (max 3 letters and max 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~~ Director of the JD/JID or, if that position should no longer exist, the faculty member who plays the leading role in the program.

John Carling Fraser Memorial Bursary* (Revised)
One ~~Two~~ or more bursaries ~~with a total value of $5,000~~ are awarded to undergraduate ~~3rd or 4th year~~ students in the Faculty of Science who have declared a major in Biology, Biochemistry or Microbiology. Preference will be given to students who are active in student politics and/or volunteer work with youth groups in the community, especially Scouts Canada.

Level Up Award presented by Codename Entertainment* (New)
One or more awards are given to undergraduate students entering fourth year in either the Department of Computer Science or the Department of Software Engineering who have an interest in game development. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering.

Paulette Lacroix Nursing Informatics Leadership Scholarship (Revised – GS)
One or more scholarships, of at least $1,000 each, are awarded to academically outstanding graduate students in Health Information Science or the double degree School of Health Information Science/School of Nursing program who are licensed registered nurses and have demonstrated leadership potential or ~~actual~~ leadership experience ~~abilities~~ in healthcare nursing practice or administration.

Applicants must submit their CV and a one page statement (maximum 500 words) summarizing their view of Nursing Leadership in the field of Health Informatics to the School of Health Information Science by September 1st.

Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Health Information Science or the School of Nursing.

Richard L. Williams Memorial Scholarship* (Revised)
One or more scholarships are awarded to post-degree (Secondary) students who have a declared teaching area in Chemistry or Physics. Preference will be given to students who have demonstrated involvement and/or leadership in the community and have an

outstanding grade point average in theirchemistry or physics courses. Application forms are available on the Faculty of Education's website and must be submitted via email to adasst@uvic.ca by May 31. Approval of the recipients will be made by the Senate Committee on Awards upon therecommendation of the Faculty of Education.

A. Hugh Salmond Memorial Scholarship in Secondary Science Education (Revised)
One or more scholarships are awarded to academicallyoutstanding undergraduate students in the Faculty of Education who are entering their final year of a program in secondary education with a view to teaching science. Applicants must have volunteer experience while at the University of Victoria. Applications must be accompanied by two letters (max. 300 words) in support of their volunteer work. Application forms are available on the Faculty of Education's websiteand must be submitted via email to adasst@uvic.ca by May 31. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Education.

A. Hugh Salmond Memorial Scholarship in Elementary Science Education (Revised)
One or more scholarships are awarded to students entering their final year of a program in elementary education with a view to excellence in science education and or science education leadership. Student(s) must have demonstrated excellent teaching performance and the ability to use creative approaches toteaching as documented in practica reports, school visits and planning. Application forms are available on the Faculty of Education's website and must be submitted via email to adasst@uvic.ca by May 31. Approval of the recipient(s) will be made by the Senate Committee on Awards upon therecommendation of the Faculty of Education.

UVic Retirees Association Award* (Revised)
Two One or more awards of at least $1,000 each are given to academically outstanding graduate students, with preference to PhD students, whose area of study is focused on adults aged 55+ and who are working with the Institute on Aging and Lifelong Health. Selection of the recipients will be based on a statement that explains the intent and impact of their research (maximum 500 words). Preference would be given to a students who has have received no other awards or whose total award funding in the academic year does not exceed $5,000. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Institute on Aging and Lifelong Health.

Victoria Musical Arts Society Scholarship* (Revised)
One or more A scholarships of at least $1,000 each are is awarded to an academically outstanding undergraduate performers entering third or fourth year in the School of Music intending to pursue a career in music. The students must have been a residents of the Capital Regional District Greater Victoria area for at least two years and not have been a previous recipient of this award.

Dr. David and Dorothy Lam Scholarship in Geography* (Revised)
One scholarship is awarded to an academically outstanding graduate student in the Department of Geography who is doing research on East, South and Southeast Asia on a topic related to environmental conservation and resource management including topics such as water management, coastal resources, biodiversity, forests and the impact of climate change. Preference is for a student whoseresearch focusses on the area of East, South, or Southeast Asia. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Geography.

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Hugh and Lilian Salmond Scholarship in Secondary Education* (Revised)
One or more scholarships are awarded to academically outstanding undergraduate students in the Faculty of Education who are entering their final year of a program in secondary education. Applicants must have volunteer experience while at the University of Victoria. Applications must be accompanied by two letters (max. 300 words) in support of their volunteer work. Application forms are available on the Faculty of Education's website and must be submitted via email to adasst@uvic.ca by May 31. 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 Elementary Education (Revised)
A scholarship is awarded to a student entering their final year of a program in elementary education. The student must have demonstrated excellent teaching performance and the ability to use innovative approaches to teaching as documented in practica reports and have achieved first class standing in coursework. Application forms are available on the Faculty of Education's website and must be submitted via email to adasst@uvic.ca by May 31. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Bachelor of Education Elementary degree program on behalf of the Faculty of Education.

Dr. Jean Downie Dey Student Mobility Award (Revised)
One or more awards are given to undergraduate students in the Faculty of Education to travel within Canada or internationally to attend or present at a conference, workshop or travel to support their studies. Applications forms are available on the Faculty of Education's website and must be submitted by May 31st to the Associate Dean Undergraduate Programs, Faculty of Education.

Senator Eugene Forsey Scholarship* (Revised)
One or more A scholarships are of $1,500 will be awarded annually to a graduate students in Public Administration. Preference will be given to a students specializing in the area of public policy. Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Public Administration.

Pearson Family Award (Revised)
One or more awards of $2,000 each are given to undergraduate students entering the second, third or fourth year who are sponsored by the World University Service of Canada (WUSC) Student Refugee Program to attend UVic. Preference will be given to students in one of the following departments: Biochemistry & Microbiology, Health Information Science, Nursing or Public Health and Social Policy. Part-time students (minimum 6.0 units) are eligible for this award but preference is for full-time students.

Micqualyn Scholarship (Revised)
A scholarship of $1,000 $500 is awarded to an academically outstanding undergraduate student entering the School of Exercise Science, Physical and Health Education who has a demonstrated volunteer involvement in the community. In addition to the application, students must submit a letter in which they describe their contributions to such volunteer organizations. Students must complete the on-line application and submit their letter to Student Awards and Financial Aid by May 31. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School of Exercise Science, Physical and Health Education.

Moon Patrol VR Award in Business (New)
One or more awards are given to undergraduate Bachelor of Commerce students taking the entrepreneurial specialization at the Peter B. Gustavson School of Business. Graduating students are eligible for this award. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business.

Verna J. Kirkness Entrance Award (New)
One or more awards of $1,000 are given to Indigenous undergraduate students entering directly from a Canadian high school who have participated in the Verna J. Kirkness Foundation program. The award is tenable only when and if the recipients register in the Faculty of Science or Faculty of Engineeringat the University of Victoria.

![University of Victoria logo] **University of Victoria** | Senate Committee on Curriculum

MEMO

Date: 21 April 2021

To: Senate

From: Senate Committee on Curriculum

Re: **2021/2022 Cycle 2 Curriculum Submissions**

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

On the left hand side, click on the link '2020 - 2021 Senate Meeting Agendas and Materials' then select the folder 'Curriculum Changes effective September 1, 2021'.

> Motion: 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 September 1, 2021.

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

2020/2021 Senate Committee on Curriculum
Gary MacGillivray (Chair), Faculty of Science
Neil Burford, Faculty of Science
Adam Con, Faculty of Fine Arts
Gordon Fulton, Designate for Vice-President Academic & Provost
Andrea Giles, Co-operative Education & Career Services
Chris Graham, Peter B. Gustavson School of Business
Nicole Greengoe, Registrar
Navinder Hundal, Student Senator
Sabrina Jackson, Director, Graduate Admission and Records
Freya Kodar, Faculty of Law
Asia Longphee, UVic Calendar Editor
Michele Martin, Division of Medical Sciences
Catherine McGregor, Faculty of Education
Nilanjana Roy, Faculty of Social Sciences
Ada Saab, Associate University Secretary
Esther Sangster-Gormley, Faculty of Human and Social Development
Lisa Surridge, Faculty of Humanities
Jens Weber, Faculty of Engineering
Jennifer White, Faculty of Graduate Studies
Rachel Strandquist (Secretary), Office of the Registrar

![University of Victoria logo] **University of Victoria** | Senate Committee on Learning and Teaching

MEMO

Date: April 21, 2021

To: Senate

From: Senate Committee on Learning and Teaching

Re: **2020/2021 Annual Report**

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

The Senate Committee on Learning and Teaching met on October 7, 2020, December 8, 2020, February 9, 2021, and April 12, 2021. Over the year, the committee considered a variety of issues:

Recommendations for Revisions to the Course Experience Survey
Academic Integrity Framework
At its October meeting, committee members reviewed the recommended revisions to the Course Experience Survey and discussed implications specific to online learning.

The committee reviewed the Academic Integrity Framework from the Division of Learning and Teaching Support and Innovation (LTSI) and discussed areas of concern with the current policy before and during the pandemic's online environment.

Recommendations for Revisions to the Course Experience Survey
Online Learning Student Survey Results: Overview of Quantitative Questions
At its December meeting, the committee reviewed the communication regarding the recommended revisions to the Course Experience Survey.

The committee reviewed the results of the LTSI Online Learning Student Survey results and discussed issues surrounding best practices for teaching online and the need for additional student support and resources.

Recommendations for Revisions to the Course Experience Survey
Disclosure of Student Contact Information Outside of Canada
Summer Session and Considerations for Online Teaching and Learning
At its February meeting, committee members discussed implementation and campus communication regarding the recommended revisions to the Course Experience Survey.

The committee also discussed changes to Freedom of Information and Protection of Privacy (FIPPA) and the disclosure of contact information regarding the use of a variety of technology during the past year of online learning.

The committee reviewed a glossary of terms regarding the different course delivery modes compiled by the LTSI.

Recommendations for Revisions to the Course Experience Survey
Disclosure of Student Contact Information Outside of Canada
Student Experience of Online Teaching and Learning
At its April meeting, the committee discussed ways in which consultation would be conducted with students and faculty regarding the proposed revisions to the Course Experience Survey.

The committee approved the calendar revision regarding consent to disclosure of student contact information.

Finally, on the request of the Senate Committee on Academic Standards, the committee discussed challenges experienced by students and instructors during the pandemic and the pivot to online learning and teaching.

Report from the Division of Learning and Teaching Support and Innovation
The committee received regular updates from the Executive Director of Learning and Teaching Support and Innovation on the major initiatives undertaken including consultation on the Academic Integrity Framework, and a review of the Online Learning Student Survey Results.

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
Robin Hicks, Acting Associate Vice-President Academic Planning (President's nominee)
Brian Leacock, Peter B. Gustavson School of Business
Cedric Littlewood, Faculty of Graduate Studies
Wency Lum, Chief Information Officer
Scott McIndoe, Faculty of Science
Mariel Miller, Technology Integrated Learning, Learning and Teaching Support and Innovation
Dipayan Nag, UVSS representative
Emily Nickerson, University Librarian Designate
Tim Richards, Faculty of Law
Antoine Rose, GSS representative
Laurene Sheilds, Executive Director, Learning and Teaching Support and Innovation
Laura Vizina, Division of Continuing Studies
Jennifer Whately, Alumni Association
Ada Saab (Secretary), Associate University Secretary

![University of Victoria] **University of Victoria** | Senate Committee on Learning and Teaching

MEMO

Date: April 21, 2021

To: Senate

From: Senate Committee on Learning and Teaching

Re: **Proposed Revisions to the disclosure of Student Contact Information outside of Canada**

At its meetings on February 9, 2021 and April 12, 2021, the Senate Committee on Learning and Teaching reviewed the attached proposed revisions to the regulation on the protection of privacy and access to information concerning the disclosure of student contact information outside of Canada. At this same meeting, the committee approved the proposal.

Recommended Motion:

That Senate approve the revisions to the disclosure of student contact information outside of Canada in the academic calendars as described in the memo, Disclosure of student contact information outside of Canada, dated April 12, 2021.

/attachment

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
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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 Sheilds, Executive Director, Learning and Teaching Support and Innovation
Laura Vizina, Division of Continuing Studies
Jennifer Whately, Alumni Association
Ada Saab (Secretary), Associate University Secretary

![University of Victoria logo] **Privacy and Access Office**
Office of the General Counsel

Date: April 12, 2021

To: Senate Committee on Learning and Teaching

From: Bradley Weldon, Chief Privacy Officer and Legal Counsel

Re: Disclosure of student contact information outside of Canada

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Summary

UVic is increasingly reliant upon information technology platforms that require that a limited amount of student contact information be disclosed to UVic service providers and securely stored outside of Canada.

Recommended Motion:
> That Senate approve the revisions to the disclosure of student contact information outside of Canada in the academic calendars as described in the memo, Disclosure of student contact information outside of Canada, dated April 12, 2021.

Background

In April 2017 the Senate passed a motion that amended the Calendar to state that, for a course that is required for the completion of a degree, students will not be required to consent to the disclosure and storage of their personal information outside of Canada, without being provided with an alternative that does not require such disclosure. This requirement was put in place to align UVic's policies with the requirements of the B.C. *Freedom of Information and Protection of Privacy Act* (FIPPA), which restricted the disclosure of personal information outside of Canada. FIPPA defines personal information broadly, as any information that can be linked to an identifiable individual, other than business contact information.

In October 2019 FIPPA was amended to allow the disclosure of personal information outside of Canada as necessary for the purpose of processing by an electronic system. This amendment was made to enable the use of cloud services[1] by public bodies. Importantly, while this amendment broadened the circumstances where disclosure outside of Canada is permitted, it maintained the requirement that all personal information be protected by strict security measures, including encryption.

In April 2020, Provost, Dr. Valerie S. Kuehne, under the authority given by the Emergency Protocol for Senate Operations - Level 3, temporarily modified the current Calendar regulation regarding storage of personal information outside of Canada, to remove the requirement of an alternative, in order to facilitate the move to online classes during the pandemic. This allowed for the rapid procurement and implementation of Zoom and Microsoft Teams.

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[1] A cloud service is an information technology service that is made available to users on demand via the internet from a contractor's servers as opposed to being provided from UVic's own on-premises servers.

Prior to the pandemic UVic was already increasingly reliant on educational technology hosted on cloud servers that are managed by the vendor providing the online service. The need for these cloud vendors, such as Zoom and Microsoft, for online teaching and to support in-person teaching will remain after the pandemic.

These cloud services store student personal information <u>inside</u> Canada, but frequently require that some limited student contact information (name, uvic.ca email address, Netlink ID) be disclosed and stored outside Canada, in order for students to set up accounts, and authenticate their identity on the service.

While UVic ensures that its cloud vendors store the content of the services inside Canada (such as Zoom recordings, and the content of chats and documents on MS Teams), these services require students to disclose some limited student contact information outside of Canada.

Privacy impact

The "student contact information" that is being discussed here is:
- student name;
- uvic.ca email address; and
- Netlink ID.

Protection of privacy legislation in B.C. and around the world generally excludes "business contact information" from the definition of "personal information". This means that information that is used to contact individuals at their place of business is not subject to or protected by any privacy legislation. This is recognition that the sharing of contact information is necessary for society to operate, and that certain elements of personal information are created for the express purpose of facilitating communication and identity authentication.

While student contact information is not "business" contact information, it is reasonable to draw an analogy between the use of business contact information for being contacted at a place of business and the use of student contact information for the purpose of being contacted for university activities. Nevertheless, unlike business contact information, student contact information remains subject to the requirements of FIPPA and is strictly protected from unauthorized access or disclosure.

Students are provided with their uvic.ca email address and Netlink ID for the purpose of engaging in university activities; students can choose their own uvic.ca email address, Netlink ID, and preferred name for display on UVic information systems. The use of this personal information by approved UVic vendors is reasonable and does not compromise the privacy or security of students' personal (non uvic.ca) email addresses or identifiers.

This personal information would be disclosed by UVic or its students to approved contractors who have been vetted by the Privacy and Access to Information Office, University Systems, UVic Purchasing, and the Office of the General Counsel. The vendors are required by B.C. law and by contract with the university to protect personal information in their custody, and to not disclose or use it for any purpose other than providing services to the university.

The services contracts between the university and these vendors provide for information security arrangements that meet or exceed those required of the university by FIPPA, and generally include agreement to abide by the UVic Protection of Privacy and Cloud Security

schedules, and compliance with globally recognized and independently audited privacy and information security certifications.

Summary

The storage of student contact information outside of Canada by university cloud vendors is needed in order for UVic to use essential online teaching platforms such as Zoom and Microsoft 365. All personal information other than contact information remains inside Canada. All student personal information remains subject to FIPPA and is securely transmitted and stored using security and protection of privacy controls as required by FIPPA and by university Protection of Privacy and Information Security polices.

Proposed revision attached

Protection of privacy and access to information (undergraduate and graduate academic calendar)
All applicants and students of the university are advised that both the information they provide and any other information placed into the student record will be protected and used in compliance with the BC Freedom of Information and Protection of Privacy Act (1992).

Disclosure of personal information to vendors, systems or services storing or accessing that information outside of Canada without consent is restricted by s. 30.1 of FIPPA. Students are required to consent to the disclosure of student contact information for the purpose of enabling the student to access and be contacted on an electronic system.

"Student contact information" may include student name, uvic.ca email address, Netlink ID, and device information, if used solely for the purpose of providing access to or use of an electronic system.

Instructors may use a variety of educational technology in a course including internet-based technologies, web-based applications, cloud services and social media. The use of technology is intended to enhance and/or deliver students' education and is part of a student's engagement at the University. Some of these technologies may collect, use, disclose, and store student and instructor personal information outside of Canada.

In some courses, instructors may require students to use educational technology and social media which stores personal information other than student contact information outside of Canada, in such cases, instructors will try to provide options (such as using an alias or nickname to register).

If students do not want their personal information, other than student contact information, stored or accessed outside of Canada, in certain rare instances, courses may not be available to them. If the course is required for the completion of a degree, alternatives will be provided.

Course outline requirement (undergraduate and graduate academic calendar)
Instructors are responsible for providing the departmental Chair and the students in the course with a written course outline at the beginning of the course. The outline must state the course content and/or objectives and the following information:

- a probable schedule with the due dates for important assignments and tests
- the techniques to be used to assess students' performance in the course
- how assignments, tests and other course work will be evaluated and the weight assigned to each part of the course
- the relationship between the instructor's grading method (letter, numerical) and the official University grading system

Instructors who use electronic media to publish their course outline should ensure that students who do not have access to the electronic outline are provided with a printed version. They must file printed versions of their outlines with their department or school.

Instructors should attach the university's Policy on Academic Integrity to the course outline. In addition, instructors who plan to use a plagiarism detection software program to detect plagiarism in essays, term papers and other assignments should include a statement to that effect in the course outline provided to students.

Instructors requiring the use of educational technology for delivery of the course and/or course assignments that stores personal information outside of Canada must include a statement in the course outline listing the name of the service, and providing the location of the service's privacy policy and terms of use. Disclosure of personal information to vendors, systems or services storing or accessing that information outside of Canada without consent is restricted by s. 30.1 of FIPPA.

It is instructors' responsibility to inform students if personal information may be stored outside of Canada and to try to provide options (such as using an alias to register with the educational technology).

If students do not want their personal information stored or accessed outside of Canada, in certain rare instances, courses may not be available to them. If the course is required for the completion of a degree, alternatives will be provided.

University of Victoria | Senate Committee on Libraries

MEMO

Date: April 19, 2021

To: Senate

From: Senate Committee on Libraries

Re: **2020/2021 Annual Report**

The Terms of Reference for the Senate Committee on Libraries define its scope and relationship with Senate and other Senate committees. Annually in May, the committee presents a report to Senate on its business and proceedings over the previous academic year.

The Senate Committee on Libraries (SCL) met six times during 2020-2021:

24th September 2020
29th October 2020
26th November 2020
21st January 2021
25th February 2021
25th March 2021

The committee is due to meet on April 22nd and May 20th, 2021

Issues considered over the course of the year

Membership of the SCL Appeals Sub-Committee
At the September meeting, the committee established the membership of the SCL Appeals sub-committee. The Chair thanked the following members for agreeing to sit on the SCL Appeals Sub-Committee during this period: Hélène Cazes, Kirk McNally, Robert Howell, Sylvia Pantaleo & Louise Page.

Covid-19 : Libraries' Strategies and Forward-Planning
At the September meeting, the committee discussed a number of strategies to continue to provide service and add value to the UVic community during COVID. It was reported that enlargement of the Re:Quest system had proved extremely popular across the academic community. Originally set up to help Faculty, the program was expanded to students as a direct result of COVID-19. Users were able to request print copies or scans (the latter subject to licensing in some cases). These were then available for collection from the McPherson library entrance during specific times. (UVic was the first academic institution in the country to have started a curbside service during the Pandemic.).

In terms of study stalls, the Biblio Café had been stripped and re-set as a bookable study space. Plans were already underway to open the lower level and first floor of the McPherson Library to offer 150 individual bookable spaces under similar arrangements.

The Committee expressed thanks for all the hard work that Library colleagues had put in place to ensure that the community had the best service possible during these times.

Ry Moran – Introduction and Discussion about His Role as AUL Reconciliation
At the October meeting, the University Librarian introduced the new Associate University Librarian, Reconciliation – Ry Moran. This is the first role of its kind at a Canadian University. The role is based in the Libraries but will have wider context across campus, with focus on advancing the University's commitment to Reconciliation. A UVic Alumnus and winner of a Distinguished Alumni Award (2018), Ry has sat on the Truth and Reconciliation Committee (TRC) and was the original Director of the National Centre for Truth & Reconciliation, running this from its base at the University of Manitoba.

LTSI and The Learning Commons
Additionally at the October meeting, the committee was apprised of the *Student Academic Success Portfolio*, with a focus on the main centres of the Learning & Teaching support, such as the Centre for Academic Communications (CAC) and the Math & Stats Assistance Centre (MSAC). Support offered by the Learning Commons was available across campus, with various partners working to assist students. The recent shift to remote teaching and learning had meant that all Learning Commons partners were offering online support, backed by the LearnAnywhere portal (https://onlineacademiccommunity.uvic.ca/LearnAnywhere/).

The committee was also made aware of the new (and free) *Learning Strategies* service to all students. Three Learning Strategists had recently started and their priorities were to build resources and start student appointments. They would be working with CAL and the First Peoples House on specific supports, but their first priority would be to assist students with test and exam prep. They would also work on building resources: helping with time-management; avoiding distractions, etc. (learningstrategies@uvic.ca)

Advanced Research Support for Faculty Members
At the November meeting, the committee was given an introduction to the Grants Menu (https://www.uvic.ca/library/about/ul/grants/). The Grants Menu had been set up a few years ago so that Faculty and colleagues could see the variety of support and services offered by the Libraries, including guidance at the start of projects and the type of in-kind support available, etc. The service aimed to engage with users at start-up but also help with digital preservation and give advice ref appropriate platforms etc. There was also guidance about how best to store and

protect key research data. The Grants Menu has already proven to be very popular across campus. It is also a key relationship-building tool – not just within the University, but there is increasing interest from further afield as other partners learn about it, and seek to develop their own versions.

The University Librarian concluded this session on advanced faculty research support by noting that continuing care and thought was being given to capacity, sustainability and other key issues to ensure research data was protected and stored. There is increased provincial, national and international focus on these issues and the Libraries are very well placed to be a helpful force in these discussions, as well as across campus.

COVID Update and Discussion
At the January meeting, the committee revisited work being done related to challenges brought on by COVID-19. It was noted that the retrieval / doorstop collection system had proved very successful – again adding that the UVic Libraries had been one of the first (if not the first) in the country to offer access to print collections.

Highlights from the *Student Survey*, which had been taken in November, were also shared. One implication of note from the survey was the request that more student study space be made available on campus. Such space in the Libraries was hovering at about 27% usage – so it was clear that there was a need for further promotion, including via Learn Anywhere https://onlineacademiccommunity.uvic.ca/LearnAnywhere/.

Bibliometrics, Research Impact & Research Visibility (an introduction)
The University Librarian (UL) explained that this was a key and wide-ranging topic, which merited its own SCL meeting in February. In anticipation of that meeting, the UL felt it would be good to have some context in terms of how the Libraries fit into broader campus activity in these areas. He noted that there is a need for open, unstructured discussion across campus on these issues, and the Libraries are well placed to help. With a rounded perspective and oversight across a complex range of materials, expectations and requirements, the Libraries could help ensure that relevant data is updated and then made available – and thus counted – on Open Access repositories, etc.

Bibliometrics, Research Impact & Research Visibility
At the February meeting, the committee revisited this topic with a number of presentations and a more fulsome discussion of the issues. Bibliometrics was further defined, not only in how this data might be gathered, but also in how this data could be used. Various examples were given of potential uses for bibliometic data, to include helping with: strategic planning and advocacy; rankings and reputation; funding and grants; recruitment; and Library collection development. It was stressed that a responsible approach to metrics needs to be accounted for,

which means that we need to ensure there is the right context: how are we using them, and why? How do we sort data – what to include or exclude – and why? What data points will best support our values and vision?

Overview of Libraries' Website Project
At the March meeting, the committee was given an introduction to the content management system used by the University. The Libraries' website is a research platform and gateway to an enormous range of material/resources and information – to the tune of several million dollars' worth of services. While it has evolved over the years, to include the addition of a mix of vendor products and platforms developed and built in-house, it is now straining to cope with many of the specific needs of Library users and is in need of an update. A key goal for this project is to have a single search box from where a person could draw any type of information that they were looking for across the Libraries' systems.

In order to move forwards on all this, the Library is very keen to reach out and hear from as many members of Faculty as possible. It would be ideal to have a pool of participants who would be prepared to give up an hour for interviews and user tests, etc.

At the (currently scheduled) April and May meetings, the committee plans to review the following items:

- *COVID – the Year in Review*
- *Future Planning*

Continued Projects for the Upcoming Year

The work of the SCL this past year has been particularly focused upon monitoring COVID-19 and devising strategies to continue to do the great work that it is committed to, as well as continuing to be innovative and provide additional value. Some areas that the committee would like to speak to in the coming year include:

- The ongoing Federal and Provincial government focus on cultural property (in relation to Aboriginal and Indigenous societies and the UN Declaration on the Rights of Indigenous Peoples). Specifically around identifying features which could be given formal protection.
- The new Research & Creative Workplace/Visibility project being run by the VPRI – and how best the Libraries can support and integrate with this work.
- The evolving Transformative Agreements currently underway in Canada, along with work around Open Publishing.
- Integrated learning – open textbooks and educational resources and opportunities to build on what has been learnt over the past year in this area.
- The Libraries' support for non-English speakers/resources and the development of non-English collections: Cultural Literacy and fluency.

All of this work will be carried forward and deepened in 2021-22.

In closing this report, I would like to particularly acknowledge the ongoing and outstanding work of University Librarian Jonathan Bengtson and Secretary Sheila Cresswell, and to express my gratitude to both the new and the continuing members of this committee.

Respectfully submitted,
2020-2021 Senate Committee on Libraries
Richard Marcy (Chair), Public Administration
Jonathan Bengtson, University Librarian
Adrienne Boyarin, English
Hélène Cazes, French (President's nominee)
Peter Driessen, Electrical & Computer Engineering
Lisa Goddard, Associate University Librarian Robert Howell, Law
Inba Kehoe, Libraries (FALC)
Wency Lum, Chief Information Officer
Kirk McNally, Music
Ry Moran, Associate University Librarian
Louise Page, Biology
Sylvia Pantaleo, Curriculum & Instruction
Lisa Petrachenko, Associate University Librarian
Andrew Rowe, Representative of Council of Centre Directors
Drake Rushford, Student Representative GSS
Wren Shaman, Student Senator
Tusa Shea, Continuing Studies
Linda Welling, Economics
Hao Zhang, Peter B. Gustavson School of Business
Sheila Cresswell (Secretary), Libraries

MEMO

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University of Victoria

Date: April 21, 2021

To: The Secretary of Senate

From: Dr. Robin Hicks, Chair, Senate Committee on Planning

Re: **Annual Report of the Senate Committee on Planning for 2020-21**

The Senate Committee on Planning reviews and recommends to Senate proposals that address changes and innovation in disciplines, alignment with key campus priorities, accreditation and related requirements and relevance for students and their learning, among other considerations.

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

The Committee shall:

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

The voting members of the Senate Committee on Planning for 2020-21 were:

Dr. R. Hicks *(Chair)*	Acting, Associate Vice-President Academic Planning
Dr. L. Kalynchuk	Vice-President Research
Dr. R. Bhiladvala	Department of Mechanical Engineering
Dr. S. Nam	Peter B. Gustavson School of Business
Dr. G. McDonough	Department of Curriculum and Instruction
Dr. N. Roy	Department of Economics
Dr. A. Con	School of Music
Dr. A. Roudsari	Department of Health Information Science
Dr. R. St. Clair	Deans' Representative
Mr. A. Newcombe	Faculty of Law
Dr. S. Evans	Acting Dean, Faculty of Graduate Studies
Dr. M. Koch	Department of Hispanic and Italian Studies
Dr. J. Clarke	Division of Continuing Studies
Dr. R. Gupta	Faculty of Engineering
Dr. C. Holder	Department of Philosophy
Mr. E. Roubekas	Undergraduate Representative and Student Senator
Ms. B. Trimble	Graduate Student Representative
Vacant	Faculty of Science
Vacant	Graduate Studies
Vacant	Medical Sciences

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

Ms. N. Greengoe	Registrar
Ms. A. Saab	Associate University Secretary
Ms. A. Giles	Executive Director, Co-op. Education & Career Services

The 2020-21 Report covers the activities of the Committee in the period from its meeting March 3, 2020, through its meeting on April 6, 2021. During this period, the Committee held 9 meetings.

ACTION ITEMS APPROVED BY SENATE:

1. That Senate approve the proposal to extend the Approved Centre Status for the Centre for Global Studies until December 31, 2020, as described in the memorandum dated January 16, 2020.
[Approved by Senate at its meeting on May 1, 2020]

2. That Senate approve the proposal to discontinue Geography Concentrations in the Bachelor of Arts and the Bachelor of Science programs, as described in the document "Discontinuation of Geography Concentrations".
[Approved by Senate at its meeting on May 1, 2020]

3. That Senate approve the proposal to discontinue the Graduate Professional Certificate in Cultural Heritage Studies, as described in the memorandum dated November 4, 2019.
[Approved by Senate at its meeting on May 1, 2020]

4. That Senate approve the proposal to add an International option to the Bachelor of Arts in French program, as described in the document "International Option for the BA in French (INT-FRAM)".
[Approved by Senate at its meeting on May 1, 2020]

5. That Senate approve and recommend to the Board of Governors that it also approve, the proposal to establish a Master of Engineering in Biomedical Systems (Professional, M.Eng.), as described in the document "Masters of Engineering in Biomedical Systems".
[Approved by Senate at its meeting on May 1, 2020]
[Approved by the Board of Governors at its meeting on May 26, 2020]

6. That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the Major in Italian Studies, as described in the document "Discontinuance of the Major and Minor in Italian and of the Undergraduate Certificate in Language and Cultural Proficiency: Italian".
[Approved by Senate at its meeting on May 1, 2020]
[Approved by the Board of Governors at its meeting on May 26, 2020]

7. That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the Minor in Italian Studies, as described in the document "Discontinuance of the Major and Minor in Italian and of the Undergraduate Certificate in Language and Cultural Proficiency: Italian".
[Approved by Senate at its meeting on May 1, 2020]
[Approved by the Board of Governors at its meeting on May 26, 2020]

8. That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the Certificate in Language and Cultural Proficiency: Italian, as described in the document "Discontinuance of the Major and Minor in Italian and of the Undergraduate Certificate in Language and Cultural Proficiency: Italian".
[Approved by Senate at its meeting on May 1, 2020]
[Approved by the Board of Governors at its meeting on May 26, 2020]

9. That Senate approve the proposal to discontinue the concentration in Medieval and Early Modern Studies (MEMS) in the Master of Arts in English program, as described in the document "ENGL MA – Deletion of MEMS Concentration".
[Approved by Senate at its meeting on May 1, 2020]

10. That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the Course-only Option in the Master of Arts in English program, as described in the document "ENGL MA – Deletion of the Course-only MA".

    [Approved by Senate at its meeting on May 1, 2020]
    [Approved by the Board of Governors at its meeting on May 26, 2020]

11. That Senate approve the proposal to discontinue the concentration in Nineteenth Century Studies (NCS) in the Master of Arts in English program, as described in the document "ENGL MA – Deletion of the NCS Concentration".

    [Approved by Senate at its meeting on May 1, 2020]

12. That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the non-SCPT thesis-based Master of Arts in English, as described in the document "ENGL – Deletion of the Non-CSPT Thesis-Based MA".

    [Approved by Senate at its meeting on May 1, 2020]
    [Approved by the Board of Governors at its meeting on May 26, 2020]

13. That Senate approve the proposal to extend the approval status of the Centre for Advanced Materials and Related Technology (CAMTEC) from July 1 – December 30, 2021, as described in the memorandum dated September 10, 2020.

    [Approved by Senate at its meeting on November 6, 2020]

14. That Senate approve the proposal to extend the approval status of the Centre for Global Studies (CFGS) from January 1, 2021 to June 30, 2021, as described in the memorandum dated September 10, 2020.

    [Approved by Senate at its meeting on November 6, 2020]

15. That Senate approve the proposed changes to the Graduate Diploma in Evaluation, as described in the memorandum dated September 11, 2020.

    [Approved by Senate at its meeting on December 4, 2020]

16. That Senate approve and recommend to the Board of Governors that it also approve, the addition of a thesis option to the Master of Arts in Community Development, as described in the document "MA in Community Development-adding Thesis (CD 599) Option".

    [Approved by Senate at its meeting on December 4, 2020]
    [Approved by the Board of Governors at its meeting on January 26, 2021]

17. That Senate approve the proposed changes to the Indigenous Governance Program, as described in the document "IGOV Program Update".

    [Approved by Senate at its meeting on December 4, 2020]

18. That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the Master of Business Administration and Master of Science in Computer Science Double Degree Program, as described in the document "MBA-MSC-CSBU Discontinuation of Program".

    [Approved by Senate at its meeting on December 4, 2020]
    [Approved by the Board of Governors at its meeting on January 26, 2021]

19. That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the Master of Business Administration and Master of Engineering in Electrical Engineering Double Degree Program, as described in the document "MBA-MENG-ELBU Discontinuation of Program".

    [Approved by Senate at its meeting on December 4, 2020]
    [Approved by the Board of Governors at its meeting on January 26, 2021]

20. That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the Master of Business Administration and Master of Engineering in Mechanical Engineering Double Degree Program, as described in the document "MBA-MENG-MEBU Discontinuation of Program".
[Approved by Senate at its meeting on December 4, 2020]
[Approved by the Board of Governors at its meeting on January 26, 2021]

21. That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the Master of Business Administration and Master of Science in Business Double Degree Program with the EDHEC Business School, as described in the document "MBA-BUSI-EDHEC Discontinuation of Program".
[Approved by Senate at its meeting on December 4, 2020]
[Approved by the Board of Governors at its meeting on January 26, 2021]

22. That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the Master of Global Business Double Degree Program with the EDHEC Business School, as described in the document "Discontinuance".
[Approved by Senate at its meeting on December 4, 2020]
[Approved by the Board of Governors at its meeting on January 26, 2021]

23. That Senate approve the proposed changes to the Leadership Studies Graduate Program Unit Reduction Master of Education, as described in the document "Leadership Studies (EPLS) Graduate Program Unit Reduction Master of Education".
[Approved by Senate at its meeting on December 4, 2020]

24. That Senate approve the proposed changes to the Leadership Studies Graduate Program Unit Reduction Master of Arts, as described in the document "Leadership Studies (EPLS) Graduate Program Unit Reduction Master of Arts".
[Approved by Senate at its meeting on December 4, 2020]

25. That Senate approve the proposed changes to the Bachelor of Child and Youth Care program, as described in the document "Bachelor of Child & Youth Care program renewal".
[Approved by Senate at its meeting on January 8, 2021]

26. That Senate approve the proposal to extend the Approved Centre Status for the Centre for Studies in Religion and Society from April 20, 2021 to October 20, 2021, as described in the memorandum dated November 3, 2020.
[Approved by Senate at its meeting on January 8, 2021]

27. That Senate approve and recommend to the Board of Governors that it also approve, the proposal to establish a Bachelor of Education Indigenous Post-degree Professional Program (I-PDPP), as described in the document "Bachelor of Education Indigenous Post-Degree Professional Program (I-PDPP).
[Approved by Senate at its meeting on January 8, 2021]
[Approved by the Board of Governors at its meeting on January 26, 2021]

28. That Senate approve the proposed changes to the Diploma in Indigenous Language Revitalization and the Bachelor of Education in Indigenous Language Revitalization, as described in the memorandum dated November 12, 2020.
[Approved by Senate at its meeting on January 8, 2021]

29. That Senate approve the proposed curriculum change for the Certificate in Business Administration, as described in the document "Curriculum Change for Certificate in Business Administration".
[Approved by Senate at its meeting on January 8, 2021]

30. 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.

   [Approved by Senate at its meeting on February 5, 2021]
   [Approved by the Board of Governors at its meeting on March 30, 2021]

31. 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".

   [Approved by Senate at its meeting on March 5, 2021]
   [Approved by the Board of Governors at its meeting on March 30, 2021]

32. 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".

   [Approved by Senate at its meeting on March 5, 2021]

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

   [Approved by Senate at its meeting on March 5, 2021]

34. 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".

   [Approved by Senate at its meeting on March 5, 2021]
   [Approved by the Board of Governors at its meeting on March 30, 2021]

35. That Senate approve and recommend to the Board of Governors that it also approve, the proposal to add a new stream in the Master of Music Performance-Conducting in the existing School of Music.

   [Approved by Senate at its meeting on March 5, 2021]
   [Approved by the Board of Governors at its meeting on March 30, 2021]

36. 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.

   [Approved by Senate at its meeting on March 5, 2021]
   [Approved by the Board of Governors at its meeting on March 30, 2021]

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

   [Approved by Senate at its meeting on March 5, 2021]
   [Approved by the Board of Governors at its meeting on March 30, 2021]

38. That Senate approve the proposed changes to the Master of Science in Health Information Science, as described in the document "Master of Health Informatics/change to program requirements".

   [Approved by Senate at its meeting on April 9, 2021]

39. That Senate approve and recommend to the Board of Governors that it also approve, the proposed name change to the Faculty of Engineering and Computer Science, as described in the document "Change of the name of a Faculty".

   [Approved by Senate at its meeting on April 9, 2021]
   [Pending approval by the Board of Governors at its meeting on May 26, 2021]

ACTION ITEMS THAT ARE PENDING REVIEW BY SENATE in 2020-2021:

1. That Senate approve the proposed curriculum change for the Diploma in Business Administration, as described in the document "Curriculum Change for Diploma in Business Administration".

2. That Senate approve and recommend to the Board of Governors that it also approve, the proposal to establish an undergraduate certificate in American Sign Language, as described in the document "Undergraduate Certificate in American Sign Language".

3. That Senate approve and recommend to the Board of Governors, that it also approve the proposal to establish an option in Geology in the Bachelor of Science in Earth and Ocean Science, as described in the document "New Option in Geology".

4. That Senate approve the proposal to renew the Approved Centre Status for the Centre for Global Studies for the period July 1, 2021 through June 30, 2026, as described in the memorandum dated March 26, 2021.

5. That Senate approve the proposal to renew the Approved Centre Status for the Centre for Asia-Pacific Initiatives for the period July 1, 2021 through June 30, 2026, as described in the memorandum dated March 23, 2021.

ACTION ITEMS THAT ARE PENDING REVIEW BY SENATE COMMITTEE ON PLANNING 2020-2021:

1. That the Senate Committee on Planning recommends to Senate that it approve the proposal to extend the Approved Centre Status for the Canadian Institute for Substance Use Research (CISUR) for a 12-month period from December 21, 2021 through December 31, 2022, as described in the memorandum dated April 12, 2021.

2. That the Senate Committee on Planning recommends to Senate that it approve the proposal to renew the Approved Centre Status for the Centre for Studies in Religion and Society (CSRS) for the five year period October 20, 2021 through October 20, 2026, as described in the memorandum dated April 21, 2021.

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

There are currently no proposals posted to the Ministry's Post-secondary Institution Proposal System (PSIPS) for 30-day peer review.

FULL PROGRAM PROPOSALS STATUS REPORT:

1. On September 25, 2020 the proposed Master of Engineering in Biomedical Systems (Professional MEng.) was submitted to the Ministry of Advanced Education, Skills and Training for review and approval. At the time of this report, final approval had not been received.

OTHER BUSINESS:

There is no other business to report.

I would like to thank the Committee members for their careful deliberations and hard work over the last year. It is exciting to support proposals for academic change and innovation to ensure our programs are of high quality and relevant to students and society.

University of Victoria | Senate Committee on Planning

MEMO

Date: April 21, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposed curriculum change for the Diploma in Business Administration**

At its meeting on April 6, 2021, the Senate Committee on Planning considered the proposed curriculum change for the Diploma in Business Administration. A restructuring of the program outcomes and course structure to reflect contemporary needs, will ensure that all graduating students will meet the stated program outcomes.

The following motion is recommended:

Motion: That Senate approve the proposed curriculum change for the Diploma in Business Administration, as described in the document "Curriculum Change for Diploma in Business Administration".

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

Curriculum Change for Diploma in Business Administration

Dean's Name and Date of consultation with AVPAP: **Dr. Jo-Anne Clarke**	Dean signature: Original signed by Jo-Anne Clarke
Name of contact person: **Dr. Richard Rush**	
Email & phone of contact person: **bmpdir@uvic.ca**	
Date approved by Department: **January 2021**	Chair/Director signature: Original signed by Richard Rush
Date approved by Division of Continuing Studies: February 9, 2021	Dean signature: Original signed by Jo-Anne Clarke
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:
Resource Consultations – Other: (*e.g. space, Faculty, staff*)	Division of Continuing Studies Program Committee – January 2021 Business Program Advisory Committee – January 2021

Curriculum Change for Diploma in Business Administration

PROPOSAL (up to 4,000 words plus appendices)

A. Identification of the change

Name, Location, Academic units (Faculties, departments, or schools)	Business Management Program Area Division of Continuing Studies
Anticipated implementation date of change	September 2021
Name, title, phone number and e-mail address of contact person	Dr. Richard Rush, 250-721-8472, bmpdir@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?

Currently, the program outcomes and curriculum structure of the Diploma in Business Administration (DBA) are in need of modernization, increased relevancy and adjustments to reflect contemporary needs. The current structure of three required courses, five of ten core courses, and six electives has been in place since 1996.

Program outcomes have been adjusted during the last three decades but do not reflect the directions that industry, students and faculty identify are critical. The updated DBA outcomes address guidance from the Senate Committee on Continuing Studies in the last Program Review, updated advice from the Business Management Programs Advisory Committee and the University's strategic initiatives related to sustainability, inclusion, diversity and Indigenous plans. It also includes relevant observations from the Diploma in Business Administration (DBA) curriculum mapping exercise which took place in December 2018.

The existing course structure means that students may graduate without accomplishing current program outcomes let alone the updated outcomes. The new structure of nine required courses and five electives will ensure that all graduating students will meet the stated outcomes and have a credential of value to industry, government and non-profits.

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

Year	Course enrollments (CBA and DBA)	DBA graduates
2017	1228	37
2018	1473	51
2019	1959	68

Enrolment has been stable through COVID.

With international student demand for the full-time DBA increasing pre-, and post-, COVID we have seen large increases in student enrolments in our programming.

We seek to ensure that these students will have an applicable credential of great value to employers.

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

N/A: Existing non-credit program served by sessional and adjunct instructors hired on an as-needed basis.

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

The proposed changes will necessitate changes to course level outcomes, activities and corresponding student assessments. Changes in courses will be managed by the unit to ensure sessional and adjunct instructors adapt courses for the new program level outcomes.

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.

Program will transition

FROM:

Current	
Three Required Courses	Business Administration , Business Writing , Management Computing
Any Five of Ten Core Courses	Business Law, Economics , Finance, Financial Accounting , Management Accounting, Management Practices , Marketing , Operations Management, Organizational Behaviour and Strategic Management
Plus Six Electives	

TO:

Proposed	
Nine Required Courses	**Adjustments Anticipated**
Business Administration	Course is being revised to ensure core program level outcomes are addressed. Specifically, Dr. Susanne Thiessen has been engaged to ensure the foundation course is redeveloped for September 2021 to ensure the curriculum is decolonized and that Indigenous perspectives are given a voice. Dr. Thiessen has taught and developed courses at UVic, RRU and Camosun, is a seasoned Indigenous business scholar with substantive background in this type of work.
Financial Accounting	Course assessed and revised to ensure finance elements dropped from Business Administration are included in Financial Accounting, triple bottom line added.
Marketing	Include a section on social and ethical responsibility in marketing.
Organizational Behaviour	Include content on cross-cultural management implications such as inclusion, diversity, intercultural and Indigenous perspectives.
Business Writing and Presentation Skills	Include an introduction to effective cross-cultural communication.
Finance	Broaden Finance course to include non-traditional funding sources and include expanded program outcomes relative to finance.
Interpersonal Business Communication	Revise course to include updated program outcomes relative to communication, ethics, diversity, inclusion and Indigenous perspectives.
Strategic Leadership	Update course to meet program level outcomes relative to leadership.
Strategic Management	Include a capstone project to synthesize learning and ensure program level outcomes are addressed.
Plus five electives	

No net new courses are required as all courses exist in the unit's suite of offerings. There will be substantive changes to the core foundation course (Business Administration) and adjustments to existing required courses to ensure course level objectives align to program level outcomes. Program outcomes have been updated to ensure that all graduates are

equipped with competencies, knowledge and skills for today's world. Proposed changes were developed jointly between the program advisory committee, instructional staff and program area staff.

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*

All of our business courses are taught by industry and subject matter experts who apply real world learning to the classes, primarily through a case study methodology. All courses are guided by adult learning principles that recognize learners' life experiences and knowledge as part of the learning process. Our learners seek relevant and practical knowledge that they can apply immediately to their professional lives. As such, all courses integrate an experiential learning approach that engages learners in advancing their goals and professional competencies. Practica or Co-op work terms are not currently part of non-credit programming at UVic.

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

This program currently is, and will be, fully available for online delivery as well as in-person classes when it is deemed safe to do so.

Identify the program learning outcomes.

During this process we have proposed changes to the program level outcomes as follows:

Updated Diploma Outcomes

- Describe and analyze how organizational functions, such as marketing, accounting, finance, human resources and others integrate for success

- Apply foundational skills and tools in administration, finance, human resources, communication, and marketing to effectively manage business operations

- Develop and use effective communication, teamwork and analytical skills and competencies in a variety of specialized and functional business disciplines using a variety of mediums

- Apply international, cross-cultural, and Indigenous perspectives to business strategies, functions, and operations

- Evaluate and apply principles of ethical, social and sustainable responsibility to business strategies, functions and operations

- Articulate, evaluate, and effectively apply decision-making and problem-solving frameworks to recommend initiatives in line with strategic goals

- Describe, analyze and apply strategic leadership and management concepts and skills

- Apply basic research skills to support business decision making

- Analyze and apply concepts and methods of planning, implementation, organization and monitoring to various business operations

- Understand and apply foundational leadership skills, in both informal and formal settings, to effectively support and lead individuals and teams in an inclusive and diverse workforce

The proposed program outcomes will further the alignment and progress relative to strand 3 (education) in the UVic Indigenous Plan and strategies 3 (dynamic learning) and 4 (reconciliation) in the UVic Strategic Framework. These outcomes are expected to be woven through all courses as each course is revised and renewed moving forward.

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

Existing non-credit credential that has seen increases pre-COVID, with stable enrolments in course sections through COVID. No financial support needed from outside the unit. Our projected 20-21 Academic year DBA/CBA course enrollments are 2250.

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

Resources for the DBA are paid for directly from non-credit tuition fees. Instructors are hired on a contract-by-contract basis, and additional sections are offered as demand warrants. Revisions to courses will be managed through existing program development renewal and in conjunction with online course revisions that will occur through migration from Moodle to Brightspace. For non-credit courses, this migration will happen for the May 2021 and September 2021 terms.

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

The DBA is an existing non-credit diploma and is not an undergraduate program. Non-credit certificate programs exist at post-secondary continuing studies units across Canada. These include institutions such as SFU, UBC and Calgary. Other educational providers such as Sprott-Shaw also have non-credit diploma programs. There are also credit diploma programs at various regional institutions including KPU, BCIT, Camosun, Okanagan and North Island colleges.

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). Attached.

Kirsten Kopp

Subject: FW: Request for Support and Letter (DBA Changes)

From: Rob Hancock, IACE Associate Director Academic <iaceadac@uvic.ca>
Sent: February 4, 2021 8:24 AM
To: Richard Rush, BMP Director <bmpdir@uvic.ca>
Cc: Jo-Anne Clarke - Dean, DCS <uvcsdean@uvic.ca>; Robina Thomas, IACE Executive Director <iacedir@uvic.ca>
Subject: Re: Request for Support and Letter (DBA Changes)

Dear Richard,

Thank you for your message and the opportunity to review the proposal. On behalf of Dr. Robina Thomas, Executive Director, I am writing to offer the support of the Office of Indigenous Academic and Community Engagement for the curriculum change for the Diploma in Business Administration.

The proposed changes to the structure of the program and to its courses are well thought out, and should help make the DBA more attractive to prospective Indigenous students. The work to decolonize the core course curricula and include Indigenous perspectives in a variety of contexts will also ensure that all students will have the opportunity to develop their knowledge and skills related to equity, diversity and inclusion.

Congratulations on a great proposal. Best of luck with the rest of the Senate process.

Rob H.

--
Robert L. A. Hancock, Ph.D. (Cree-Metis) (he/him/his)
Associate Director Academic
Office of Indigenous Academic & Community Engagement
University of Victoria

Kirsten Kopp

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Congratulations on a great proposal. Best of luck with the rest of the Senate process.

Rob H.

--
Robert L. A. Hancock, Ph.D. (Cree-Metis) (he/him/his)
Associate Director Academic
Office of Indigenous Academic & Community Engagement
University of Victoria

Gustavson
School of Business
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www.uvic.ca/gustavson

AACSB
ACCREDITED

EFMD
EQUIS
ACCREDITED

MEMO

DATE:	February 10, 2021
TO:	Richard Rush, Program Director Business Management Programs Division of Continuing Studies
FROM:	Saul Klein, Dean
RE:	**Curriculum Change for Diploma in Business Administration**

Thanks for sharing details of the changes to the DBA. I strongly support them. Moving from 3 required courses plus 5 of 10 other core courses plus 6 electives TO 9 required courses and 5 electives, strengthens the DBA significantly.

Richard Rush
Director, Business Management Programs
University of Victoria
Continuing Education

Date: February 24, 2021

Dear Richard,

I am pleased to inform you that our Bachelor of Business in Innovation and Sustainability program head has approved the transfer agreement renewal with the University of Victoria diploma programs:

Business Administration Diploma – two year option (with 18 additional academic credits)

Business Administration Diploma – Aviation option (with 18 additional academic credits)

The renewal has been sent to the Dean for approval before being sent to our VPA Academic and Provost for final approval and signature. I will advise you if there are any questions or concerns in the final approval step.

Regards,

By email 02/24/2021

Mark Dickinson,
Pathways Coordinator

Cc: Jo-Anne Clarke

Royal Roads University
2005 Sooke Road Victoria, BC, Canada V9B 5Y2
T 250.391.2511 **F** 250.391.2500 **TF** 1.800.788.8028 royalroads.ca

LIFE.CHANGING

| University of Victoria | Senate Committee on Planning | **MEMO** |

Date: April 21, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposal to establish an undergraduate certificate in American Sign Language**

At its meeting on April 6, 2021, the Senate Committee on Planning considered the proposal to establish an undergraduate certificate in American Sign Language. A certificate in American Sign Language would provide students with a conversational level of communicative competence of American Sign Language and a knowledge, understanding, and appreciation of the culture of the Deaf Community.

The following motion is recommended:

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish an undergraduate certificate in American Sign Language, as described in the document "Undergraduate Certificate in American Sign Language".

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

Undergraduate Certificate in American Sign Language

Dean's Name and Date of consultation with AVPAP: Annalee Lepp, January 8, 2021	Dean signature: Original signed by Annalee Lepp
Name of contact person: Lisa Surridge	
Email & phone of contact person: **humsada@uvic.ca — 250-721-7246**	
Date approved by Department: December 18, 2020	Chair/Director signature:
Date approved by Faculty: January 4, 2021	Dean signature:
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*)	

Undergraduate Certificate in American Sign Language

PROPOSAL (up to 4,000 words plus appendices)

A. *Identification of the change*

Name, Location, Academic units (Faculties, departments, or schools)	Department of Linguistics, Faculty of Humanities in partnership with the Division of Continuing Studies
Anticipated implementation date of change	September 1, 2021
Name, title, phone number and e-mail address of contact person	Martha McGinnis, Undergraduate Advisor, 250-721-7429, lingadv@uvic.ca

Sandra Kirkham, ASL Program Coordinator, 250-721-7421, skirkham@uvic.ca

John Archibald, Acting Chair, 250-472-5444, lingchair@uvic.ca

Maureen Kirby, Admin Assistant, 250-721-7424, lingadmin@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?

At the undergraduate level, the Department of Linguistics currently has BA Honours, Major, General, and Minor programs in Linguistics, BSc Honours and Major programs in Linguistics, and BA Honours and Major programs in Applied Linguistics. We also offer a post-baccalaureate Diploma in Applied Linguistics, and an award-winning Certificate in Indigenous Language Revitalization, developed in partnership with the En'owkin Centre of the Okanagan Nation and the Division of Continuing Studies at the University of Victoria. The Department also partners with Indigenous Education in the Faculty of Education and with the Division of Continuing Studies in offering BEd and Diploma programs in Indigenous Language Revitalization.

The rationale for the proposed Certificate in American Sign Language (ASL) is to provide students with a conversational level of communicative competence of ASL and a knowledge, understanding, and appreciation of the culture of the Deaf Community. By developing students' awareness and sensitivity to linguistic and cultural diversity, the program is designed to enhance their intercultural communicative and cultural competence. As such, it stands to contribute to UVic's Strategic Framework strategy (6.2) to develop and support intercultural curricula. The proposed Certificate combines courses from the Department of Linguistics with ASL courses offered in partnership with the Division of Continuing Studies. It is designed to expand students' understanding of the nature of language, culture and communication—both through academic study, and through the experiential process of learning a language expressed in a different modality (visual-gestural) from that of oral languages. This understanding serves to refute widespread misconceptions about sign languages, and more broadly about Deaf communities.

In 2018, the Humanities Task Force on Languages recommended creating a Certificate and a Minor in ASL. In 2020, the Academic Program Review for the Linguistics Department recommended the department adopt a Certificate in ASL.

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

In the 2019-2020 Academic year, UVic had 343 students enrolled in ASL courses, with waitlists totaling 131 for the 2020 Spring term. This trend has been maintained since ASL courses were first offered in 2009. In the current global health crisis, 118 students were registered in ASL courses for the Fall term of 2020, and in the Winter term, 194 students are registered with 119 students on waitlists (as of Dec. 5, 2020). Notably, over the years, students have consistently requested a credential for ASL, such as this Certificate. It is anticipated that there will be a continued demand for courses in the ASL program in Humanities, Science, and Social Sciences.

A similar trend to that of the 2019-2020 Academic year is evident in the Fall term of 2020. Most ASL students are pursuing a Bachelor of Arts degree (59% in Fall 2020) followed by those pursuing a Bachelor of Science degree (21% in Fall 2020)—the latter increased by 5% from 2019-2020. The ranking in terms of the proportion of Majors taking ASL courses is similar to that of the 2019-2020 academic year. For example, Psychology and Linguistics are the Majors ranking highest in both time periods (collectively 22%–32% of students taking ASL courses). Other declared Majors include Child and Youth Care, Sociology, English, Writing, Biology, and Political Science.

UVic does not currently permit double minors, and there are some Faculties, such as Business, which do not allow minors outside their Faculty but permit a certificate. Thus, the proposed Certificate will open new opportunities for students facing these restrictions. In addition to complementing students' UVic Major program and career preparation, the Certificate is designed to provide them with a strong foundation for professional programs such as the Sign Language Interpretation Diploma Program offered at Douglas College in Vancouver, BC and the Special Education: Deaf and Hard of Hearing MEd offered at UBC. Fluency in ASL is a valuable skill for many careers, including speech pathology and audiology, sign language interpretation, social work, childcare, education and (as with any language) careers involving communication with the public. It is also a valuable life skill for prospective parents of young children.

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

A number of regular faculty members in Linguistics have potentially relevant areas of teaching and/or research specialization:

Dr. John Archibald, FRSC — first and second language acquisition, language evolution, language policy
Dr. Hua Lin — second language acquisition
Dr. Martha McGinnis — first language acquisition, psycholinguistics, neurolinguistics
Dr. Ewa Czaykowska-Higgins — language and identity, language attitudes, language rights and policy
Dr. Alexandra D'Arcy — sociolinguistics
Dr. Li-Shih Huang —second-language pedagogy, assessment and testing
Dr. Hossein Nassaji —second-language pedagogy

Two of the elective courses for the certificate (LING 345, *Sign Language as Language* and LING 397, *Issues in Cross-Cultural Communication)* are taught by Dr. Sandra Kirkham, a Continuing Sessional Instructor in the Department of Linguistics and the ASL Program Coordinator for the Division of Continuing Studies.

UVic's ASL courses are taught by Continuing Sessional Instructors Nigel Howard and Tim Lane.

Nigel Howard has been a leading educator, scholar and advocate for Deaf culture and sign language interpretation for over 25 years. He is currently an instructor in the Program of Sign Language Interpretation at Douglas College -

Coquitlam Campus as well as at the University of Victoria. He has taught courses in American Sign Language at UVic for over 10 years, through the Division of Continuing Studies in partnership with the Department of Linguistics. In addition, Nigel provides workshops, training and presentations in North America and worldwide on a variety of themes, including understanding Deafhood, training in Deaf Interpreting, professional development for interpreters, and interpreting in medical settings. In addition to his work as an educator, Nigel has worked for over 22 years as a professional Deaf Interpreter in varying capacities, including medical, mental health, legal, theatre, community and conference settings, at local, national and international levels. He is a member of the Westcoast Association of Visual Language Interpreters (WAVLI) and the Association of Visual Language Interpreters of Canada (AVLIC), and is the North American Representative for the World Association of Sign Language Interpreters (WASLI). He is currently a United Nations interpreter who has recently achieved a high profile (or, as CBC News described it, a "cult following") through his sign language interpretation at B.C.'s daily COVID-19 updates.

ASL is Tim Lane's first language. He has been involved in teaching ASL throughout his life, ranging from a one-on-one basis to community courses. Tim worked for many years as an ASL instructor with the Island Deaf and Hard of Hearing Centre, providing home-based classes to families of Deaf children. During these years, he also developed a passion for his work as a big-brother role model, which enabled him to share his inspirational experiences with other Deaf youth. Tim is the Vancouver Island representative for the BC Deaf Community Foundation, and is currently involved in advocating for ASL recognition in Canada and improvements to the quality of local services for the Deaf.

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

No.

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.

See Appendix A.

The Certificate consists of 10.5 units of existing UVic courses, including 6 units of required courses (ASL 100A, 100B, 200A, and 200B), and 4.5 units of courses selected from a set of five options (ASL 300A, 300B, LING 345, 373, 397).

The cap on transfer credits is 3 units. Students with first-year fluency in ASL can apply for a waiver of ASL 100A and/or 100B. Native signers (who have used ASL as the primary mode of communication since childhood) cannot obtain credit for 100- or 200-level ASL courses. Program staff will assign such students to the appropriate level and determine acceptable course substitutions.

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**

Learning a language is intrinsically experiential, and the curriculum adopted by the instructors takes an immersion approach. Before the COVID-19 pandemic, both ASL instructors also made a concerted effort to connect their students with the local Deaf community by organizing a meet-and-greet at a local restaurant at the end of each term. This practice will recommence when regular classes resume and provincial health authorities deem it safe. Students in the Certificate program are welcome to participate in Co-op or work terms if they qualify.

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

Fifty percent of the course offerings for 2019-2020 transitioned to online delivery in response to the needs of remote learners during the pandemic. The online face-to-face ASL courses currently running have been designed with a full online complement, to allow for an immediate transition to online learning if the university and health authorities should require it, and there are plans to offer an online introductory ASL course (ASL 100A) in the summer session. Moving forward, ASL courses will be delivered primarily face-to-face. Once regular classes resume, online resources will continue to be used as part of a blended approach. The online component provides a clear organization of course elements and an efficient means of assessing students, in addition to content resources and a communication hub.

Identify the program learning outcomes.

Upon completion of the proposed Certificate in ASL, the student will be able to do the following:

- Demonstrate an ability to communicate at a conversational level in American Sign Language (ASL)

- Identify the key features of Deaf Culture and the issues it faces such as the social stigma of disability

- Recognize the sources of identity for the Deaf culture

- Demonstrate an understanding and appreciation of intercultural differences to promote effective communication when interacting with members of the Deaf Community

- These learning outcomes fall in line with the UVic learning outcomes of informed civic engagement and understanding, effective communication, and intercultural knowledge and sensitivity.

Provide anticipated times to completion.

The Certificate can be completed in 4–6 terms.

Describe any plans for international or indigenous opportunities or perspectives.

No specific plans.

Plans for integration of teaching and research.

No specific plans.

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

As noted above, in the 2019-2020 Academic year, there were 343 students enrolled in ASL courses, with waitlists totaling 131 for the 2020 Spring term. As of December 5, 2020, 118 students were registered in ASL courses for Fall 2020, and for Winter 2021, 194 students were registered, with 119 students on waitlists. Once regular classes resume, we anticipate a continued increase in enrollments for ASL courses. With the addition of this credential, students will be further encouraged to continue their studies with the higher-level offerings. At the onset, we estimate that 10–15 students may declare this program (or apply to graduate with the credential) annually, with numbers growing steadily in the years to come.

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

The course delivery methods are already in place, as all courses required for the proposed Certificate are currently offered. Therefore, there are no additional staff, space, or equipment requirements. No additional funding is required, since all required courses will continue to be available. Courses in the Division of Continuing Studies are run on a cost-recovery basis, so if there is a low enrollment for a particular course, it is possible that it may be cancelled. However, the core course offerings for the Certificate run on a regular basis and have a healthy enrollment rate. The current instructors have formally expressed interest in continuing to teach the ASL courses through DCS. Other qualified members of the Deaf community have expressed interest in teaching these courses as well.

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

SFU, UNBC and Royal Roads currently offer no ASL courses. UBC added its first credit ASL course in Fall 2020, but has no certificate program in place.

As noted above, Vancouver's Douglas College offers a Diploma program in Sign Language Interpretation. Vancouver Community College (VCC) offers a full-time 10-month non-credit certificate in ASL and Deaf Studies. Camosun College has previously offered ASL courses (through its Continuing Education department) and a non-credit certification; however, these offerings are currently suspended. These programs differ from the proposed Certificate, which would be completed as part of a UVic Bachelor's degree.

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).

The Cultural Resources Management Program in the Division of Continuing Studies fully supports this proposal for a Certificate in ASL (see Appendix B).

University of Victoria

Dr. Lisa Surridge
Acting Dean, Academic
Faculty of Humanities
University of Victoria

January 21, 2021

Dear Lisa,

Thank you for the opportunity to review the proposal for a new Certificate in American Sign Language that will be delivered in partnership with the Division of Continuing Studies. We have enjoyed a long-standing relationship with the Department of Linguistics, and fully support moving forward with this proposal.

ASL courses have been offered since 2013 and, since that time, there has been consistently strong enrollments with wait lists for introductory courses. The demand for more advanced level courses has steadily increased over time, and we anticipate that bundling these courses into a certificate will only increase their appeal.

A certificate credential recognizes a level of competency in ASL that will help students to stand out in the job market after graduation, and/or open avenues to further their studies in this field. It also highlights the University of Victoria's expertise in ASL and advance's your faculty's strategic positioning as leaders in language and culture.

Again, we support this next step, and are committed to continuing our partnership with you. We are very lucky to have such great instructors and are pleased to provide continued administrative support that enables this program to thrive.

Sincerely,

Dr. Jo-Anne Clarke
Dean
Division of Continuing Studies
University of Victoria

CONTINUING STUDIES@UVIC

University of Victoria | Senate Committee on Planning

MEMO

Date: April 21, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposal to establish an option in Geology in the Bachelor of Science in Earth and Ocean Sciences**

At its meeting on April 6, 2021, the Senate Committee on Planning considered the proposal to establish an option in Geology in the Bachelor of Science in Earth and Ocean Sciences. Many career opportunities within the Earth Sciences are specifically within the field of Geology. The addition of an option in Geology will allow students to demonstrate to potential employers that they have focused in this area.

The following motion is recommended:

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish an option in Geology in the Bachelor of Science in Earth and Ocean Science, as described in the document "New Option in Geology".

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

[New Option in Geology]

Dean's Name and Date of consultation with AVPAP: Peter Loock	Dean signature: Original signed by Peter Loock
Name of contact person: Neil Burford	
Email & phone of contact person: nburford@uvic.ca 250-580-2352	
Date approved by Department: 25th Jan 2021	Chair/Director signature: Original signed by Stan Dosso
Date approved by Faculty: 16 February 2021	Dean signature:
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:
Resource Consultations – Other: (*e.g. space, Faculty, staff)* N/A	

[New Option in Geology]

PROPOSAL (up to 4,000 words plus appendices)

A. Identification of the change

Name, Location, Academic units (Faculties, departments, or schools)	Faculty of Science, School of Earth and Ocean Sciences
Anticipated implementation date of change	January 2022
Name, title, phone number and e-mail address of contact person	Stan Dosso, Director, (250) 472-4345, seosdirector@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 Earth Science honours and major degrees in the School of Earth and Ocean Sciences are broad degrees that cover solid Earth, ocean and atmospheric science. However, many career opportunities within the Earth Sciences are specifically within the field of Geology and the addition of this Option will allow students to define that they have focused in this area and demonstrate this to potential employers. Many comparable departments at other universities have geology degrees, and this Option will help our students demonstrate their background in geology when they compete with students from such institutions for employment opportunities. Helping students to be competitive in the job market is, of course, well aligned with all strategic priorities.

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

There is an ever increasing demand for geoscientists in the workforce with the number of Practicing Professional Geologists (P. Geo) increasing consistently from year to year (http://cccesd.acadiau.ca/; although with a small downturn in the last few years in Alberta). The increasing economic and environmental need for "green minerals" and for geoscience knowledge related to environment management and protection makes it likely this will be a long standing need.

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

No new courses are being proposed as part of this Option and thus there is demonstrably an adequate faculty complement.

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

No

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.

The proposed Option in Geology in the School of Earth and Ocean Sciences will require student to complete the courses noted below within the Honours/Major program in Earth Science. The declared option will appear on students' transcripts. All course already exist.
Program rules
* Complete 4 of:
    * EOS313 - Introductory Geological Oceanography (1.5)
    * EOS408 - Marine Geology (1.5)
    * EOS410 - Global Tectonics (1.5)
    * EOS416 - High Temperature Petrology (1.5)
    * EOS420 - Resource Geology (1.5)
    * EOS423 - Advanced Sedimentology and Stratigraphy (1.5)
    * EOS450 - Quaternary Geology (1.5)
    * EOS480 - Applied Geophysics (1.5)

2

3

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

No new opportunities for experiential learning or other forms of community engagement or research-enriched learning are provided through the proposed Option

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

No

Identify the program learning outcomes.

Graduates will be able to:
1. understand and critically analyse the Earth as a complex system.
2. quantitatively analyse and present Earth science models and data, including large and interdisciplinary datasets and their uncertainties.
3. think and problem solve in 3/4D across a wide range of time and spatial scales.
4. independently research, and critically evaluate, the primary Earth science literature and the data, models and scientific arguments it is based on.
5. use generic and discipline specific software, including developing bespoke code, to solve Earth science problems.
6. work effectively in teams.
7. identify common Earth materials in hand samples, thin sections and outcrops and interpret their composition and origin.
8. describe the natural processes operating at and beneath the Earth's surface, at a variety of time and space scales, and explain the observations and models that have been used to understand these processes.
9. describe plate tectonics, how it relates to Earth's material and energy cycles and the data used to understand plate tectonic processes.
10. explain the components of the Earth system, including the interaction between the core, mantle, lithosphere, hydrosphere, cryosphere, atmosphere and biosphere and the data used to understand these.
11. outline the broad physical, chemical and biological history of Earth, the data this history is built on, and understand hypotheses used to explain this history.
12. use specific skills (e.g., map reading, field methods, laboratory methods, image processing, computational methods, etc) to interpret Earth science data.
13. accurately measure and record data, make interpretations based on these data and communicate these results and interpretation.
14. undertake field and lab studies with skill and safe practices to address questions in the Earth sciences.
15. explain the interactions of humans with the Earth system, for example, understanding environment and climate change, natural hazards and earth resources.

Provide anticipated times to completion.

We anticipate time to completion will not change for students (typically ~5 years)

G.   Anticipated enrolment and student financial support plan (not required for requests for program discontinuation)
We anticipate approximately 50% or more of the students currently graduating with an Earth Science Major or Honours student will in the future include this Option in Geology. No student financial support is requested.
H.   Resource requirements. Indicate any resources required (faculty & staff appointments, space, library)
None
I. Indicate related undergraduate programs in other British Columbia post-secondary institutions.
Most universities have an Earth Science or Geology degree program that has a strong focus on geological science. The SEOS Earth science program is broader than most others including much ocean/atmospheric science and this Option in Geology allows those students who wish to demonstrate their knowledge and skills in the geological side of the subject to do so.
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). No departments or faculties are affected by this program change

March 30, 2021

Dear Dr. Coogan,

Thank you for the opportunity to provide feedback on the School of Earth and Ocean Sciences proposal to offer an "Option in Geology" designation in the Earth Science degree program at the University of Victoria. Although the School should be commended for adopting an Earth system science approach, which integrates studies of the atmosphere, hydrosphere, biosphere, and geosphere, many undergraduate students will ultimately seek employment focused on one of these systems. As such, identifying the stream in which students focus by designating the scholastic options will be valuable in marketing School graduates to prospective employers.

At the British Columbia Geological Survey, we would have a preference for hiring students who are on a path towards designation as a professional geologist (P.Geo.) with Engineers and Geoscientists BC, compliant with the Professional Governance Act. The designation considered by the School of Earth and Ocean Sciences helps identify students on this trajectory, and I offer my support for this proposal.

Regards,

Adrian Hickin, Ph.D., P.Geo.
Chief Geologist and Executive Director
BC Geological Survey Branch

SFU DEPARTMENT OF
EARTH SCIENCES

Department of Earth Sciences, Simon Fraser University, TEL 778.782.3306 easchair@sfu.ca
8888 University Drive, Burnaby, BC FAX 778.782.4198 www.sfu.ca/earth-sciences
Canada V5A 1S6

March 31, 2021

Stan Dosso, Director
School of Earth & Ocean Sciences
Bob Wright Centre A405
University of Victoria
Victoria, BC, Canada

Dear Stan,

With this letter, I would like to show our support for your proposal to add an "Option in Geology" within your Earth Sciences program. There is clearly an increasing demand for highly trained geologists in the workforce, particularly as we move forward with the development of renewable and more sustainably produced natural resources.

Given the broad nature of the Earth Science program at the University of Victoria, this Option will help those students with interests in geology demonstrate this clearly on their transcripts. In the Department of Earth Sciences at Simon Fraser University, we offer two streams, one in Geology and the other in Environmental Geoscience, and the clarity is something that our students appreciate - I am thus certain that your Option will be of interest to a large fraction of the students in your program.

Please do not hesitate to contact me if you require any additional information.

Sincerely,
 Original signed by Glyn Williams-Jones

Glyn Williams-Jones
Professor and Chair
Department of Earth Sciences

University of Victoria | Senate Committee on Planning

MEMO

Date: April 21, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposal to renew the Approved Centre Status for the Centre for Global Studies**

At its meeting on April 6, 2021, the Senate Committee on Planning considered the proposal to renew the Approved Centre Status for the Centre for Global Studies for the period July 1, 2021 through 30 June 2026. An external review panel recommended the continuation of the Centre at a review that took place on December 7-8, 2020.

The following motion is recommended:

Motion: That Senate approve the proposal to renew the Approved Centre Status for the Centre for Global Studies for the period July 1, 2021 through June 30, 2026, as described in the memorandum dated March 26, 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
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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

Office of the Vice-President, Research & Innovation

Michael Williams Building, Room A110 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada

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MEMORANDUM

DATE: March 26, 2021

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

FROM: Dr. Lisa Kalynchuk, Vice President, Research & Innovation

RE: Renewal of the Centre for Global Studies (CFGS) as an Approved UVic Research
Centre

I am writing to recommend the continuation of the Centre for Global Studies (CFGS) as an approved multi-faculty research centre for a further five-year term. The CFGS is housed in the C-wing of the Sedgewick building on campus and is under the direction of Dr. Oliver Schmidtke.

An external review of the CFGS was conducted on 7-8 December 2020 and the attached report was provided by the review panel on 1 February, 2021. The CFGS Director provided his response (attached) on 26 February 2021. Note that the review was conducted virtually as a result of restrictions due to COVID-19.

The review panel comprised:
- Dr. Fonna Forman (chair), Associate Professor of Political Science and Director of the Center on Global Justice, University of California, San Diego

- Dr. Laurence McFalls, Professeur titulaire de Science politique, Université de Montréal

- Dr. Monika Winn, Professor Emerita, Centre for Social and Sustainable Innovation (CSSI), Gustavson School of Business, University of Victoria

The Executive Summary describes the CFGS as a "gem," adding significant value to the University of Victoria's mission by enhancing the sense of campus community, by helping to recruit and retain researchers of the highest calibre, by mobilizing research across disciplines, by providing a creative and positive space for collaboration for faculty, graduate students and community, and by contributing to the university's internationalization. The review panel strongly recommends the renewal of CFGS' centre status.

The review panel report is a comprehensive and a highly positive assessment of the CFGS:

- The review panel notes the positive and energetic leadership exercised by the Director, Dr. Oliver Schmidtke, his proactive engagement with the campus community, and his ability to foster a unique, collaborative environment for the incubation and development of ideas.

- The review panel notes the competency and dedication of the Centre's staff: operations manager & research coordinator Jodie Walsh, project manager Jennifer Swift, and events & administrative assistant Stephanie Gruhlke.

- The CFGS has over the review period on average generated an annual five-fold "return on investment" of well over one million dollars in external research funding; the vast majority of funding was ongoing research programs in the fields of European studies, water management and sustainability, and border studies.

- The review panel notes that CFGS's early practice of community-engaged research has led to diverse forms of outreach and knowledge mobilization: beyond numerous scholarly books (8), book chapters (22) and journal articles (75) published over the review period, CFGS publications include everything from poems to dispatches, op-ed pieces, policy briefs, magazine articles and more. The CFGS is attaining research recognition in provincial, national and international grants and awards, publications and outreach.

- As in the 2014 report, the evaluators see a greater role for the CFGS in graduate-level instruction.

- The evaluators note that the CFGS should play a more active role in the identification of strategic research fields for the hiring of tenured faculty.

- The report points to a potential need to "more clearly articular the core identity of the CFGS" while not wishing to undermine the successful model for incubating new ideas.

- The report notes a need for greater support for communications, grant writing and administration, and helping to secure additional funding support for the CFGS.

The CFGS Director's response of 26 February 2021 is in agreement with the External Review Report's evaluation and recommendations. This response focuses on objectives, pathways and recommendations for the CFGS moving forward.

The OVPRI appreciates the strong work of the Centre and will look for ways to provide more support in the future.

Conclusion and Recommendation

In summary, external review panel has provided a very positive assessment of the CFGS and has recommended its continuation. The CFGS Director's response to the review report clearly endorses the recommendations of the panel.

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

> *That the Senate Committee on Planning recommends that Senate approve the renewal of Approved Centre Status for the Centre for Global Studies (CFGS) for the five-year period 1 July 2021*

through 30 June 2026. This recommendation is not contingent upon the suggestions in the external review report relating to resources, which are advice to the Vice-President Research.

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

cc: O. Schmidtke, CFGS Director

University of Victoria | Senate Committee on Planning

MEMO

Date: April 21, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposal to renew the Approved Centre Status for the Centre for Asia-Pacific Initiatives**

At its meeting on April 6, 2021, the Senate Committee on Planning considered the proposal to renew the Approved Centre Status for the Centre for Asia-Pacific Initiatives for the period July 1, 2021 through June 30, 2026. An external review panel recommended the continuation of the Centre at a review that took place on January 18-20, 2021.

The following motion is recommended:

Motion: That Senate approve the proposal to renew the Approved Centre Status for the Centre for Asia-Pacific Initiatives for the period July 1, 2021 through June 30, 2026, as described in the memorandum dated March 23, 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
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University of Victoria

Office of the Vice-President, Research & Innovation

Michael Williams Building, Room A110 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada

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MEMORANDUM

DATE: March 23, 2021

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

FROM: Dr. Lisa Kalynchuk Vice President, Research & Innovation

RE: Renewal of the Centre for Asia-Pacific Initiatives (CAPI)

I am writing to recommend the continuation of the Centre for Asia-Pacific Initiatives (CAPI) as an approved multi-faculty research centre for a further five-year term. The CAPI is housed in the C-wing of the Sedgewick building on campus and is under the direction of Dr. Victor V. Ramraj.

An external review of the CAPI was conducted on 18 – 20 January 2021 and the attached report was provided by the review panel on 16 February, 2021. The CAPI Director, provided his response (attached) on 10 March 2021. Note that the review was conducted virtually as a result of restrictions due to COVID-19.

The review panel comprised:
- Dr. Antje Ellermann (chair), Associate Professor in the Department of Political Science and Director of the Centre for Migration Studies, University of British Columbia
- Dr. Erik Kuhonta, Associate Professor in the Department of Political Science and Director of the Institute for the Study of International Development at McGill University
- Dr. Sybil Seitzinger, Professor in the School of Environmental Studies at UVic and Executive Director of the Pacific Institute for Climate Solutions

The Executive Summary describes the CAPI as a vibrant and interdisciplinary research centre focused on the study of Asia, whose active programming provides an intellectual home for the many faculty and students with an interest in Asia across the university. CAPI has built up an impressive network of university and community partners across East, South and Southeast Asia, and enjoys a strong reputation in the Asia-Pacific region. The Review Panel strongly recommends the renewal of CAPI's centre status.

The review panel report is a comprehensive and is a largely positive assessment of the CAPI:

- The review panel notes the energetic and skillful leadership of the Centre's Director, Dr. Victor V. Ramraj, lauded as an effective and dynamic leader.

- The review panel was impressed by the excellence of the entire staff team and its dedication to the work of the Centre and the important participation of CAPI's three research chairs. They noted the importance of the long-standing Associate Director.

- The CAPI has generated external funding of $3.2 million over a five-year period. CAPI brings in significant funds through its Youth International Leadership Program, disrupted due to the pandemic.

- The review commends CAPI for its approach to the Global South, capacity building in low- and middle-income countries and promoting south-south collaboration. They note the unique impact of such programs as the Crossing Borders Graduate Scholars Program.

- The review panel notes the diverse range of subjects and means by which CAPI engages students and faculty: lectures, seminars, panels, colloquia, workshops and conferences. They also commend CAPI for public-facing initiatives, which promote knowledge mobilizing and transferring research knowledge to a wide range of non-academic stakeholders in the Asia-Pacific region, to the Victoria public, as well as to policy makers both nationally and internationally.

- Even though CAPI is not a teaching unit, the review panel notes the significant work done in this regard.

- While the review panel notes that CAPI's scholarly and outreach activities have greatly enhanced its reputation and networks in East, South and Southeast Asia, they see the need improve CAPI's national recognition. Among their recommendations, they encourage seeking national funding opportunities, such as the SSHRC Partnership grants.

- The review panel points to the need to seek gender balance in their research chair positions.

- The review panel recommends a strategic plan or reflection to "articulate a distinct centre profile" whereby thematic clusters might "serve as catalysts for interdisciplinary collaboration."

- The review panel recommends greater funding and additional space for CAPI.

The Director's response is mostly in agreement with the External Review Report's evaluation and recommendations. His report presents strategies and plans already in motion for addressing the review panel's recommendations. The Director makes a few clarifications and corrections to the External Review Report. One such clarification is over the review panel's recommendation that CAPI requires additional space. The Director states in his response that CAPI has already discussed with senior administration a move to a new location. As well, he recommends that UVIC consider suspending the criteria of five-year reviews for established centres to facilitate long-term planning.

The OVPRI appreciates the strong work of the Centre and will look for ways to continue to support CAPI moving forward. The OVPRI recognizes that funding and space are a continual challenge for many of our centres. At present, CAPI receives significant base funding, but we will continue to support their efforts to secure diverse funding. On additional space, the OVPRI was not aware of any agreement or specific efforts made to secure additional space for CAPI prior to the Director's response. We acknowledge the Director's request to suspend or alter the present evaluation system but continue to consider external evaluation process as valuable to the ongoing success of our research centres.

Conclusion and Recommendation

The external review panel has provided a positive assessment of the CAPI and has strongly recommended its continuation. The CAPI Director has provided a response to the review report that indicates the recommendations of the panel will be followed appropriately in the ongoing development of the Centre.

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

> *That the Senate Committee on Planning recommends that Senate approve the renewal of Approved Centre Status for the Centre for Asia-Pacific Initiatives (CAPI) for the five-year period 1 July 2021 through 30 June 2026. This recommendation is not contingent upon the suggestions in the external review report relating to resources, which are advice to the Vice-President Research.*

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

cc: Victor V. Ramraj, CAPI Director

![University of Victoria logo] **University of Victoria** | Senate Committee on University Budget

MEMO

Date: April 21, 2021

To: Senate

From: Senate Committee on University Budget

Re: **2020/2021 Annual Report**

During the 2020/21 academic year, the Senate Committee on University Budget continued to work with administration throughout the integrated planning and budget planning processes. The committee met five times:

July 3, 2020	January 21, 2021
October 9, 2020	March 26, 2021
December 3, 2020	

At the **July 3, 2020** meeting, Vice-President Finance and Operations, Gayle Gorrill, reviewed an updated 2020/21 budget planning document based on various scenarios related to the COVID-19 pandemic.

Also at the July meeting, the committee passed a motion that all meetings for 2020/2021 be deemed closed and confidential and that all materials submitted to the committee in 2020/2021 be deemed closed and confidential unless these are submitted as open documents.

At the **October 9, 2020** meeting, Vice-President Academic and Provost, Valerie Kuehne and Associate Vice-President Financial Planning, Kristi Simpson provided an overview of the integrated planning and university budgeting processes. Ms. Simpson reviewed the 2020/21 Budget Expenditure Allocation Report and responded to questions from committee members. This report is available as part of the September 2020 Open Board meeting docket at https://www.uvic.ca/universitysecretary/assets/docs/bogmeetings/2020-21/open_session_docket_september_29_2020.pdf.

At the **December 3, 2020** meeting, Associate Vice-President Finance Planning, Kristi Simpson, reviewed the 2021/2022 budget approach and key assumptions informing the development of the budget.

Also at the December meeting, Vice-President Academic and Provost, Valerie Kuehne and Executive Director Academic Resource Planning, Tony Eder, reviewed the priorities and the process for developing Part One of the Budget and Planning Framework.

At the **January 21, 2021** meeting, Vice-President Academic and Provost, Valerie Kuehne reviewed a draft of the 2021/22 to 2023/2024 Planning and Budget Framework, Part One. Dr. Kuehne reported on the process for developing this portion of the document, and reviewed the approach and content. Committee members asked questions and provided feedback regarding the proposed budget priorities and related issues.

At the **March 26, 2021** meeting, the committee received a presentation on the 2021/2022 - 2023/2024 Planning and Budget Framework. Vice-President Academic and Provost, Valerie Kuehne, reviewed the strategies and priorities outlined in Part One of the draft framework. Acting Vice-President Finance and Operations, Kristi Simpson, reviewed Part Two of the draft framework, including sources of revenue, expenditures, fee increases, and priority investments made in response to the COVID-19 pandemic.

Respectfully submitted,

2020/21 Senate Committee on University Budget
Jen Baggs (Chair), Peter B. Gustavson School of Business
Jeffrey Bruton, Student Senator
Hélène Cazes, Humanities
Laura Cowen, Science
Kevin Hall, President and Vice-Chancellor
Helen Kurki, Social Sciences
Carolyn Russell, Convocation Senator
Jodi Streelasky, Education
Frank van Veggel, Science
Graham Voss, Social Sciences
Ada Saab (Secretary)

MEMO

Office of the Vice-President Academic and Provost

Michael Williams Building
University of Victoria
T 250-721-7013 | F 250-721-7216
provasst@uvic.ca | uvic.ca/vpac

DATE: April 21, 2021

TO: Members of the University Senate

FROM: Valerie S. Kuehne, Vice-President Academic and Provost

RE: Strategic Enrolment Management Progress Report

Over the past two years, the university has been working to implement the goals, strategies and tactics articulated in the Strategic Enrolment Management (SEM) Plan. Launched in 2019, the plan aligns student recruitment goals with student retention and success initiatives.

I have asked Jim Dunsdon, AVP Student Affairs, along with the other SEM implementation committee chairs, to present to Senate an update on our progress to date—including the impacts of the COVID-19 pandemic. We look forward to engaging with you at the May 7 meeting.

More information about the SEM process, including the plan itself, is available at uvic.ca/SEM.

UVIC

2019-2021

Report to Senate

Advisory Committee on

Academic Accommodation and

Access for Students with Disabilities

May 2021

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Introduction

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

Policy AC1205 requires the Advisory Committee to report annually on its activities to Senate. A final report was not possible in March 2020 due to a number of challenges impacting the committee's membership and work. Therefore this report covers the reporting period 2019-21.

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

The Advisory Committee also serves as a forum for discussing and sharing ideas and concepts to assist the university in improving accessibility and providing academic accommodations to students with disabilities. The Advisory Committee normally meets six times per year, and did so for 2019-2020. During the 2020-21 period, the Technical Policy Working Group met four times to focus on research and project preparation to launch the review and renewal of Policy AC1205 in summer 2021. The Advisory Committee did not meet this year and will resume a typical meeting schedule beginning in Fall 2021.

The Advisory Committee is composed of representatives from across the university including:
- student representatives appointed by the University of Victoria Students' Society (UVSS) and the Graduate Students' Society (GSS);
- members of the Senate Committee on Learning and Teaching and Senate Committee on Academic Standards;
- faculty members;
- the Centre for Accessible Learning;
- Learning and Teaching Support and Innovation;
- Student Affairs;
- the Ombudsperson;
- University Systems;
- Facilities Management;
- Equity and Human Rights office;
- Libraries.

The Centre for Accessible Learning (CAL)

The Centre for Accessible Learning (CAL), a unit within the Division of Student Affairs, leads the development of student-focused accessible learning models and delivers training and education to further the university's commitment to provide equal access to all academic programs. Its work strengthens the university's commitment to Universal Instructional Design (UID), which includes removing academic barriers, increasing inclusion, and lessening stigma.

CAL provides advice and consultation on the university's legal and regulatory compliance with the BC Human Rights Code, the Ministry of Advanced Education and Skills Training, and university policy and procedures. In alignment with UVic policy, CAL staff assess submitted medical documentation in order for students to request academic accommodations. CAL is a core academic support unit for students, staff, and faculty and contributes to the recruitment and retention of students.

CAL works with students, faculty, staff, and families by:
- Meeting with prospective students and families
- Developing academic accommodation plans with students in response to documented functional limitations and barriers in the academic environment
- Assessing assistive technology needs and providing training
- Hiring and scheduling ASL interpreters and transcribers in the classroom
- Hiring note takers and coordinating the notetaking program
- Coordinating provincial and federal student grants and bursaries
- Facilitating accommodated exam arrangements in collaboration with the Learning and Teaching Support and Innovation (Technology Integrated Learning)
- Collaborating with academic staff on student support and accommodation implementation
- Supporting students with temporary accommodations
- Assessing requests for emotional support animals on campus
- Working strategically to increase accessible and inclusive learning
- Supporting the use of UID, thereby removing academic barriers and increasing inclusion
- Advising and consulting on legal and regulatory compliance with the BC Human Rights Code, Ministry of Advanced Education, BC legislation, and university policy and procedures

CAL team
Laurie Keenan, Director
Rowan Shaw, Associate Director
Nick Balyi, Advisor/Coordinator Specialized Access Programming
Valerie Dionne, Advisor, Mental Health
Leann Finlay, Advisor, Learning Disabilities
Colleen Lawrence, Coordinator for Interpreting and Transcribing/ Advisor
Debbie Wei, Coordinator, Alternative Format Text Program
Trish Minor, Coordinator, Learning Programs
Janis Stewart, Supervisor of Exam and Administrative Staff

Charlie Watson, Coordinator of Adaptive Technology and Student Information
Rose Babcock, Coordinator of Accommodated Exams
Madeleine Lacerte, Program and Office Administrator/Exam Supervisor
Robyn Guenette, Administrative Assistant and Exam Supervisor
Sarah Pitman, Administrative Coordinator, Learning Assistance Program
Szymon Stecewicz, Evening Exam Supervisor

LAP staff and learning strategists and tutors
Exam invigilators
Alternative Text Centre staff

Transition to online learning and assessment

In response to the COVID-19 pandemic and related public health orders, CAL moved all services online in March 2020 alongside UVic's transition to fully online instruction. CAL advisors were available to students both online and by phone. The Learning Assistance and Notetaking Programs and Alternative Text Support Centre offered services online as well.

When faced with the challenge of a different learning environment, some students found previous learning strategies were not always effective. Students had to communicate more directly with their instructors to ensure they received appropriate accommodations, assessments and expectations for online learning.

In collaboration with the Division of Learning and Teaching Support and Innovation (LTSI), CAL worked to ensure academic accommodations and accessibility were reflected in the transition to online instruction and assessment. This included supporting instructors with implementing adjustments related to assessment accommodations, such as extra time. The transition to a new learning management system, Brightspace, required additional adjustments for students and instructors. Brightspace content and exams are accessible to many students, however, there were cases where content was not fully accessible.

In the Fall term of 2020, two new Learning Experience Designer (LED) positions were developed in the LTSI to support accessibility in assessment and the online environment. CAL also worked with Technology Integrated Learning in a variety of areas, including ensuring interpreters and transcribers had automatic access to Brightspace, and developing "cleaned up" accessible files for department use.

Profile of students registered with CAL

CAL continues to experience an annual increase in the number of students registered. The last five years has shown an increase in registrations from 1153 to 2216, an increase of 52%.

Students with mental health issues as a primary or secondary disability make up 45.5% of all registered students.

Additional students (~100) have had direct contact with a CAL advisor, but did not finalize the registration process during this reporting period.

Students registered with CAL by population:

Diagnoses	2013-14	2014-15	2015-16	2016-17	2017-18	2018-2019	2019-2020	2020-2021
Acquired Brain Injury	52	53	51	60	73	66	77	70
ADHD	296	278	312	360	347	384	399	453
Autism Spectrum Disorder	29	32	42	56	55	68	69	72
Chronic Health	117	113	142	165	168	173	160	147
Deaf or Hard of Hearing	25	28	29	28	25	26	37	33
Learning Disabilities	246	230	223	249	246	287	312	362
Mental Health	292	305	386	482	553	613	748	790
Neurological	15	13	20	23	28	40	46	50
Other	1	6	3	2	2	4	6	4
Physical or Mobility	76	72	69	69	59	83	93	67
Vision	22	23	29	31	32	35	38	40
Total	1171	1153	1306	1525	1588	1610	2088	2216

2020-2021

- Acquired Brain Injury
- ADHD
- Autism Spectrum Disorder
- Chronic Health
- Deaf or Hard of Hearing
- Learning Disabilities
- Mental Health
- Neurological
- Other
- Physical or Mobility
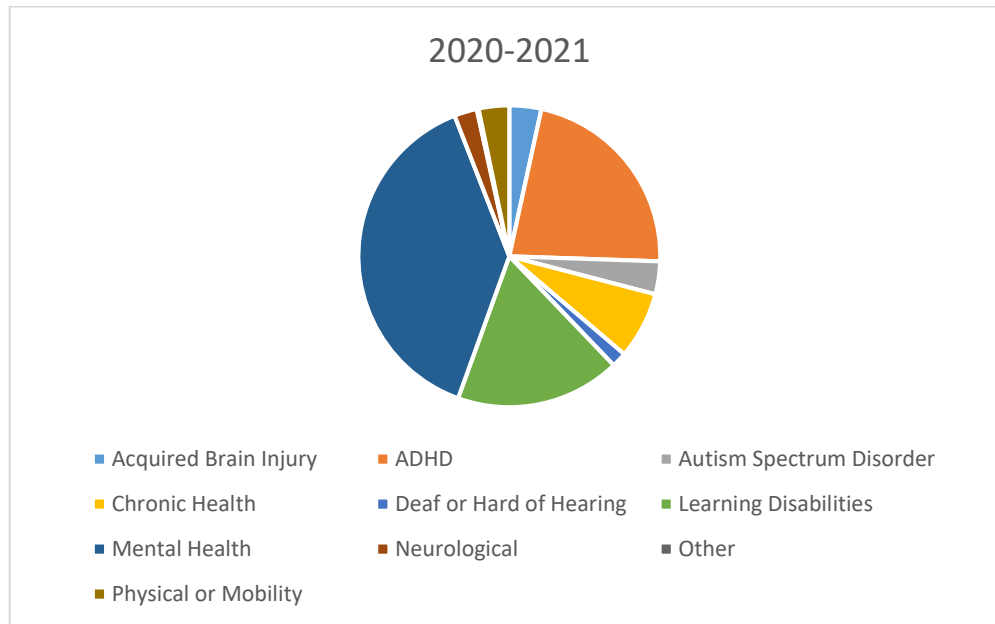
Graduate students registered with CAL:

	2019-2020	2020-2021
Masters	107	103
PhD Students	36	43
Law Students	62	63
Other grad	1	3

Accommodated testing facilitated by CAL:

Year	Total	Increase
2007-2008	3169	
2008-2009	3384	7%
2009-2010	3399	0.44%
2010-2011	3904	14.86%
2011-2012	5013	28.41%
2012-2013	6251	24.70%
2013-2014	7616	21.84%
2014-2015	8522	11.50%
2015-2016	9525	11.77%
2016-2017	11820	24.09%
2017-2018	11489	-2.80%
2018-2019	12444	8.31%
2019-2020	13153*	5.70%
2020-2021	0	0

Note that exams were moved online as of March 18th, before the March 23rd final exam booking deadline, thus April 2020 final exam numbers are artificially lowered.
* Reflects May 1 to April 30th*

CAL services and programs

Learning Assistance Program (LAP)
The LAP supports students to develop positive attitudes about learning and build confidence in their ability to learn. It assists students in developing and applying strategies and skills to their academic work and fosters students' responsibility and accountability for their own learning.

The CAL Learning Assistance Program (LAP) is one of the largest learning assistance programs for students with disabilities in the country. The program recruits, trains and hires graduate student tutors and learning strategists to facilitate regular one-on-one appointments with registered students.

The LAP continued to offer student support and appointments online in 2020-21.

Calendar Year	Students	Tutor/Strategist Employees	1-on-1 Learning Support Hours
2015	197	59	3275.5
2016	237	45	4552.5
2017	317	50	6365
Fall 2019	297	38	3278.25
Winter 2020	266	32	3071.25
Summer 2020	49	35	622
Fall 2020	246	44	2649

Training for Learning Strategists/Tutors Received:
- Delivery of Student Mental Health Literacy Level One
- Delivery of Student Mental Health Literacy Level Two
- Delivery of Student Mental Health Literacy Level Three
- Delivery of Student Mental Health Literacy special topics (tailored content)
- Delivery of Student Mental Health Literacy Information Sessions
- Delivery of Student Mental Health Literacy Graduate Student Sessions Based on assessed needs from Graduate Student Research project in 2016/17, researched, designed and deliver presentations tailored to each group of graduate students

Notetaking Program
The Notetaking Program provides students with increased access to the classroom learning experience through the provision of reliable, supplementary course notes. The program also provides volunteer and employment opportunities and skills development for notetakers.

Notetaking Program Statistics:

Semester	Unique Clients	Notetakers	Courses Requested	Requests Filled	# of Lecture Files
Fall 2014	34	63	107	77	2631
Spring 2015	33	54	93	65	1463
Fall 2015	49	85	130	109	2815
Spring 2016	38	58	100	79	2221
Fall 2016	44	86	129	110	2748
Spring 2017	52	94	130	129	2774
Fall 2017	55	73	124	108	2198
Spring 2018	51	80	98	72	2657
Fall 2018	41	70	94	63	1758
Spring 2019	44	68	92	69	1871
Fall 2019	70	93	139	84	2681
Spring 2020	56	91	124	92	2703
Fall 2020	27	56	76	43	1318

- *The substantial increase in unique clients/Notetakers Fall 2019 was related to supporting the Bamfield response.*
- *The decline in Fall 2020 was due to transition to online learning.*
- *The difference between "courses requested" and "requests filled", reflects several factors: dropped courses, request cancellations, and the failure to secure an available notetaker for a specific course.*

Interpreting and Transcribing

CAL arranges for sign language interpreters and transcribers to work with faculty members to ensure that course content is fully accessible for deaf/hard of hearing students.

Intepreter/transcriber information:

Term	Interpreters	Transcribers	Classes transcribed	Classes interpreted
Jan-Apr2021	3	6	44	5
Sep-Dec2020	3	10	57	2
May-Aug2020	3	5	21	1
Jan-Apr2020	3	8	49	4
Sep-Dec2019	3	7	36	3
May-Aug2019	3	5	10	3
Jan-Apr2019	3	7	17	2

- *Classes include labs/tutorials*
- *Interpreters/transcribers also interpret meetings with instructors, student group work, job fairs, office hours, tutorials, etc.*

CAL Alternative Text Centre

CAL's Alternative Format Text Program (AFTP) delivers alternative (accessible and usable) text materials to students with print-based disabilities.

Student requests have increased by an average of 34% year over year from 2018 to 2020. From January 2019 to December 2020, the AFTP fulfilled 2621 alternative format text requests for students with print-based disabilities.

TREND OF ALTERNATIVE TEXT REQUESTS

Requests: 391, 520, 638, 760, 848, 780, 796, 810, 1179, 1442

Clients: 40, 67, 83, 96, 133, 136, 135, 130, 188, 166

Years: 2011-12, 2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18, 2018-19, 2019-2020*, 2020-2021*

— Clients   — Requests
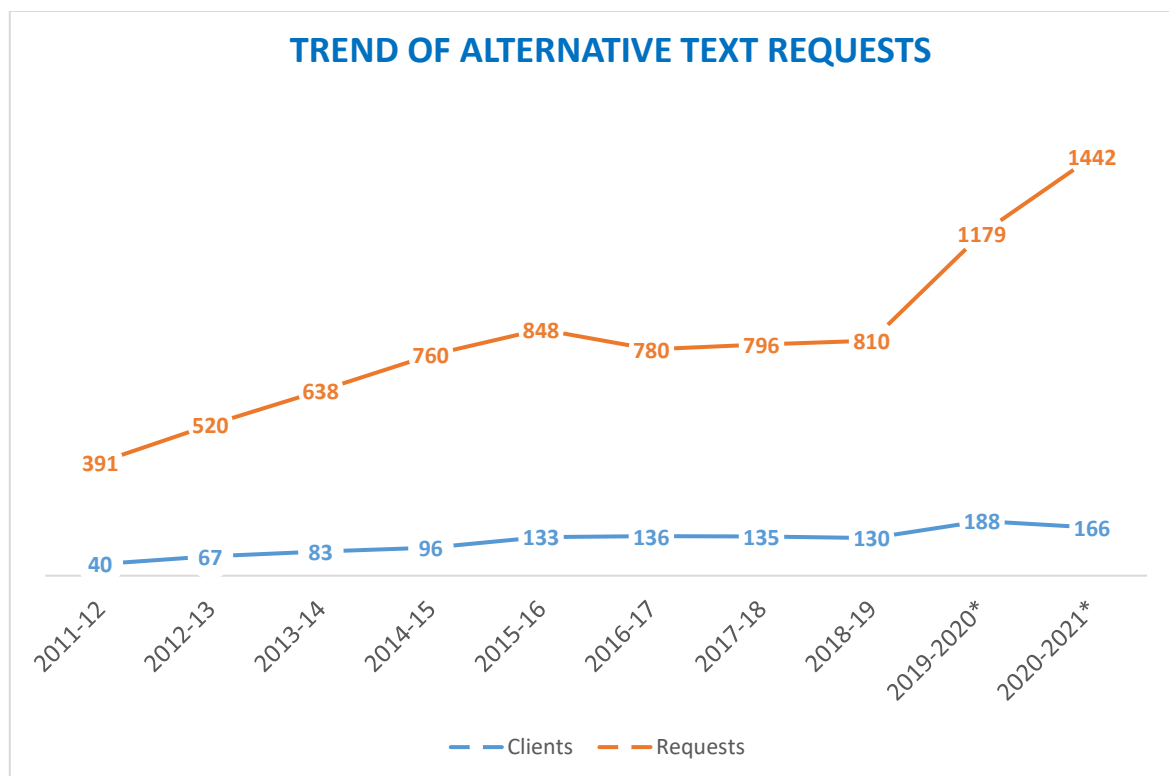
Alternative Format Production of STEM Instructional Materials

Over the past reporting period there has been a significant increase in the need for accessible textbooks, course readings, online assessments, and examination materials for Science, Technology, Engineering, and Math (STEM) disciplines in the form of electronic-texts (e-texts) coded with MathML software.

The production of alternative format texts and resources for STEM disciplines is a complex and lengthy process. Production staff are required to follow best-practices for reformatting textbooks, coding equations individually in MathML, and inserting professionally authored image descriptions. In addition, staff must work closely with STEM faculty members to ensure that each resource is accurate and meets the intended outcomes for each course.

Blind/Low vision STEM courses supported:

Year	Clients	Lectures	Labs/tutorials	Total courses
2018-19	3	19	13	33
2019-20	4*	29	9	38
2020-21	6*	33	9	42

Alternative formats STEM production e-texts and assessment materials:

Year	E-readings	Assessments
2018-19	35*	72
2019-20	917	125
2020-21	1226	101

Production of required textbooks only. Does not include other course materials.

Academic Accommodation and Access for Students with Disabilities (AC1205) Policy Review

PROJECT PLAN BRIEFING

The University of Victoria celebrates inclusion and access, and is committed to promoting and protecting the rights and dignity of students with disabilities. The Academic Accommodation and Access for Students with Disabilities Policy (AC1205) aims to make academic programs as accessible as possible so that students with disabilities can participate in the learning environment as equal members of the university community. All members of the university share a responsibility to create learning environments, polices, and practices that are accessible and inclusive, while retaining the academic requirements of courses and programs. Doing so requires creativity, collaboration, and a commitment to the principles of universal design for instruction.

According to the Policy on University Policies and Procedures (GV0100), university policies must be reviewed at least once every seven years. Policy AC1205 was last reviewed in 2006. It is now overdue for a full review.

The role of the Advisory Committee on Accommodation and Access for Students with Disabilities ("Committee"), as a designated committee that reports to the Vice-President Academic and Provost, is to review and recommend revisions to Policy AC1205. This review process requires extensive consultation, research, and drafting. The review may also identify the need for further education and training, or improvements to practices and resources on campus.

Objectives

1. To review and revise Policy AC1205 Academic Accommodation and Access for Students with Disabilities – and its associated procedures for Undergraduate and Graduate students – for approval by the University Senate.
2. To make other recommendations as appropriate to fully implement the revised Policy AC1205 and associated procedures.
3. To identify education and training opportunities based on information collected during the policy and procedure review.

Outcomes

The Committee will recommend policy and procedure revisions and related implementation measures to the Vice-President Academic and Provost, who is the Designated Executive Officer. The Vice-President Academic and Provost has the authority to recommend the revised policy and procedures to the Senate for approval.

Deliverables

1. A revised and updated Policy AC1205 and associated procedures, for recommendation to the Senate.
2. An implementation plan to facilitate implementing the policy and procedure revisions, including education and training where needed.
3. Recommendations for other policy revisions to align related policies with the revised Policy AC1205.
4. Recommendations for changes to related practices and resources.

APPENDIX 'A'

ADVISORY COMMITTEE ON ACADEMIC ACCOMMODATION AND ACCESS FOR STUDENTS WITH DISABILITIES
Membership List – 2019/20

Jim Dunsdon	Associate Vice-President Student Affairs
Joel Lynn (Chair)	Executive Director, Student Services
Laurie Keenan	Director, Centre for Accessible Learning
Dr. Laurene Sheilds	Executive Director, Division of Learning and Teaching Support and Innovation
Megan Ingram	Senate Committee on Learning and Teaching – Representative
Dr. Esther Sangster-Gormley	Senate Committee on Academic Standards – Representative
Cassbreea Dewis	Equity and Human Rights – Representative
Annette Fraser	Ombudsperson
Leigh Andersen	Director, Customer Services & Program Integration
Shailoo Bedi	Director, Academic Commons & Strategic Assessment
Marcus Greenshields	Manager, Help Desk – University Systems
Kyla Berry	Graduate Students' Society – Student Representative
Carolyn Helps	Graduate Students' Society – Student Representative
Kaitlin Fortier	University of Victoria Students' Society – Student Representative
Jonathan Granirer	University of Victoria Students' Society – Student Representative
Colleen O'Keefe	Legal Counsel, Vice-President Finance & Operations
Kyle Pang-McNeill	Policy Officer, University Secretary
Marta Ausio-Esteve	Committee Support

UVIC

2020-21

Annual Report on Non-Academic Misconduct Allegations and Resolutions

April 2021

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INTRODUCTION

The university Resolution of Non-Academic Misconduct Allegations Policy (hereinafter referred to as 'Policy AC1300') was approved by the Senate and the Board of Governors in May 2011. Policy AC1300came into effect in August 2011and was renewed and updated in August 2017.

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

2020-2021 Trends Identified in Student Non-Academic Misconduct:
Conduct trends observed by the Office of Student Life in the 2020-2021 reporting year include the following, as defined in Policy AC1300:
- Disruptive and dangerous behavior (22 allegations); and
- Allegations not investigated (31 allegations).

There was a large increase in allegations not investigated (31 allegations not investigated this year, compared to 10 allegations not investigated in 2019/2020). This was due in a large part to an increase in the number of informal processes initiated as early resolution opportunities for concerns on campus. Of these 31 allegations not investigated, 24 of these allegations were responded to with an informal process. As addressing concerns about student conduct that may relate to Public Health Orders and COVID-19 safety was a priority for this year, the trend toward engaging in informal processes as a means of early resolution can be observed in the higher number of allegations not investigated under the policy. The increased number of informal processes initiated (24 in 2020/21 compared to 12 in 2019/20) has also contributed to an increase in the number of Respondents the office has engaged with (57 this year as compared to 34 in 2019-2020)

While allegations related to theft, damage and destruction on campus were trending in the last few years (10 allegations in 2018/2019 and 11 allegations in 2019/2020) these types of allegations dropped significantly this year (4 allegations in 2020/2021). This is likely due to the reduced number of students living in residence, along with social distancing measures for students on campus.

It is also relevant to note that 50 percent of conduct cases reviewed under policy AC1300 involved alcohol and/or substance use as a significant contributing factor to the conduct concerns identified. The Office of Student Life continues to work on the development of educational awareness tools, specific to creating opportunities for students to engage in learning and reflection on their relationship with alcohol and substance use, as it impacts their personal and academic student experience.

BACKGROUND

Purpose and Scope of Policy AC1300

Policy AC1300 was designed to broadly address student conduct incidents that arise from time to time such as:

- theft, vandalism, or tampering with emergency equipment;
- unauthorized entry or presence in a university building;
- fraud, misuse or impersonation
- disruptive or dangerous behaviours;
- high-risk alcohol and/or drug use;
- non-compliance with university policy;
- failure to follow previous sanctions;
- assisting in non-academic misconduct; and
- illegal activities by a student occurring on university property or in connection with a university activity.

Policy AC1300 was developed and implemented to respond to student non-academic misconduct in a clear, predictable, and transparent manner with consistent response mechanisms. Generally, policy jurisdiction applies to student conduct issues that occur on university property and off-campus conduct only when the behaviour is <u>directly</u> connected to university operations or where students are formally representing the university. The policy does not govern issues of academic integrity or academic appeals, issues of student conduct administered under the Sexualized Violence Prevention and Response Policy (GV0245), or issues that are governed by previously existing university policies including the Discrimination and Harassment Policy (GV0205).

The policy and its associated procedures include processes that are intended to facilitate fair and consistent decisions when resolving student misconduct allegations while supporting the clarification of what constitutes non-academic student misconduct at the university. Further, the policy and associated procedures:

- encourage the informal resolution of issues whenever appropriate;
- describe how a member of the university community can submit an allegation;
- set out investigative processes for formal allegations;
- describe possible sanctions for confirmed misconduct;
- provide criteria for determining any sanction(s) for confirmed misconduct (after an investigation);
- provide protocols around how to communicate decisions to the respondent and complainant; and
- provide processes to appeal decisions and sanctions.

(I)   ALLEGATIONS SUBMITTED AND REVIEWED UNDER POLICY AC1300

How Sanctions are Determined when Misconduct is Confirmed

Where misconduct has been confirmed after an investigation, whenever possible, the sanctions applied are not intended to be punitive. Rather, whenever possible, the misconduct resolution process primarily focuses on assigning sanctions with educational outcomes that are designed to help support student's personal growth and development and to help the student understand the impact of their actions.

Decisions on appropriate sanctions for confirmed misconduct are made based on numerous considerations including:
(a) the seriousness and impact of the Respondent's conduct on the University Community, a University Activity or the university's reputation or property;
(b) whether the incident is isolated;
(c) whether the incident was inadvertent or deliberate;
(d) whether other university policies were violated;
(e) related financial costs; and
(f) any other mitigating factors.

When sanctions are applied against students found responsible for misconduct, the goal is to help the respondent student to understand the full impact of their actions while helping the student to take steps to repair the harm done where appropriate, implement positive change, and restore relationships and community whenever possible. Where appropriate and possible, Respondent participation and accountability are taken into account when determining appropriate sanctions

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

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

Table 1 - Summary of Non-Academic Misconduct Allegations

Table 1 contains information on the types of allegations submitted, investigated and resolved under Policy AC1300 since April, 2016. It is important to note that a student may be investigated under Policy AC1300 for multiple allegations. With the renewal of Policy AC1300 in 2017, new categories of non-academic misconduct were introduced, which were not tracked in previous year. Dashes (-) in the table below indicate that the category was not applicable or tracked during that year.

Categories of Non-Academic Misconduct Allegations	Number of Allegations Received				
	April 2016 – March-17	April 2017 – March-18	April 2018 – March-19	April 2019 – March-20	April 2020 – March -21
High-risk alcohol or drug use	2	3	1	4	4
Disruptive or dangerous behaviour (includes verbal or communicated threats and physical assaults)	12	25	18	28	22
Theft, damage, or destruction to university property	2	4	10	11	4
Violation of previously imposed sanction or restriction	2	1	1	2	0
Unauthorized entry or presence	-	5	3	10	7
Fraud, Misuse or Impersonation	-	0	4	4	1
Submission of False, Frivolous or Vexatious Allegations	-	0	0	0	0
Illegal activities	-	0	0	0	0
Non-Compliance with University Policy	-	0	1	3	0
Assisting in Non-Academic Misconduct	-	0	0	0	0
Allegations not investigated	3	12	4	10	31
Totals	**27**	**51**	**42**	**72**	**69**

Table 2 - Summary of Non-Academic Misconduct Outcomes

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

Outcome/Resolution	Number of Sanctions Assigned			
	Apr 2017 - Mar 2018	Apr 2018 - Mar 2019	Apr 2019 - Mar 2020	Apr 2020 - Mar 2021
A. Sanctions				
Written Warning	20	20	17	22
Apology	4	9	3	1
Participation in an Alternative Dispute Resolution Process (e.g., restorative justice, mediation, facilitated dialogue, etc.)	2	0	0	0
Limitation of Specified University Privileges	0	0	0	0

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[i] *In accordance with Policy AC1300, sanctions may be applied independently or in combination for any confirmed violation of the policy.*

Outcome/Resolution	Number of Sanctions Assigned			
	Apr 2017 - Mar 2018	Apr 2018 - Mar 2019	Apr 2019 - Mar 2020	Apr 2020 - Mar 2021
Restitution:				
(a) *Reflection Assignment*	17	6	7	15
(b) *Community Service Hours*	1	1	0	0
(c) *Financial Re-payment*	0	4	2	4
Participation in Training/Workshops	10	1	0[ii]	0
Student Conduct Accountability Plan Development	2	3	0	0
Behavioural Agreement	-	2	4	13
Restricted Access (e.g., evicted from Residence, restricted access to segments of university property or university activity)	8	6	12	9
Notice of Trespass	0	-	-	-
No contact	1	1	0	3
On-going meetings with Office of Student Life	4	3	0	2
Residence Probation	7	2	0	0
Time-limited Suspension from University	2	0	1	0
Permanent Suspension from University	1	0	0	0
Total sanctions	***81***	***58***	***46***	***69***
B. Other outcomes				
No Finding (*allegation dismissed due to insufficient information*)	2	2	2	11
Investigation discontinued	-	4	0	0
Student found not responsible for non-academic misconduct	2	2	1	3
Allegation(s) still under investigation	3	5	11	7
Student withdrew from university prior to conclusion of investigation	0	-	2	1
Total other outcomes	***7***	***13***	***16***	***22***

[ii] A decrease in Participation in Training/Workshops as a sanction can be as well as the discontinuation of sexualized violence investigations under AC1300, which often assigned sexualized violence training as an outcome of an investigation. In addition, the program the university used for alcohol awareness was discontinued. The Office of Student Life is working on developing a workshop internally for use in these files moving forward.

Table 3: Appeals under Policy AC1300

Under Policy AC1300, the following appeal options are available:

Available Appeal Options	Appeals Submitted April 2017 – March 2018	Appeals Submitted April 2018 – March 2019	Appeals Submitted April 2019 – March 2020	Appeals Submitted April 2020 – March 2021
Appeal by complainant of the Office of Student Life's decision to not investigate a non-academic misconduct allegation	0	0	0	0
Appeal submitted deemed not to meet appeal grounds established in policy	0	0	0	0
Appeal of minor sanctions imposed for confirmed non-academic misconduct	4	0	0	0
Appeal of major sanction imposed by the President to the Senate Committee on Appeals	0	1	0	0
Total appeals	*4*	*1*	*0*	*0*

(II) Response to Trends

In response to the identified trends outlined in this report, the OSL plans to:
- Work with various departments on campus to clarify expectations for student conduct as they relate to COVID-19 safety and Provincial Health Orders;
- Further develop the opportunities and processes for voluntary resolution and informal responses under the policy;
- Work with Residence Services to identify opportunities for early intervention and prevention strategies for all conduct issues; and
- Work with Legal Services to identify appropriate sanctions for respondents who participate in continued or repeated low-level conduct incidents.

![University of Victoria logo]

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Date:	April 21, 2021
To:	Senate
From:	Lisa Kalynchuk, Vice-President Research & Innovation
Re:	*Annual report to Senate on UVic-approved research centre approvals, renewals and closures*

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

The 2020-21 annual report is appended here (Attachment A) for the information of Senate members, along with the approval authorities (Attachment B) and list and description of current centres (Attachment C).

ANNUAL REPORT TO BOARD 2020/21

Establishment, renewal and closure of UVic-approved research centres

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

ESTABLISHMENT OF NEW RESEARCH CENTRES
There were no new research centres established in the 2020-21 academic year.

REVIEW OF EXISTING CENTRES
Inter-institutional
No inter-institutional research centres were reviewed in the 2020-21 academic year.
Multi-faculty
Centre for Global Studies (CFGS) On the recommendation of the Senate Committee on Planning from the meeting of April 4, 2021, the review and recommendation to renew CFGS for a five-year term is being considered by Senate at the meeting on May 7, 2021. **Centre for Asia-Pacific Initiatives (CAPI)** On the recommendation of the Senate Committee on Planning from the meeting of April 4, 2021, the review and recommendation to renew CAPI for a five-year term is being considered by Senate at the meeting on May 7, 2021. **Centre for Religion and Society (CSRS)** The Centre for Religion and Society was reviewed on March 11 & 12, 2021. Recommendations for five-year renewal for 21 October 2021 until 20 October 2026 will be presented to the Senate Committee on Planning on May 4, 2021.
Inter-faculty
No inter-faculty research centres were reviewed in the 2020-21 academic year.
Intra-faculty
Centre for Forest Biology The Centre for Forest Biology (FORB) was reviewed in March 2021. Recommendations for five-year renewal for 01 July 2021 until 30 June 2026 will be presented to the Senate Committee on Planning on May 4, 2021.

MAJOR CHANGES TO EXISTING RESEARCH CENTRES

No major changes to existing research centres occurred in the 2020-21 academic year, except for the Centre for Biomedical Research (CFBR). Please see "Disestablishment/Closure of Existing Research Centres" below.

DISESTABLISHMENT / CLOSURE OF EXISTING RESEARCH CENTRES

Centre for Biomedical Research (CFBR)

The proposal to disestablish the Centre for Biomedical Research was presented to Senate on March 5, 2021. The decision to close the Centre for Biomedical Research corresponded in part with the creation of the UVic Health Initiative, which had similar goals to the Centre. The motion to disestablish the centre was approved.

UVIC-APPROVED RESEARCH CENTRES

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

ACTIONS					
Establishment of new centres	**Dean(s)**	**VPR**	**SCP**	**Senate**	**BOG**
Inter-institutional	consult	recommend	recommend	recommend	**approve**
Multi-faculty	consult	recommend	recommend	**approve**	information
Inter-faculty	recommend	**approve**	information	information	information
Intra-faculty	**approve**	information		information	information
Renewal/closure/disestablishment of existing centres					
Inter-institutional	consult	recommend	recommend	recommend	**approve**
Pacific Institute for Climate Solutions (PICS)					
Multi-faculty	consult	recommend	recommend	**approve**	information
Canadian Institute for Substance Use Research (CISUR)					
Centre for Advanced Materials and Related Technology (CAMTEC)					
Centre for Asia Pacific Initiatives (CAPI)					
Centre for Biomedical Research (CFBR)					
Centre for Global Studies (CFGS)					
Centre for Indigenous Research and Community-Led Engagement (CIRCLE)					
Centre for Studies in Religion and Society (CSRS)					
Centre for Youth and Society (CFYS)					
Institute for Integrated Energy Systems (IESVic)					
Institute on Aging and Lifelong Health (IALH)					
Inter-faculty	recommend	**approve**	information	information	information
None at present					
Intra-faculty	**approve**	information		information	information
Astronomy Research Centre (ARC)					
Institute for Applied Data Analytics (Matrix Institute)					
Centre for Forest Biology (FORB)					
Centre for Social and Sustainable Innovation (CSSI)					
Victoria Subatomic Physics and Accelerator research Centre (VISPA)					

BACKGROUND INFORMATION ON UVIC-APPROVED RESEARCH CENTRES

UVic Research centres are entities made up of **a group of faculty members who collaborate on shared areas of research.** Their work provides added value over and above individual research programs. UVic encourages the establishment of research centres that will enhance and facilitate disciplinary and interdisciplinary research collaboration, knowledge transfer and training. UVic's institutional research centres are central to our efforts to raise the profile of our research enterprise and assert our strengths within a global arena. At UVic, the guidelines for establishing a Research Centre are listed in the policy on Establishment and Review of Research Centres (and Associated Procedures) RH8300, and include:

a) Promote and facilitate collaborative and/or interdisciplinary research and enhancement of research networking capacity and infrastructure.
b) Increase and effectively manage the resources and research support for its members and the wider university community.
c) Provide education and training in research and related skills, especially for graduate and undergraduate students and thereby enhance the academic programs of their constituent academic units.
d) Contribute to the university's strategic educational and research missions and to support synergies between research, teaching and learning.
e) Transfer and mobilize knowledge gained through research for the benefit of society, via a variety of mechanisms as appropriate.
f) Enhance the reputation of its members, the constituent academic units, and the university through the quality of its work.

UVic currently has 15 research centres, 10 of which report to the Vice-President Research (currently delegated to the Associate Vice-President Research) and the rest reporting to a Dean or Deans.

The administrative requirements, approval and renewal processes, breadth of activities, and other aspects of research centres occur along a continuum that is proportionate to the breadth of their academic constituencies. This proportionality is primarily based on the location of the majority of the membership and activities of the centre and approximately parallels a department-faculty-university structure. Information about the UVic-approved research centres is listed under their categories below. More information can be found on the Research website:
https://www.uvic.ca/research/learnabout/home/centres/index.php

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INTER-INSTITUTIONAL - membership and activities between multiple universities

Pacific Institute for Climate Solutions (PICS)
Date of establishment: 11 March 2008
Name of Director: Dr. Sybil Seitzinger

The mission of PICS is to partner with governments, the private sector, other researchers and civil society in order to undertake research on, monitor and assess the potential impacts of climate change and to develop and promote viable mitigation and adaptation options to better inform climate change policies and actions.

MULTI-FACULTY - membership and activities normally between 3 or more faculties

[Canadian Institute for Substance Use Research (CISUR)](#) (formerly CARBC)
Date of establishment: 1 April 2003
Director: Dr. Tim Naimi

CISUR's mandate involves the study of psychoactive substance use, with particular attention to the exploration of ways to minimize negative impacts on individuals and society. Substance use, like other human behaviours, is influenced by multiple factors: personal, social and environmental. Effectively addressing the negative impacts requires understanding the various factors that influence substance use and that contribute to the differential impact of that use (positive or negative).

[Centre for Advanced Materials and Related Technology](#) (CAMTEC)
Date of establishment: 1 November 1992
Acting Director: Dr. Fraser Hof

CAMTEC is a research centre committed to interdisciplinary work on advanced materials and technology. CAMTEC's objectives are to carry out fundamental and applied research in advanced materials, to train technical and academic personnel in these areas, and to disseminate the knowledge gained from the research through scientific publications, conferences, workshops and seminars.

[Centre for Asia Pacific Initiatives](#) (CAPI)
Date of establishment: 1 April 1989
Director: Dr. Victor V. Ramraj

The Centre's primary mandate is to conduct and facilitate research on policy issues related to the Asia-Pacific region. In addition, the Centre serves as a regional research facility to UVic and to the larger community.

[Centre for Global Studies](#) (CFGS)
Date of establishment: 1 July 2000
Director: Dr. Oliver Schmidtke (2021-2022 Dr. Martin Bunton will serve as Acting Director)

CFGS is committed to fostering reflection on the complex array of social forces associated with an increasingly interconnected world characterized by new forms of economic activity, artistic production, politics, media, nationalism, ethnicity, spirituality and community that increasingly transcend local, national and regional boundaries.

[Centre for Indigenous Research and Community-Led Engagement](#) (CIRCLE)
Date of establishment: 1 June 2008
Acting Director: Dr. Jeff Corntassel

The mandate of CIRCLE involves providing opportunities for collaborative Indigenous research development and implementation as well as capacity development and support for diverse Indigenous and allied research partners. The Centre also facilitates and supports the development, implementation and utilization of Indigenous research that is interdisciplinary, inter-institutional and community-led.

[Centre for Studies in Religion and Society](#) **(CSRS)**
Date of establishment: 1 April 1991
Director: Dr. Paul Bramadat

CSRS is a leading centre in Canada for scholarly interdisciplinary research on the intersection of religion and public life. The Centre hosts several national public policy research networks, sponsors visiting fellowships for senior and junior scholars and members of the community, and produces a dynamic annual program of public lectures and seminars.

[Centre for Youth and Society](#) **(CFYS)**
Date of establishment: 1 April 2002
Director: Dr. Fred Grouzet

CFYS aims to promote the well-being of youth from diverse social, economic and ethnic backgrounds across developmental transitions and in evolving societal circumstances. The core mandate of the Centre is to promote research and action that contribute to the well-being of youth, while offering the larger community a hub for dialogue in the form of seminars and workshops.

[Institute on Aging and Lifelong Health](#) **(IALH)**
Date of establishment: 1 May 1993
Director: Dr. Scott Hofer (2021-2022 Dr. Damien Contandriopoulos will serve as Acting Director)

IALH's mandate is to promote and conduct basic and applied research throughout the lifespan. Research is conducted in partnership with seniors, their families, organizations, health care providers and the government. The research conducted includes needs assessments and social surveys, experimental research, program evaluations, development of clinical diagnostic tools and social policy research, some of which is conducted using the Survey Research Centre.

[Institute for Integrated Energy Systems](#) **(IESVic)**
Date of establishment: 1 February 1994
Director: Dr. Andrew Rowe
IESVic is unique in wide-ranging approach to sustainable energy research. The Institute's work involves strategic clean technologies, electrification and system integration, built environment, energy-economy-policy modeling and integrated planning for water-energy-land systems. IESVic provides leadership at the University of Victoria in the study of critical energy issues, human dimensions of energy, education and training, and works closely with industry, not-for-profits and government.

INTER-FACULTY - membership and activities normally between 2 faculties

None at present.

INTRA-FACULTY - membership and activities normally within a single department, a non-departmentalized Faculty, or between departments in a single faculty

[Astronomy Research Centre](#) **(ARC)**
Date of establishment: 1 April 2015
Faculty: Science
Director: Dr. Kim Venn (Re-appointed for 2021-2024)

ARC brings together world-renowned researchers with the expertise to answer many basic questions about our universe. UVic scientists work closely with colleagues at the nearby [NRC](#) [Herzberg](#) Astronomy and Astrophysics Centre and at the [TRIUMF Laboratory](#) to form one of the largest concentrations of astronomy talent in Canada. Members are engaged in research ranging from observational planetary and stellar astrophysics, to computational astrophysics and cosmology, and observational galactic and extra-galactic astronomy. ARC is also involved in the development of some of the next-generation astronomical facilities, including the Thirty Meter Telescope, and leading-edge technologies such as high contrast imaging and adaptive optics.

[Centre for Forest Biology](#) (FORB)
Date of establishment: 10 December 1990
Faculty: Science
Director: Dr. Juergen Ehlting

FORB carries out fundamental and applied research in forest biology as well as trains graduate students and postdoctoral fellows. Research projects emphasize the adaptations of trees and their interactions with the environment, forming an integral part of climate solutions and mitigation.

[Centre for Social and Sustainable Innovation](#) (CSSI)
Date of establishment: January 2011
Faculty: Business
Acting Director: Dr. Heather Ranson (In July 2021, Dr. Nathalie Slawinski will become Director)

CSSI is powered by the constantly charging battery of action, ideas and research housed at the Peter B. Gustavson School of Business. The Centre's goal is to open a door to the array of resources that help students, faculty and staff incorporate all kinds of sustainability into their studies, careers and lives. Business leaders can learn how research affects their industries, enlist students for creative sustainability solutions and speak in UVic classes about their field experiences.

[Institute for Applied Data Analytics (Matrix Institute)](#)
Date of establishment: April 2018
Faculty: Engineering
Name of Director: Dr. Ted Darcie & Dr. Margaret-Anne Storey

The Institute for Applied Data Analytics (known as the Matrix Institute) looks to coordinate, expand research capacity and enhance the UVic brand as a world-class destination for research and teaching in leading-edge Data Science. The Institute engages a broad spectrum of experts from diverse disciplines, including law, business, science, healthcare and social sciences to address vital social and public policy issues related to security, privacy, economics, environment and the impact of data-driven technology on society.

[Victoria Subatomic Physics and Accelerator Research Centre](#) (VISPA)
Date of establishment: January 2011
Faculty: Science
Name of Director: Dr. Randall Sobie (Re-appointed 2021-2026)

VISPA brings together people with the skills and expertise to investigate the fundamental constituents of the universe. VISPA members collaborate on leading international particle physics experiments, share computing and laboratory resources, jointly support and manage technical staff, provide a natural home for adjunct faculty from other institutions, and support high quality graduate and post-doctoral training.

University of Victoria

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MEMO

Date:	16 April 2021
To:	Members of Senate
Copy:	Dr. Susan Lewis, Chair, Convocation Committee
From:	Kevin Hall, PhD
President and Vice-Chancellor
Re:	**Orators for the University of Victoria**

As you know, citations for the honorary graduands for whom the Senate approves degrees are written and read at convocation by the university's orators. The citations convey to those attending convocation what the individuals have achieved and why we are recognizing them, as well as communicating to the honorand the university's recognition and appreciation. The terms of reference for orators are attached.

Dr. Mary Kennedy has served as an orator since April 2015 and has agreed to continue to serve should Senate appoint her.

Recommended Motion:
That Senate re-appoint Mary Kennedy, Professor Emeritus, as Orator for a 3-year term beginning July 1, 2021 and ending June 30, 2024.

/Attachment

University of Victoria

Name: Orators
Approving Authority: Senate
Effective Date: March 2008
Supersedes: March 1991
Last Editorial Change: N/A

TERMS OF REFERENCE

The Senate of the University of Victoria recognizes and honours individuals for their outstanding achievements by awarding them honorary degrees. Such degrees are presented at Convocation. Orators play a vital role in recognizing and celebrating the recipients. They research, write and deliver citations that articulate for both a general and an academic audience, the reasons why the honorary degree is being granted.

The University maintains a roster of orators, appointed by the Senate, that includes a University Orator, a Deputy University Orator and other orators.

I   University Orator

The University Orator will:

1.   research and write citations for honorary graduands and read those citations at Convocation;
2.   provide instruction and advice to other orators;
3.   assign orators to work on particular citations;
4.   edit draft citations; and
5.   assist in the recruitment and orientation of new orators.

II   Deputy University Orator

The Deputy University Orator will:

1.   research and write citations for honorary graduands and read those citations at Convocation; and
2.   act for the University Orator when he or she is absent.

III   Orators

The Orators will:

1.   research and write citations for honorary graduands and read their citations at Convocation.

PROCEDURES

1. The University Orator, Deputy University Orator and other Orators will be appointed by the Senate upon the recommendation of the President. The Chair and Vice-Chair of the Convocation Committee will advise the President on such appointments.

2. The Chair and Vice-Chair of the Convocation Committee will seek to appoint as orators members of the university community who:

   ▪ are excellent public speakers;
   ▪ are able to shape biographical materials into a portrait which explains the achievements and qualities of the recipient of the honorary degree (ie: not a mere c.v.);
   ▪ are available at the times of Convocation (spring, fall); and
   ▪ enjoy seeing students convocate and participating in Convocation.

3. The term of appointment will normally be three years, renewable, from July 1 to June 30.

NOTES

1. Service as an orator is deemed to be service to the university under the Framework Agreement (Joint Committee on the Administration of the Framework Agreement Annual Report 2006).

2. An individual who has not yet been appointed as an orator by the Senate may be invited by the University Orator to prepare and deliver a citation.

University of Victoria | **University Secretary**

Date: April 21, 2021

To: Members of Senate

From: Carrie Andersen
University Secretary

Re: **2020/2021 Emeriti**

Below is a listing of faculty, assistant teaching professors, and librarians who were granted emeriti status in 2020/2021. This list is for Senate's information and will be submitted for inclusion into the 2021/2022 academic calendar, effective September 1, 2021.

Leslie Butt, BA (Trent), MA (SFU), PhD (McGill)
Mantis Cheng, BMath, MMath, PhD (Waterloo)
Judith Clarke, BEc, MEc (Monash), PhD (Cantebury)
Francis Choy, BSc (Manitoba), MSc, PhD (N Dakota)
Philip Dearden, BA (Birm), MSc (MUN), PhD (UVic)
Susan Doyle, BA, MA (UVic)
Carol Gordon, BA (Brock), MA (McMaster), MLS (UBC), PhD (McMaster)
Donna Greschner, BComm (Saskatchewan), LLB (Saskatchewan), BCL (Oxford)
Yvonne Haist, BSW, MEd (Victoria), DipAdEd (British Columbia)
Bonnie Leadbeater, BSc, MAEd (Ottawa), PhD (Columbia)
James N. MacGregor, MA (Glasgow), MSc, PhD (UVic)
Patricia Marck, BSN (University of Alberta), MN, PhD (University of Alberta)
Lisa Mitchell, BA (Alberta), MA (McMaster), PhD (CWRU)
Mary Yoko Mughan, BA (U of California Berkley), MBA, PhD (U of Massachusetts Amherst)
Francis Nano, AB (Oberlin), MS, PhD (Ill)
Margaret Penning, BA (Winnipeg), MA (Manitoba), PhD (Alberta)
Cody M. Poulson, BA, MA, PhD (U of T)
Leslie A. Saxon, BA, MA (Tor), PhD (Calif, San Diego)
Daniel Smith, BES, MA (Waterloo), PhD (Alberta)
Martin Smith, BA (S Fraser), MA, PhD (York)
Susan Strega, BSW (U of Manitoba), MSW (UVic), PhD (U of Southhampton)
Sibylle Talmon-Gros Artz, BA, MA, PhD (UVic)
Thomas Tiedje, BASc (Tor), MSc, PhD (UBC), FRSC, Peng
Michael Webb, BA (UBC), MSc (LSE), PhD (Stanford)

University of Victoria | University Secretary

MEMO

Date: April 21, 2021

To: Members of Senate

From: Carrie Andersen
University Secretary

Re: **Elections update**

Members Elected by the Faculties

The following have been acclaimed by their faculty colleagues to serve on Senate for a three-year term beginning July 1, 2021 and ending June 30, 2024:

- Brock Smith – Peter B. Gustavson School of Business
- Lynne Marks – Faculty of Humanities
- Robert Hancock – Faculty of Social Sciences

The following have been acclaimed by their faculty colleagues to serve on Senate for a one-year term beginning July 1, 2021 and ending June 30, 2022:

- Adam Con – Faculty of Fine Arts
- Maureen Ryan - Faculty of Human and Social Development

The following have been elected by their faculty colleagues to serve on Senate for a three-year term beginning July 1, 2021 and ending June 30, 2024:

- Joseph Salem – Faculty of Fine Arts
- Devi Mucina – Faculty of Human and Social Development

Members Elected by Faculty Members

The following have been elected by their faculty colleagues to serve on Senate for a three-year term beginning July 1, 2021 and ending June 30, 2024:

- Li-Shih Huang – Faculty of Humanities
- Erin Kelly – Faculty of Humanities
- Graham Voss – Faculty of Social Sciences

Members elected by the Convocation

The following were elected by the Convocation to serve on Senate for a three-year term beginning July 1, 2021 and ending on June 30, 2024:

- Kelly Diether
- Carolyn Russell
- Alivia Wang
- Rebecca Warburton

Member Elected by the Professional Librarians

Lara Wilson has been acclaimed by the Professional Librarians to serve on Senate for a three-year term beginning July 1, 2021 and ending June 30, 2024.

Student Representatives

On January 6, 2021 a call for nominations was issued for student representatives to the Senate. Thirteen students were nominated. Four students were acclaimed to the Faculties of Graduate Studies, Humanities, Science, and Peter B. Gustavson School of Business. Two nominations were received from the Faculty of Engineering; four from the Faculty of Law; and three from the Faculty of Social Science. Voter turnout was 463 students, representing 2.1% of eligible voters.

A second call for nominations was issued on February 22, 2021 for the two remaining student representatives. Seven nominations were received. There was one student acclaimed to the Faculty of Fine Arts. There were six nominations for the Faculty of Graduate Studies. One student withdrew before the start of the election. Voter turnout was 291 students, representing 1.3% of eligible voters.

At its meeting on March 26th, the Senate Committee on Agenda and Governance reviewed a proposal on the timing of a third call for the remaining positions for student representatives in the Faculties of Education, and Human and Social Development. A third call for nominations was issued on April 6, 2021 for these remaining positions. At the writing of this memo, both positions remain vacant.

The following students were acclaimed or elected to Senate for 2021/2022. Please note, students are elected in a manner that ensures at least one student from each faculty and three students from the Faculty of Graduate Studies are elected.

> Sophia Crabbe (Faculty of Fine Arts)
> Daniel Davenport (Faculty of Humanities)
> David Foster (Faculty of Graduate Studies)

Samuel Holland (Faculty of Social Sciences)
Navinder Hundal (Peter B. Gustavson School of Business)
Kyle Jack (Faculty of Law)
Alex Li (Faculty of Engineering)
Tomas Kalyniuk (Peter B. Gustavson School of Business)
Nicole Kent (Faculty of Graduate Studies
Kyle Risby (Faculty of Law)
Christine Todd (Faculty of Graduate Studies)
Anona Wiebe (Faculty of Engineering)
Aidan Witts (Faculty of Social Sciences)
Jaxxen Wylie (Faculty of Law)

There continues to be vacancies for two student representatives in the Faculties of Education, and Human and Social Development.

UVic undergraduate program changes: September 2021

Peter B. Gustavson School of Business

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Peter B. Gustavson School of Business	MNR-BUSX	Business	Change in the description of a program or credential not involving any change in program or credential requirements	

✚ Add new item

UVic undergraduate program changes: September 2021

Faculty of Education

Academic unit(s)	Code	Title	Type(s) of change	Consultation
School of Exercise Science, Physical and Health Education	BA-PHAM	Physical and Health Education	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Exercise Science, Physical and Health Education	MNR-PE	Physical Education	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Indigenous Education	BED-EIED*	Post-Degree Professional Program (Indigenous Education - Elementary)	Change in the description of a program or credential not involving any change in program or credential requirements	

➕ Add new item

UVic undergraduate program changes: September 2021

Faculty of Engineering

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Civil Engineering	BENG-CIVE	Civil Engineering	Other	
School of Music, Department of Computer Science	BSC-MUCS	Music and Computer Science	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of Computer Science, Department of Electrical and Computer Engineering
School of Music, Department of Computer Science	BFA-MUCS	Music and Computer Science	Change of the required courses for a program	Department of Electrical and Computer Engineering, Department of Computer Science, Associate Vice-President Academic Planning (AVPAP)
Software Engineering, Department of Electrical and Computer Engineering, Department of Computer Science	BSENG-BSEN	Software Engineering	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of Electrical and Computer Engineering, Department of Computer Science

➕ Add new item

UVic undergraduate program changes: September 2021

Faculty of Fine Arts

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Theatre	BFA-THFM-APTH	Applied Theatre Focus	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of Curriculum and Instruction, Faculty of Education
Department of Art History and Visual Studies	BA-AHAH	Art History and Visual Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Art History and Visual Studies	BA-AHAM	Art History and Visual Studies	Change in the description of a program or credential not involving any change in program or credential requirements	
Department of Art History and Visual Studies	UG-AHVS-REQ	Art History and Visual Studies: Requirements	Change in the description of a program or credential not involving any change in program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Department of Art History and Visual Studies	PSC-COMG	Collections Management	Change of the required courses for a program, Change in the description of a program or credential not involving any change in program or credential requirements	Faculty of Fine Arts, Department of Art History and Visual Studies, Associate Vice-President Academic Planning (AVPAP)
School of Music	BMUS-COMP	Composition and Theory	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Art History and Visual Studies	DIPL-CCON	Cultural Resource Management	Change in the description of a program or credential not involving any change in program or credential requirements	
Faculty of Fine Arts	MNR-DIMA	Digital and Interactive Media in the Arts	Change of the required courses for a program	Department of English, Faculty of Humanities, Associate Vice-President Academic Planning (AVPAP)
Film Studies	MNR-FLST	Film Studies	Change of the required courses for a program	Department of French, Faculty of Humanities, Associate Vice-President Academic Planning (AVPAP)
Faculty of Fine Arts	CERT-FIFA	Foundations in Indigenous Fine Arts	Change in the description of a program or credential not involving any change in program or credential requirements	Division of Continuing Studies, Faculty of Fine Arts

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Art History and Visual Studies	MNR-MUST	Museum Studies	Change in the description of a program or credential not involving any change in program or credential requirements, Change of the required courses for a program, Suspension of admission, re-admission, or declaration in a program	
School of Music, Department of Computer Science	BSC-MUCS	Music and Computer Science	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of Computer Science, Department of Electrical and Computer Engineering
School of Music, Department of Computer Science	BFA-MUCS	Music and Computer Science	Change of the required courses for a program	Department of Electrical and Computer Engineering, Department of Computer Science, Associate Vice-President Academic Planning (AVPAP)
School of Music	BMUS-MEC	Music Education Secondary (Choral)	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Music	BMUS-MEI	Music Education Secondary (Instrumental)	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Music	UG-MUS-REQ	Music: Requirements	Change of the required courses for a program	
School of Music	BMUS-MART	Musical Arts	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Music	BMUS-MYSS	Musicology and Sound Studies In Workflow	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Music	BMUS-PRFM	Performance	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Theatre	BFA-THFM-PRFM	Performance Focus	Change in the description of a program or credential not involving any change in program or credential requirements	

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Writing	MNR-PRJP	Professional Writing in Journalism and Publishing	Change of the required courses for a program	Department of English, Associate Vice-President Academic Planning (AVPAP)
Department of Art History and Visual Studies	PSC-VICE	Visitor and Community Engagement	Change of the required courses for a program, Change in the description of a program or credential not involving any change in program or credential requirements	Associate Vice-President Academic Planning (AVPAP)

➕ Add new item

UVic undergraduate program changes: September 2021

Faculty of Human and Social Development

Academic unit(s)	Code	Title	Type(s) of change	Consultation
School of Public Health and Social Policy	BA-HC	Health and Community Services	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), School of Exercise Science, Physical and Health Education
School of Public Administration	DIPL-ICDG	Indigenous Community Development and Governance	A modification that significantly changes a program or credential's focus, content, structure, or requirements, Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

➕ Add new item

UVic undergraduate program changes: September 2021

Faculty of Humanities

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Linguistics	BA-APAM	Applied Linguistics	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Linguistics	BA-APAH	Applied Linguistics	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Pacific and Asian Studies	MNR-CHIN	Chinese Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of English	MNR-ENGL	English	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
European Studies	MNR-EURO	European Studies	Change of the required courses for a program	Faculty of Fine Arts, Faculty of Humanities, Faculty of Human and Social Development, Associate Vice-President Academic Planning (AVPAP), Faculty of Social Sciences
Faculty of Humanities	UG-HU-REQ	Faculty of Humanities: Requirements	Other	Associate Vice-President Academic Planning (AVPAP), Faculty of Science, Faculty of Social Sciences
Film Studies	MNR-FLST	Film Studies	Change of the required courses for a program	Department of French, Faculty of Humanities, Associate Vice-President Academic Planning (AVPAP)
Department of Gender Studies	CERT-GNDR*	Gender Studies	Creation	Associate Vice-President Academic Planning (AVPAP), Faculty of Human and Social Development, Faculty of Social Sciences, Faculty of Education, Peter B. Gustavson School of Business
Department of Hispanic and Italian Studies	BA-HIAH	Hispanic Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Hispanic and Italian Studies	BA-HIAM	Hispanic Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Hispanic and Italian Studies	MNR-HISP	Hispanic Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of History	UG-HSTR-REQ	History: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Faculty of Humanities	DIPL-HUMN	Humanities	Discontinuance	Associate Vice-President Academic Planning (AVPAP), Division of Continuing Studies
Indigenous Studies Program	UG-IS-REQ	Indigenous Studies: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Department of Anthropology, Associate Vice-President Academic Planning (AVPAP)
Department of Pacific and Asian Studies	CERT-CLCP	Language and Cultural Proficiency: Chinese	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Germanic and Slavic Studies	CERT-GLCP	Language and Cultural Proficiency: German	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Hispanic and Italian Studies	CERT-SLCP	Language and Cultural Proficiency: Spanish	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Linguistics	BA-LNAH	Latin American Interdisciplinary Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Linguistics	MNR-LAIN	Latin American Interdisciplinary Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Latin American Studies Program	BA-LNAM	Latin American Interdisciplinary Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Linguistics	BA-LCAH	Latin American Literary and Cultural Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Linguistics	MNR-LALC	Latin American Literary and Cultural Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Latin American Studies Program	BA-LCAM	Latin American Literary and Cultural Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Linguistics	BA-LIAH	Linguistics	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Linguistics	BSC-LISH	Linguistics	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Linguistics	BA-LIAM	Linguistics	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Linguistics	BSC-LISM	Linguistics	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of Psychology
Department of Linguistics	UG-LING-REQ	Linguistics: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Department of Pacific and Asian Studies, Department of Hispanic and Italian Studies, Department of French, Associate Vice-President Academic Planning (AVPAP)
Medieval Studies Program	UG-MEDI-REQ	Medieval Studies: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	
Department of Pacific and Asian Studies	MNR-PASS	Pacific and Asian Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Pacific and Asian Studies	UG-PAAS-REQ	Pacific and Asian Studies: Requirements	Change in the description of a program or credential not involving any change in program or credential requirements	

✚ Add new item

UVic undergraduate program changes: September 2021

Faculty of Law

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Faculty of Law	JD-LAW-ELS	Concentration in Environmental Law and Sustainability	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

➕ Add new item

UVic undergraduate program changes: September 2021

Faculty of Science

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Biology	BSC-BISH	Biology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of Psychology, School of Earth and Ocean Sciences
Department of Biology, School of Earth and Ocean Sciences	BSC-BESD	Biology and Earth Sciences	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), School of Earth and Ocean Sciences
Department of Biology, School of Earth and Ocean Sciences	BSC-BESC	Biology and Earth Sciences	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Biology, Department of Mathematics and Statistics	BSC-BMSC	Biology and Mathematics and Statistics	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of Biology
Department of Biology, Department of Psychology	BSC-BPSD	Biology and Psychology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of Psychology
Department of Chemistry	BSC-CGSC	Chemistry and Earth Sciences	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Chemistry, School of Earth and Ocean Sciences	BSC-CGSD	Chemistry and Earth Sciences	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Biology	BSC-BISH-FORB	Concentration in Forest Biology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Biology	BSC-BISM-FORB	Concentration in Forest Biology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Earth and Ocean Sciences	BSC-EOSH	Earth Sciences	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of Mathematics and Statistics
School of Earth and Ocean Sciences	BSC-EOSM	Earth Sciences	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of Mathematics and Statistics
Faculty of Science	UG-SC-REQ	Faculty of Science: Requirements	Other	
Department of Mathematics and Statistics	UG-MATH-COOP	Mathematics and Statistics: Co-op Requirements	Other	Associate Vice-President Academic Planning (AVPAP), Faculty of Science

UVic undergraduate program changes: September 2021

Faculty of Social Sciences

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Biology, Department of Psychology	BSC-BPSD	Biology and Psychology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of Psychology
Department of Economics	BA-ECAH-BUS	Business Option	Discontinuance	Peter B. Gustavson School of Business
Department of Economics	BA-ECAM-BUS	Business Option	Discontinuance	Peter B. Gustavson School of Business
Department of Economics	BSC-ECSM-BUS	Business Option	Discontinuance	Peter B. Gustavson School of Business
Department of Economics	BSC-ECSH-BUS	Business Option	Discontinuance	Peter B. Gustavson School of Business
Department of Economics	BA-ECAH-BUFI	Business Option and Finance Option	Discontinuance	Peter B. Gustavson School of Business
Department of Economics	BA-ECAM-BUFI	Business Option and Finance Option	Discontinuance	Peter B. Gustavson School of Business
Department of Economics	BSC-ECSH-BUFI	Business Option and Finance Option	Discontinuance	Peter B. Gustavson School of Business
Department of Economics	BSC-ECSM-BUFI	Business Option and Finance Option	Discontinuance	Peter B. Gustavson School of Business
Department of Economics	BA-ECAM	Economics	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Peter B. Gustavson School of Business
Department of Economics	BA-ECAH	Economics	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Peter B. Gustavson School of Business

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Economics	BSC-ECSM	Economics	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Peter B. Gustavson School of Business
Department of Economics	BSC-ECSH	Economics	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Peter B. Gustavson School of Business
Faculty of Social Sciences	UG-SS-REQ	Faculty of Social Sciences: Requirements	Change in the description of a program or credential not involving any change in program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Department of Geography	BA-GEAH	Geography	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Geography	BSC-GESH	Geography	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Geography	BA-GEAM	Geography	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Geography	BSC-GESM	Geography	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Geography	MNR-GEGA	Geography BA	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Geography	MNR-GEGS	Geography BSc	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Political Science	BA-POAM-EURO	Option in European Studies	Change in name of program or credential	Associate Vice-President Academic Planning (AVPAP)
Department of Political Science	BA-POAM	Political Science	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Political Science	UG-POLI-REQ	Political Science: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	
Department of Sociology	BA-SOAM	Sociology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Sociology	BA-SOAH	Sociology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

✚ Add new item

UVic undergraduate course changes: Sep 2021

Division of Medical Sciences

Academic unit(s)	Course	Title	Type of change	Consultation
Division of Medical Sciences	MEDS487	Special Topics in Medical Sciences	Description, Pro Forma	School of Exercise Science, Physical and Health Education
Division of Medical Sciences	MEDS490	Directed Studies in Medical Sciences	Hours, Repeatable for credit (MTO), Pro Forma	School of Exercise Science, Physical and Health Education

➕ Add new item

UVic undergraduate course changes: Sep 2021

Faculty of Education

Academic unit(s)	Course	Title	Type of change	Consultation
School of Exercise Science, Physical and Health Education	EPHE351	Community and Population Health	Mutually exclusive note (MX)	School of Public Health and Social Policy
School of Exercise Science, Physical and Health Education	EPHE352	Introduction to Physical Activity Instructional Techniques	Prerequisite	
School of Exercise Science, Physical and Health Education	EPHE452	Strategies for Games in Physical Education	Prerequisite	
Department of Indigenous Education	IED375	Understanding Indigenous Language Contexts for Educators	New	
Department of Indigenous Education	IED376	Indigenous Literature for the Classroom	New	Department of English
Department of Indigenous Education	IED377	Indigenous Voices in Video, Audio, Film	New	
Department of Indigenous Education	IED378	Educators Working Towards Reconciliation as Allies and Activists	New	
Department of Indigenous Education	IED379	Indigenous Environmental Activism and Education	New	School of Environmental Studies
Department of Indigenous Education	IED476	Foundations of Decolonization	New	

➕ Add new item

UVic undergraduate course changes: Sep 2021

Faculty of Fine Arts

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Art History and Visual Studies	AHVS314	The Art of the Garden	New	Faculty of Fine Arts, School of Environmental Studies, Department of Geography
Department of Art History and Visual Studies	AHVS319	The Art of Power in South Asia	New	Department of History, Faculty of Fine Arts, Department of Pacific and Asian Studies
Department of Art History and Visual Studies	AHVS342C	Gender and Sexuality in European Art 1400-1800	New	Department of Gender Studies, Faculty of Fine Arts, Medieval Studies Program, Department of History, Department of English
Department of Art History and Visual Studies	AHVS342D	Collecting Cultures in Early Modern Europe	New	Faculty of Fine Arts, Department of History, Indigenous Studies Program, Department of Anthropology
Department of Art History and Visual Studies	AHVS343C	Special Topics in The Lives of Artists	New	Medieval Studies Program, Department of History, Department of English, Faculty of Fine Arts
Department of Art History and Visual Studies	AHVS347	Art and Architecture of the Safavid and Mughal Empires	New	Department of History, Faculty of Fine Arts, Department of Pacific and Asian Studies
Department of Art History and Visual Studies	AHVS388	Global Case Studies in Indigenous Arts	New	Department of Anthropology, Indigenous Studies Program, Department of Visual Arts, Department of Indigenous Education, Faculty of Fine Arts
Department of Art History and Visual Studies	AHVS389	Art History and Curatorial Research	New	Department of Visual Arts
Department of Art History and Visual Studies	AHVS395	Art History in Action	New	Faculty of Fine Arts
Department of Art History and Visual Studies	AHVS488I	Indigenous Cultural Stewardship	New	Department of Indigenous Education, Indigenous Studies Program, Department of History, Department of Anthropology

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Art History and Visual Studies	AHVS489L	Heritage Conservation Planning	Supplemental note, Mutually exclusive note (MX)	
Department of Art History and Visual Studies	AHVS491B	Practicum in Cultural Resource Management	Supplemental note	Division of Continuing Studies
Department of Art History and Visual Studies	AHVS499	Honours Seminar	Supplemental note	
Department of Visual Arts	ART401	BFA Exhibition and Professional Practices	Recommendation, Supplemental note	
Department of Visual Arts	ART406	Studies in Drawing, Photo, Media and Interdisciplinary Practices	Recommendation	
Department of Visual Arts	ART495	Visual Structures in the Imaginative Realm II	Recommendation	
School of Music	MUS180A	University Orchestra	Mutually exclusive note (MX), Units	
School of Music	MUS180B	University Wind Symphony	Mutually exclusive note (MX), Units	
School of Music	MUS180C	Don Wright Symphonic Winds	Mutually exclusive note (MX), Units	
School of Music	MUS180D	Jazz and Creative Music Ensemble	Repeatable for credit (MTO), Units	
School of Music	MUS180E	University Chorus	Description, Repeatable for credit (MTO), Units	
School of Music	MUS180F	Chamber Singers	Description, Repeatable for credit (MTO), Units	
School of Music	MUS180G	University Women's Choir	Mutually exclusive note (MX), Units	
School of Music	MUS205	Music Composition I	Pre or corequisite, Units	
School of Music	MUS209	Topics in Applied Music I	Delete	
School of Music	MUS256A	Introduction to Instrumental and Choral Conducting I	Prerequisite	

Academic unit(s)	Course	Title	Type of change	Consultation
School of Music	MUS280A	University Orchestra	Repeatable for credit (MTO), Units	
School of Music	MUS280B	University Wind Symphony	Repeatable for credit (MTO), Units	
School of Music	MUS280C	Don Wright Symphonic Winds	Repeatable for credit (MTO), Units	
School of Music	MUS280D	Jazz and Creative Music Ensemble	Repeatable for credit (MTO), Units	
School of Music	MUS280E	University Chorus	Repeatable for credit (MTO), Units	
School of Music	MUS280F	Chamber Singers	Description, Mutually exclusive note (MX), Units	
School of Music	MUS280G	University Women's Choir	Repeatable for credit (MTO), Units	
School of Music	MUS309	Topics in Applied Music II	Delete	
School of Music	MUS310	The Business of Music	Subject and/or number, Formerly, Mutually exclusive note (MX)	
School of Music	MUS328A	Keyboard Literature: 1500-1820	Subject and/or number	
School of Music	MUS328B	Keyboard Literature: 1820 to the Present	Subject and/or number	
School of Music	MUS338	Keyboard Literature 1500-Present	Subject and/or number, Formerly, Mutually exclusive note (MX), Title	
School of Music	MUS351	Jazz Composition and Arranging	Description, Title	
School of Music	MUS380A	University Orchestra	Repeatable for credit (MTO), Units	
School of Music	MUS380B	University Wind Symphony	Repeatable for credit (MTO), Units	
School of Music	MUS380C	Don Wright Symphonic Winds	Repeatable for credit (MTO), Units	

Academic unit(s)	Course	Title	Type of change	Consultation
School of Music	MUS380D	Jazz and Creative Music Ensemble	Repeatable for credit (MTO), Units	
School of Music	MUS380E	University Chorus	Description, Repeatable for credit (MTO), Units	
School of Music	MUS380F	Chamber Singers	Description, Repeatable for credit (MTO), Units	
School of Music	MUS380G	University Women's Choir	Repeatable for credit (MTO), Units	
School of Music	MUS411	The Business of Music	Subject and/or number	
School of Music	MUS480A	University Orchestra	Repeatable for credit (MTO), Units	
School of Music	MUS480B	University Wind Symphony	Repeatable for credit (MTO), Units	
School of Music	MUS480C	Don Wright Symphonic Winds	Repeatable for credit (MTO), Units	
School of Music	MUS480D	Jazz and Creative Music Ensemble	Repeatable for credit (MTO), Units	
School of Music	MUS480E	University Chorus	Description, Repeatable for credit (MTO), Units	
School of Music	MUS480F	Chamber Singers	Description, Repeatable for credit (MTO), Units	
School of Music	MUS480G	University Women's Choir	Repeatable for credit (MTO), Units	
Department of Theatre	THEA132A	Introduction to Applied Theatre I	Description, Title	
Department of Theatre	THEA132B	Introduction to Applied Theatre II	Description, Title	
Department of Theatre	THEA150	Public Speaking	Supplemental note	
Department of Theatre	THEA235	Introduction to Applied Theatre	Subject and/or number	
Department of Theatre	THEA235A	Introduction to Applied Theatre	Subject and/or number	

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Theatre	THEA235B	Introduction to Applied Theatre	Subject and/or number	Faculty of Education, Department of Curriculum and Instruction
Department of Theatre	THEA335	Applied Theatre I	Subject and/or number	Department of Curriculum and Instruction
Department of Theatre	THEA335A	Theatre in Education	Subject and/or number	Department of Curriculum and Instruction, Faculty of Education
Department of Theatre	THEA335B	Theatre and Social Justice	Subject and/or number	Department of Curriculum and Instruction
Department of Theatre	THEA344A	Special Topics in Applied Theatre	New	
Department of Theatre	THEA351	Introduction to Scenic Design	Description, Repeatable for credit (MTO)	
Department of Theatre	THEA435	Advanced Practices in Applied Theatre	Description, Prerequisite, Title, Units	Department of Curriculum and Instruction, Faculty of Education
Department of Writing	WRIT201A	Introduction to Poetry Workshop	Prerequisite	
Department of Writing	WRIT202A	Introduction to Fiction Workshop	Prerequisite	
Department of Writing	WRIT203A	Introduction to Playwriting Workshop	Prerequisite	
Department of Writing	WRIT204A	Introduction to Creative Nonfiction Workshop	Prerequisite	
Department of Writing	WRIT215	Journalism and Professional Writing	Description, Prerequisite, Title	
Department of Writing	WRIT218A	Introduction to Screenwriting Workshop	Prerequisite	
Department of Writing	WRIT315	Advanced Journalism and Professional Writing	Description, Prerequisite, Title	
Department of Writing	WRIT345	Environmental and Climate Journalism	New	Faculty of Fine Arts

✚ Add new item

UVic undergraduate course changes: Sep 2021

Faculty of Human and Social Development

Academic unit(s)	Course	Title	Type of change	Consultation
School of Child and Youth Care	CYC100A	Introduction to Professional Child and Youth Care Practice: Part One	Delete	
School of Child and Youth Care	CYC100B	Introduction to Professional Child and Youth Care Practice: Part Two	Delete	
School of Child and Youth Care	CYC166A	Lifespan Development (Conception to Late Childhood)	Delete	
School of Child and Youth Care	CYC166B	Lifespan Development (Adolescence to Late Adulthood)	Delete	
School of Child and Youth Care	CYC470	Mental Health and Addictions	Description, Supplemental note, Title	
School of Health Information Science	HINF420	Societal Implications of Information Technology	Description	Department of Computer Science
School of Public Health and Social Policy	HLTH300	Determinants of Health and Population Health Promotion	Mutually exclusive note (MX)	School of Health Information Science, School of Exercise Science, Physical and Health Education
School of Public Administration	ICDG300	Skills Workshop and Orientation	Delete	
School of Social Work	SOCW304	Social Work Practicum I	Supplemental note	
School of Social Work	SOCW304A	Social Work Practicum by Prior Learning Assessment (PLA)	Description, Supplemental note	
School of Social Work	SOCW402	Social Work Practicum II	Supplemental note	
School of Social Work	SOCW404	Child Welfare Specialization Child Protection Practicum	Supplemental note	
School of Social Work	SOCW404A	Child Welfare Specialization Child Welfare Practicum	Supplemental note	

➕ Add new item

UVic undergraduate course changes: Sep 2021

Faculty of Humanities

Academic unit(s)	Course	Title	Type of change	Consultation
Department of English	ENGL393	Myth and Literature	Supplemental note	
Department of English	ENGL395	Special Topics in Cultural Studies	Supplemental note	
Department of English	ENGL439B	Studies in World Literature in English	Description, Title	
Department of French	FRAN100	Intensive French I	Supplemental note	
Department of French	FRAN120	Intensive French II	Supplemental note	
Department of French	FRAN336	Québec and Francophone Cinema (in English)	New	Film Studies, Faculty of Fine Arts
Department of French	FRAN394	Children's and Young Adult Literature in French	Prerequisite, Supplemental note	
Department of French	FRAN437	French Myths up to the 21st Century	Pre or corequisite, Supplemental note	
Department of French	FRAN438	French Texts that Made our World	Description, Pre or corequisite, Supplemental note	
Department of Germanic and Slavic Studies	GMST153	Representations of the Holocaust in Popular Culture	New	Department of History

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Germanic and Slavic Studies	GMST354	Weimar and Nazi Germany	New	Department of History
Department of Gender Studies	GNDR203	Indigenous Womxn in Canada	Description, Title	
Department of Gender Studies	GNDR244	Queer Film	Subject and/or number	
Department of Gender Studies	GNDR310	Indigenous Feminisms	Description	
Department of Gender Studies	GNDR326	History of Sexuality	New	Department of History
Department of Gender Studies	GNDR340	Indigenous Cinema Decolonizing the Screen	Description	
Department of Gender Studies	GNDR341	Indigenous Womxn's Autobiographies	Description, Title	
Department of Gender Studies	GNDR343	Indigenous Womxn's Writing	Description, Title	
Department of Gender Studies	GNDR344	Queer Film	Subject and/or number	
Department of Greek and Roman Studies	GRS461	Culture Contact in the Eastern Mediterranean	Prerequisite, Recommendation	
Department of Greek and Roman Studies	GRS482A	Seminar in Greek Archaeology	Prerequisite, Recommendation	
Department of History	HSTR346A	Enlightenment and Revolution in France, 1715-1804	New	European Studies

Academic unit(s)	Course	Title	Type of change	Consultation
Department of History	HSTR350B	Weimar and Nazi Germany	Cross-listing, Mutually exclusive note (MX)	Department of Germanic and Slavic Studies
Department of History	HSTR385C	History of Sexuality	Cross-listing, Mutually exclusive note (MX)	Department of Gender Studies
Department of History	HSTR447	Seminar in the History of Disease and Public Health	Delete	European Studies
Department of History	HSTR450	The Holocaust	Mutually exclusive note (MX), Cross-listing	Department of Germanic and Slavic Studies
Department of History	HSTR476A	Seminar in Latin America	New	Department of Hispanic and Italian Studies, Latin American Studies Program
Faculty of Humanities	HUMA100	An Introduction to Humanities	Delete	Division of Medical Sciences
Faculty of Humanities	HUMA180	Encountering Humanities Research	New	
Faculty of Humanities	HUMA395	Intermediate Topics in Humanities	New	
Faculty of Humanities	HUMA495	Advanced Topics in Humanities	Prerequisite	
Department of Hispanic and Italian Studies	ITAL479A	Women in the Hispanic and Italian World (in English)	Delete	
Latin American Studies Program	LAS100	Introduction to Latin American Studies	Delete	

Academic unit(s)	Course	Title	Type of change	Consultation
Latin American Studies Program	LAS372	Latin American Politics	New	Department of Political Science
Latin American Studies Program	LAS381	Politics of Mass Media in Latin America	New	Department of Political Science
Latin American Studies Program	LAS476	Seminar in Latin America	New	Department of History
Department of Linguistics	LING274	How to Learn a Language	New	Department of French, Department of English, Department of Germanic and Slavic Studies, Department of Pacific and Asian Studies, Department of Hispanic and Italian Studies, Indigenous Studies Program, Latin American Studies Program, European Studies, Department of Greek and Roman Studies
Department of Linguistics	LING374	Approaches and Methods in Language Teaching	Description, Recommendation	Department of English, Department of French, Department of Germanic and Slavic Studies, Department of Greek and Roman Studies, Department of Indigenous Education, Department of Pacific and Asian Studies, Department of Hispanic and Italian Studies, Latin American Studies Program, European Studies
Department of Linguistics	LING395	Language and Society	Prerequisite	Faculty of Humanities, Peter B. Gustavson School of Business
Medieval Studies Program	MEDI401	Seminar in Medieval Culture	Delete	
Medieval Studies Program	MEDI420	Topics in Medieval Objects	Mutually exclusive note (MX)	
Medieval Studies Program	MEDI430	Topics in Medieval Places and Spaces	Description, Mutually exclusive note (MX)	
Medieval Studies Program	MEDI440	Topics in Medieval Intellectual Traditions	Mutually exclusive note (MX)	
Medieval Studies Program	MEDI445	Topics in Medieval Media	Mutually exclusive note (MX)	

Academic unit(s)	Course	Title	Type of change	Consultation
Medieval Studies Program	MEDI451	Reading, Writing and the Book in the Medieval World	Delete	
Medieval Studies Program	MEDI452	Special Topics in Medieval Manuscript Studies	Delete	
Department of Pacific and Asian Studies	PAAS116	Beginner Chinese I: Part 1	New	Associate Vice-President Academic Planning (AVPAP), Department of French, Department of Germanic and Slavic Studies, Department of Greek and Roman Studies, Department of Hispanic and Italian Studies, Department of Linguistics, Latin American Studies Program
Department of Pacific and Asian Studies	PAAS117	Beginner Chinese I: Part 2	New	Associate Vice-President Academic Planning (AVPAP), Department of French, Department of Germanic and Slavic Studies, Department of Greek and Roman Studies, Department of Hispanic and Italian Studies, Latin American Studies Program, Department of Linguistics
Department of Pacific and Asian Studies	PAAS228	Pre-Intermediate Korean I	New	Department of French, Department of Germanic and Slavic Studies, Department of Greek and Roman Studies, Department of Hispanic and Italian Studies, Department of Linguistics, Latin American Studies Program, Associate Vice-President Academic Planning (AVPAP)
Department of Pacific and Asian Studies	PAAS229	Pre-Intermediate Korean II	New	Department of Linguistics, Latin American Studies Program, Department of Hispanic and Italian Studies, Associate Vice-President Academic Planning (AVPAP), Department of French, Department of Germanic and Slavic Studies, Department of Greek and Roman Studies
Department of Pacific and Asian Studies	PAAS352	Global Taiwan	New	
Department of Philosophy	PHIL204	Traditions of Asian Philosophy	Reinstate	
Religion, Culture and Society Program	RCS101	Selected Topics in Religion, Culture and Society	New	
Department of Germanic and Slavic Studies	SLST463	Cultures of Protest in Russia	New	Department of History

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Hispanic and Italian Studies	SPAN305B	Upper Intermediate Topics in Hispanic Culture (in Spanish)	Pre or corequisite	
Department of Hispanic and Italian Studies	SPAN349	Intensive Upper Intermediate Spanish	New	
Department of Hispanic and Italian Studies	SPAN355	Communicating in Spanish	Pre or corequisite	
Department of Hispanic and Italian Studies	SPAN390	Hispanic Literature I	Pre or corequisite	
Department of Hispanic and Italian Studies	SPAN391	Hispanic Literature II	Pre or corequisite	
Department of Hispanic and Italian Studies	SPAN408A	Advanced Topics in Spanish Culture	Prerequisite	
Department of Hispanic and Italian Studies	SPAN408B	Advanced Topics in Latin American Culture	Prerequisite, Pre or corequisite	
Department of Hispanic and Italian Studies	SPAN417	Global Perspectives in the Spanish-speaking World	Prerequisite, Pre or corequisite	
Department of Hispanic and Italian Studies	SPAN449	Intensive Advanced Spanish	New	
Department of Hispanic and Italian Studies	SPAN460	Hispanic Poetry	Prerequisite, Pre or corequisite	
Department of Hispanic and Italian Studies	SPAN469	Advanced Topics in Hispanic Literatures	Prerequisite, Pre or corequisite	

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Hispanic and Italian Studies	SPAN470	Medieval Literature	Prerequisite, Pre or corequisite	
Department of Hispanic and Italian Studies	SPAN472	Cervantes' Don Quixote	Description, Prerequisite, Pre or corequisite	
Department of Hispanic and Italian Studies	SPAN473	Spanish Golden Age Literature	Prerequisite, Pre or corequisite	
Department of Hispanic and Italian Studies	SPAN478	20th and 21st Century Spanish Literature	Prerequisite, Pre or corequisite	
Department of Hispanic and Italian Studies	SPAN479A	Women in the Hispanic and Italian World	Delete	
Department of Hispanic and Italian Studies	SPAN483B	Latin American Fiction from the "Boom" to the Present	Prerequisite, Pre or corequisite	
Department of Hispanic and Italian Studies	SPAN483C	Modern Latin American Literature and the Arts	Prerequisite, Pre or corequisite	
Department of Hispanic and Italian Studies	SPAN484A	Latin American Women's Writing	Prerequisite, Pre or corequisite	
Department of Hispanic and Italian Studies	SPAN485A	Spanish Film	Description, Prerequisite, Pre or corequisite	
Department of Hispanic and Italian Studies	SPAN490B	English-Spanish Translation	Prerequisite	

➕ Add new item

UVic undergraduate course changes: Sep 2021

Faculty of Law

Academic unit(s)	Course	Title	Type of change	Consultation
Faculty of Law	LAW100	The Constitutional Law Process	Supplemental note	
Faculty of Law	LAW100I	Transsystemic Constitutional Law	Supplemental note	
Faculty of Law	LAW102	The Criminal Law Process	Supplemental note	
Faculty of Law	LAW102I	Transsystemic Criminal Law	Supplemental note	
Faculty of Law	LAW105	Contracts	Supplemental note	
Faculty of Law	LAW106	The Legal Process	Supplemental note	
Faculty of Law	LAW107	Property	Supplemental note	
Faculty of Law	LAW107I	Transsystemic Property	Supplemental note	
Faculty of Law	LAW109	Torts	Supplemental note	
Faculty of Law	LAW110	Legal Research and Writing	Supplemental note	
Faculty of Law	LAW112I	Transsystemic Legal Processes, Research, Writing	Supplemental note	
Faculty of Law	LAW325	Access to Justice and Dispute Resolution Systems	Description, Title	School of Public Administration
Faculty of Law	LAW353A	Environmental Law Centre Clinic (Intensive Stream)	Reinstate, Description, Hours, Repeatable for credit (MTO), Prerequisite, Title, Units	
Faculty of Law	LAW386A	Environmental Law Centre Clinic Intensive: Legal Skills & Sustainability	Delete	
Faculty of Law	LAW386B	Environmental Law Centre Clinic Intensive: Problem Solving	Delete	

✚ Add new item

UVic undergraduate course changes: Sep 2021

Faculty of Science

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Biology	BIOL330	Study Design and Data Analysis	Prerequisite, Pre or corequisite	School of Environmental Studies
Department of Biology	BIOL460	Honours Seminar	Description	School of Earth and Ocean Sciences, Department of Psychology
Department of Chemistry	CHEM405	Professional Development and Societal Engagement for Chemists	Description	
Department of Chemistry	CHEM411	Advanced Instrumental Analysis	Cross-listing	
Department of Chemistry	CHEM475	Electrochemistry and its Applications	Cross-listing	
School of Earth and Ocean Sciences	EOS130	Climate Change	New	Department of Geography
School of Earth and Ocean Sciences	EOS220	Weather and Climate	New	Department of Geography
School of Earth and Ocean Sciences	EOS225	Earth System Modelling	Pre or corequisite	Department of Geography, Department of Chemistry, Department of Biology
School of Earth and Ocean Sciences	EOS230	Scientific Computing and Environmental Data Analysis	New	Department of Geography
School of Earth and Ocean Sciences	EOS260	Earth System Evolution	Delete	Department of Physics and Astronomy, Department of Chemistry, Department of Biology
School of Earth and Ocean Sciences	EOS261	The Ocean-Climate System	New	Department of Geography, Department of Mathematics and Statistics, Department of Biology, Department of Chemistry, Department of Physics and Astronomy
School of Earth and Ocean Sciences	EOS321	Earth History	New	
School of Earth and Ocean Sciences	EOS330	Paleobiology	Description	Department of Biology

Academic unit(s)	Course	Title	Type of change	Consultation
School of Earth and Ocean Sciences	EOS340	Atmospheric Physics	Description, Prerequisite, Pre or corequisite, Title	Department of Geography, Department of Chemistry, Department of Physics and Astronomy
School of Earth and Ocean Sciences	EOS422	Energy Resources	Delete	
School of Earth and Ocean Sciences	EOS433	The Physics of Climate	Title	Department of Geography, Department of Physics and Astronomy
School of Earth and Ocean Sciences	EOS460	Earth System Science	Prerequisite	Department of Biology, Department of Chemistry
Department of Mathematics and Statistics	MATH348	Numerical Methods	Prerequisite	Department of Computer Science
Department of Physics and Astronomy	PHYS223	Introductory Quantum Computing	New	
Department of Physics and Astronomy	PHYS232	Introductory Biomedical Physics	New	
Department of Physics and Astronomy	PHYS321A	Classical Mechanics I	Prerequisite	
Department of Physics and Astronomy	PHYS340	Atmospheric Physics	Description, Prerequisite, Pre or corequisite, Title	

➕ Add new item

UVic undergraduate course changes: Sep 2021

Faculty of Social Sciences

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Economics	ECON306	International Economics	Prerequisite	
Department of Economics	ECON313	Intermediate Microeconomics II	Prerequisite	
Department of Economics	ECON320	Economic Development	Prerequisite	
Department of Economics	ECON321	The Economic History of Canada	Prerequisite	
Department of Economics	ECON327	Economic History of North America	Prerequisite	
Department of Economics	ECON328	Economic History of the Pacific Rim	Prerequisite	
Department of Economics	ECON337	History of Economic Thought to 1870	Prerequisite	
Department of Economics	ECON338	History of Economic Thought Since 1870	Prerequisite	
Department of Economics	ECON345	Applied Econometrics	Prerequisite	
Department of Economics	ECON365	Econometrics: Part I	Pre or corequisite	
Department of Economics	ECON405A	International Trade Theory	Prerequisite	
Department of Economics	ECON405B	International Monetary Theory and Policy	Prerequisite	
Department of Economics	ECON406	Monetary Economics	Prerequisite	
Department of Economics	ECON410A	Problems of Canadian Microeconomic Policy	Prerequisite	
Department of Economics	ECON410B	Problems of Canadian Macroeconomic Policy	Prerequisite	
Department of Economics	ECON416	Cost Benefit Analysis: Principles and Application	Pre or corequisite	
Department of Economics	ECON422	Issues in European Economic Integration	Prerequisite	
Department of Economics	ECON450	Game Theory in Economics	Pre or corequisite	
Department of Economics	ECON452	Information and Incentives	Prerequisite	
Department of Economics	ECON453	Economic Growth	Pre or corequisite	
Department of Economics	ECON457	Computational Economics	Prerequisite	
Department of Economics	ECON468	Financial Econometrics	Pre or corequisite	
Department of Economics	ECON481	Environmental Economics II	Prerequisite	

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Economics	ECON485	Topics in Economics	Pre or corequisite	
Department of Economics	ECON486	Topics in Econometrics	Pre or corequisite	
Department of Economics	ECON495	Directed Studies	Pre or corequisite	
School of Environmental Studies	ES344	Study Design and Data Analysis	Prerequisite, Pre or corequisite	Department of Biology
School of Environmental Studies	ES411	Environmental Solutions	New	Faculty of Law
Department of Geography	GEOG130	Climate Change	New	Department of Geography
Department of Geography	GEOG220	Weather and Climate	New	Department of Geography, School of Earth and Ocean Sciences
Department of Geography	GEOG230	Scientific Computing and Environmental Data Analysis	New	School of Earth and Ocean Sciences, Department of Geography
Department of Political Science	POLI322	Sweatshops and the Politics of the Clothing Industry	New	Department of Gender Studies, Department of Sociology
Department of Political Science	POLI372	Latin American Politics	Mutually exclusive note (MX)	Latin American Studies Program
Department of Political Science	POLI381	Politics of Mass Media in Latin America	Mutually exclusive note (MX)	Latin American Studies Program
Department of Psychology	PSYC325	Core Concepts in Environmental Psychology	Description, Title	
Department of Psychology	PSYC326	The Environmental Psychology of Places and the World	New	School of Environmental Studies
Department of Sociology	SOCI202	Constructing Social Problems	Description, Recommendation	
Department of Sociology	SOCI207	Ecology, Society and Global Change	New	Department of Geography, School of Environmental Studies
Department of Sociology	SOCI307	Moral Panics	Description, Title	
Department of Sociology	SOCI321	Work, Globalization and Labour Movements	Retain, Description, Title	
Department of Sociology	SOCI346	Sociology of Surveillance	New	
Department of Sociology	SOCI434	Issues in Deviance, Crime, and Law	Description, Supplemental note, Title	

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Sociology	SOCI439A	Community Engaged Sociology I	New	
Department of Sociology	SOCI439B	Community Engaged Sociology II	New	

✚ Add new item

UVic graduate program changes: Sept 2021

Faculty of Business

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Peter B. Gustavson School of Business	MBA-BUSI	Business Administration (Daytime and Weekend)	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Faculty of Graduate Studies

➕ Add new item

UVic graduate program changes: Sept 2021

Faculty of Engineering

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Civil Engineering	MENG-INEC	Industrial Ecology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of Mechanical Engineering, School of Public Administration, Faculty of Social Sciences, Faculty of Science

➕ Add new item

UVic graduate program changes: Sept 2021

Faculty of Fine Arts

Academic unit(s)	Code	Title	Type(s) of change	Consultation
School of Music	MA-MCYP	Musicology with Performance	Change in the description of a program or credential not involving any change in program or credential requirements	
School of Music	MMUS-MPRF	Performance	Change in the description of a program or credential not involving any change in program or credential requirements	
School of Music	MMUS-MPRF-COND*	Conducting (Instrumental or Choral)	Creation	Associate Vice-President Academic Planning (AVPAP), Faculty of Graduate Studies
School of Music	MMUS-MPRF-STQT	Emphasis in String Quartet	Change in the description of a program or credential not involving any change in program or credential requirements	

➕ Add new item

UVic graduate program changes: Sept 2021

Faculty of Human and Social Development

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Social Dimensions of Health	MA-SDH	Social Dimensions of Health	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Social Dimensions of Health	MSC-SDH	Social Dimensions of Health	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Social Dimensions of Health	PHD-SDH	Social Dimensions of Health	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

➕ Add new item

UVic graduate program changes: Sept 2021

Faculty of Humanities

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of English	MA-ENGL.THESIS-ESPT	Concentration in Cultural, Social and Political Thought	Change in the description of a program or credential not involving any change in program or credential requirements	
Department of Germanic and Slavic Studies	MA-GRSL	Germanic and Slavic Studies	Change in the description of a program or credential not involving any change in program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Department of Germanic and Slavic Studies	MA-GRSL-HLST	Holocaust Studies	Change in the description of a program or credential not involving any change in program or credential requirements	
Department of Hispanic and Italian Studies	MA-HISP	Hispanic Studies	Discontinuance	
Department of History	MA-HIST-PUHI	Public History	Change in the description of a program or credential not involving any change in program or credential requirements	
Department of Hispanic and Italian Studies	MA-HITA	Hispanic and Italian Studies	Discontinuance	Associate Vice-President Academic Planning (AVPAP)
Department of Greek and Roman Studies	PHD-GRRS	Greek and Roman Studies	Other	

➕ Add new item

UVic graduate program changes: Sept 2021

Faculty of Science

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Physics and Astronomy	MSC-PHYS	Physics	Change in the description of a program or credential not involving any change in program or credential requirements	

➕ Add new item

UVic graduate course changes: Sep 2021

Peter B. Gustavson School of Business

Academic unit(s)	Course	Title	Type of change	Consultation
Peter B. Gustavson School of Business	MBA529	International Logistics and Supply Chain Management	Sunset	
Peter B. Gustavson School of Business, Department of Electrical and Computer Engineering, Department of Mechanical Engineering	MBME598	Major Project	Delete	Faculty of Engineering, Faculty of Graduate Studies
Peter B. Gustavson School of Business, Department of Computer Science	MBMS598	Major Project	Delete	Faculty of Engineering, Faculty of Graduate Studies
Peter B. Gustavson School of Business, Co-operative Education Program and Career Services	MM801	Co-op Work Term	New	

➕ Add new item

UVic graduate course changes: Sep 2021

Faculty of Engineering

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Mechanical Engineering	MECH542	Energy Systems	Description, Mutually exclusive note (MX), Title	

➕ Add new item

UVic graduate course changes: Sep 2021

Faculty of Fine Arts

Academic unit(s)	Course	Title	Type of change	Consultation
School of Music	MUS537	Musical Literature and Repertoire	New	
School of Music	MUS540	Individual Tuition	Units	
School of Music	MUS545	Major Instrument Study	Units	
School of Music	MUS545Q	Major Instrument Study	Units	
School of Music	MUS580A	University Orchestra	Mutually exclusive note (MX), Units	
School of Music	MUS580B	University Wind Symphony	Mutually exclusive note (MX), Units	
School of Music	MUS580C	Don Wright Symphonic Winds	Mutually exclusive note (MX), Units	
School of Music	MUS580D	Jazz and Creative Music Ensemble	Description, Mutually exclusive note (MX), Title, Units	
School of Music	MUS580E	University Chorus	Description, Mutually exclusive note (MX), Units	
School of Music	MUS580F	Chamber Singers	Description, Mutually exclusive note (MX), Supplemental note, Units	
School of Music	MUS580G	University Women's Choir	Mutually exclusive note (MX), Units	
School of Music	MUS580H	Pacific Opera Victoria Chorus	Mutually exclusive note (MX), Units	
School of Music	MUS581	Chamber Music	Description, Mutually exclusive note (MX), Units	
School of Music	MUS582	Ensemble Direction	New	
Department of Writing	WRIT501	Special Topics in Advanced Studies in Writing	Description	

➕ Add new item

UVic graduate course changes: Sep 2021

Faculty of Human and Social Development

Academic unit(s)	Course	Title	Type of change	Consultation
School of Public Administration	ADMN537	Foundations for Program Evaluation	Description, Title	Faculty of Engineering, Department of Civil Engineering
School of Public Administration	ADMN604	Theories of Public Management	Sunset	
School of Public Administration	ADMN607	Organizational Behaviour and Analysis	Sunset	
School of Public Administration	ADMN645	Organizational Change and Development	Sunset	
School of Public Administration	ADMN681	Quantitative Methods for Public Policy Analysis and Program Evaluation	Retain, Title	
School of Nursing	NUNP541	Advanced Assessment and Diagnostic Reasoning Practice	Description	
School of Nursing	NUNP544	Primary Health Care I (Adult Practice)	Description	
School of Nursing	NUNP546	Primary Health Care II (Children and Families Practice)	Description	
School of Nursing	NUNP548	Primary Health Care III (Older Adult Practice)	Description	
School of Social Work	SOCW506	Advanced Practicum	Supplemental note	
School of Social Work	SOCW506A	MSWI Practicum	Supplemental note	
School of Social Work	SOCW540	Foundation Practicum	Description, Supplemental note	

✚ Add new item

UVic graduate course changes: Sep 2021

Faculty of Humanities

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Germanic and Slavic Studies	GMST580	History of the Holocaust	Cross-listing, Description, Mutually exclusive note (MX), Title	Department of History
Department of History	HSTR520	History of the Holocaust	New	Department of Germanic and Slavic Studies
Faculty of Humanities	HUMA595	Topics in Humanities	New	
Department of Hispanic and Italian Studies	ITAL503	Core Reading List Course II	Delete	
Department of Hispanic and Italian Studies	ITAL505	Medieval Literature	Delete	
Department of Hispanic and Italian Studies	ITAL590	Directed Studies	Delete	
Department of Hispanic and Italian Studies	ITAL598	Master's Essay	Delete	
Department of Hispanic and Italian Studies	ITAL599	MA Thesis/Oral	Delete	
Department of Hispanic and Italian Studies	SPAN500	Introduction to Bibliography and Methods of Research	Delete	
Department of Hispanic and Italian Studies	SPAN502	Core Reading List Course I	Delete	
Department of Hispanic and Italian Studies	SPAN503	Core Reading List Course II	Delete	
Department of Hispanic and Italian Studies	SPAN505	Medieval Literature	Delete	
Department of Hispanic and Italian Studies	SPAN507	Renaissance and Baroque Literature	Delete	
Department of Hispanic and Italian Studies	SPAN511	Peninsular Literature from the 20th Century to the Present	Delete	
Department of Hispanic and Italian Studies	SPAN512	Spanish and Latin American Literature of the 19th Century	Delete	

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Hispanic and Italian Studies	SPAN515	Colonial Latin American Literature	Delete	
Department of Hispanic and Italian Studies	SPAN519	Latin American Literature from the 20th Century to the Present	Delete	
Department of Hispanic and Italian Studies	SPAN590	Directed Studies	Delete	
Department of Hispanic and Italian Studies	SPAN598	Master's Essay	Delete	
Department of Hispanic and Italian Studies	SPAN599	MA Thesis/Oral	Delete	

➕ Add new item

UVic graduate course changes: Sep 2021
Faculty of Science

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Biology	BIOL513	Developmental Biology	Sunset	
Department of Chemistry	CHEM537	Biological and Medicinal Chemistry	Description	

➕ Add new item

UVic graduate course changes: Sep 2021

Faculty of Social Sciences

Academic unit(s)	Course	Title	Type of change	Consultation
School of Environmental Studies	ES570	Field Study	Retain	
Department of Sociology	SOCI551	Current Issues in the Sociology of Crime, Deviance and Law	Description, Title	

➕ Add new item