



The next open meeting of the Senate of the University of Victoria is scheduled for Friday, April 1, 2022 at 3:30 p.m. in the Senate and Board Chambers, Jamie Cassels Centre.

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

1. APPROVAL OF THE AGENDA ACTION

2. MINUTES ACTION

a. March 4, 2022 (SEN-MAR 4/22-1)

Motion: That the minutes of the open session of the meeting of the Senate held on March 4, 2022 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. Letter dated February 15, 2022 from the Graduate Students Society (SEN-APR 1/22-2) INFORMATION

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

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

i. Appointments to the 2022 Joint Senate Board Retreat Committee (SEN-APR 1/22-3) ACTION

Motion: That Senate approve the appointments of Robin Hicks, Kelly Diether, and Jaxxen Wylie to the 2022 Joint Senate Board Retreat Committee for a term beginning immediately and ending December 31, 2022.

- ii. Update on the Senate Rules and Procedures
(SEN-APR 1/22-4)

INFORMATION

b. Senate Committee on Awards – Charlotte Schallié, Chair

- i. New and Revised Awards (SEN-APR 1/22-5)

ACTION

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

- Mohamed & Prabha Ibrahim Graduate Scholarship in Chemistry (Revised)
- Takao Tanabe Undergrad Award in Visual Arts (Revised)
- Murray and Lynda Farmer Award for Critical Thinking* (New)
- Chinese Consolidated Benevolent Association of Victoria Course Award* (Revised)
- Vancouver Island ASHRAE Chapter Endowment Scholarship* (Revised)
- Audain Travel Award (Revised)
- Lisa Fedrigo Bursary* (Revised)
- Doreen & John Windsor Scholarship* (Revised)
- Jack Howard Jackson Memorial Bursary (New)
- Victoria Foundation Ruth Elina Carlson Bursary (Revised)
- Dr. Terence Gough Chemistry Bursary* (New)
- Dr. Terence Gough Chemistry Scholarship* (New)
- Mya and Marcus Indigenous Graduate Scholarship in Visual Arts* (New)
- Jean Tutcho Indigenous Undergraduate Award in Visual Arts* (New)
- Béts'ahchu Undergraduate Award in Indigenous Language Revitalization* (New)
- Joyce Clearihue Graduate Co-op Scholarship* (Revised)
- Anna Isabelle Allen Undergraduate Scholarship in Social Work* (New)
- Takao Tanabe Graduate Award in Visual Arts (Revised)
- Langford-Seaborne Award for Indigenous Students in Humanities* (New)
- Langford-Seaborne Award for Indigenous Students in Social Sciences* (New)
- Dr. Mowafa Househ Entrance Scholarship (Revised)
- Enbridge Travel Award for Engineering and Computer Science Students (New)

- Jennifer van Dyk Memorial Women's Field Hockey Award* (Revised)
- Joyce Family Foundation Award for Indigenous Students* (Revised)

** Administered by the University of Victoria Foundation*

c. Senate Committee on Planning – Elizabeth Adjin-Tettey, Chair

- i. Proposal to renew the Canadian Institute for Substance Use Research (CISUR) as an Approved UVic Research Centre **ACTION**
(SEN-APR 1/22-6)

Motion: That Senate approve the proposal to renew the Canadian Institute for Substance Use Research (CISUR) as an Approved UVic Research Centre for the five-year period July 1, 2022 through June 30, 2027, as described in the memorandum dated January 7, 2022.

- ii. Proposal to establish a Bachelor of Arts in Music **ACTION**
(SEN-APR 1/22-7)

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Bachelor of Arts in Music, as described in the document “Major Program in Music Leading to the Bachelor of Arts Degree with a Major in Music (Faculty of Fine Arts), and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

- iii. Proposal to establish a Master of Science in Chemistry Accelerated Option **ACTION**
(SEN-APR 1/22-8)

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Master of Science in Chemistry Accelerated Option, as described in the document “MSc in Chemistry – Accelerated Option”, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

7. PROPOSALS AND REPORTS FROM FACULTIES

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

9. OTHER BUSINESS

- a. Regalia Design: Juris Indigenarium Doctor (**SEN-APR 1/22-9**) **ACTION**

Motion: That Senate approve the regalia hood for the Juris Indigenarium Doctor be blue-purple with a white Coast Salish design of Ka:als, the transformer, subject to minor changes by the artist.

10. ADJOURNMENT



Meeting of Senate
March 4, 2022

MINUTES

A meeting of the Senate of the University of Victoria was held on March 4, 2022 at 3:33 p.m. in the Michele Pujol Room, Student Union Building.

1. APPROVAL OF THE AGENDA

Motion: (H. Hallgrímsdóttir/R. Hancock)
That the agenda be approved as circulated.

CARRIED

2. MINUTES

a. February 4, 2022

Motion: (M. Garcia-Barrera/S. Klein)
That the minutes of the open session of the meeting of the Senate held on February 4, 2022 be approved and that the approved minutes be circulated in the usual way.

CARRIED

3. BUSINESS ARISING FROM THE MINUTES

a. Academic Important Dates – Consideration of Fall Reading Break

Ada Saab briefly outlined the previous consideration regarding the extension of the Fall Reading Break. There were no questions.

4. REMARKS FROM THE CHAIR

a. President's Report

Kevin Hall began his report with a statement of support for Ukraine and the need for the campus community to reach out to support those affected.

Dr. Hall also reflected on the passing of Chancellor Emeritus, Dr. Ronald Lou-Poy. Dr. Lou-Poy was the Chancellor of the University of Victoria from 2003 to 2008. He is remembered for his vibrant spirit and commitment to the university community.

He also welcomed Dr. Susan Lewis as Acting Provost until Dr. Elizabeth Croft joins the university on July 1, 2022.

Dr. Hall commented on the ongoing consultation on the strategic planning process and the most recent opportunity for student feedback outside the McPherson library as part of the 'imagine uvic' roving booths around campus this month.

Concerning the provincial budget for 2022, Dr. Hall reported on the intention by the province to build a stronger BC with incentivized growth through a variety of student supports. He commented on this as a great start for future investment opportunities.

Noting significant days for the university community, Dr. Hall reported on the celebrations of Black History Month, International Day of Women and Girls in Science, and Pink Shirt Day. Dr. Hall also informed Senators that the university had been named one of BC's top employers for 2022.

Finally, Dr. Hall noted the end of the Emergency Protocol for Senate Operations. He noted that the previous protocol structure of "Level 2, Major", where emergency academic decisions due to the pandemic were made by the Senate Committee on Agenda and Governance on the recommendation of the Provost, was no longer necessary.

5. CORRESPONDENCE

There was none.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Academic Standards

i. Policy on academic integrity for non-credit courses

Yasmine Kandil introduced the proposal.

Senate members suggested minor edits for clarity which were accepted. One Senator asked to amend the motion to clarify that this policy would only apply to non-credit students within the Division of Continuing Studies.

Motion: (S. Holland/H. Hallgrímsdóttir)

That Senate approve the attached Policy on Academic Integrity for non-credit courses in the Division of Continuing Studies effective immediately.

CARRIED

ii. Temporary Revision to the Grounds for Academic Concession for the second term of the 2021/2022 Winter Session

Dr. Kandil introduced the proposal and outlined the process and the committee's discussion on the issue. She noted that the committee determined it was important to support students this term if a wide-scale move in course modality was experienced after the February 28 drop deadline for no academic penalty.

In consultation with various units on campus and to ensure there were no unintended consequences resulting from the proposal, Dr. Kandil reported that the committee recommends adopting the already established Academic Concessions Regulation process. In addition, the committee determined that the appropriate WE grade status (Withdrawn for Extenuating Circumstances) be used for any requests in the instances of a course modality shift.

Dr. Hall acknowledged the work done by the committee and confirmed with the Senator of the original February Senate motion that the proposal was acceptable. The Senator confirmed this was the case and stated they were appreciative of the work by the committee. The Senator asked that work be used as a blueprint for future considerations of this nature.

Motion: (R. Hancock/R. St. Clair)

That Senate approve the temporary revision to the undergraduate and graduate academic concessions regulations for year-long and second term courses for undergraduate and graduate students in the 2021/2022 Winter Session.

CARRIED

b. Senate Committee on Agenda and Governance

i. Appointment to the 2021/2022 Senate Committee on Academic Standards

Helen Kurki introduced the proposal. There were no questions.

Motion: (H. Kurki/A. Lepp)

That Senate approve the appointment to the 2021/2022 Senate Committee on Academic Standards for the term indicated in the attached document.

CARRIED

c. Senate Committee on Awards

i. New and Revised Awards

Charlotte Schallié introduced the new and revised awards.

A Senate member asked for clarification regarding the intended recipients of the Beer-Knight Scholarship. In response, Lori Nolt, Director of Student Awards and Financial Aid, noted that the terms provided in the award tend to express the donor's wishes but that she would confirm that the recipients of the award are meant for those identified in the terms of the award.

Senate members also noted geographic issues contained in various presented awards. Ms. Nolt stated that these issues would be brought back to the Development Office to confirm donor intention.

Motion: (A. Newcombe/H. Hallgrímsdóttir)

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:

- Stephens Family Research Awards in Organic & Sustainable Food Systems (Revised)
- Crabtree Indigenous Legal Scholar Award (New)
- Presquito Murdoch Indigenous Law Award (New)
- Langford-Seaborne Award for Indigenous Students in Humanities*

(New)

- Langford-Seaborne Award for Indigenous Students in Social Sciences* (New)
- Greg and Tanya Kuhn International Student Award (New)
- Steven P. Starkovich Promise Scholarship for Students in Physics & Astronomy (New)
- Steven P. Starkovich Opportunity Entrance Award for Indigenous Students (New)
- Stephen W. Long Award in Business (New)
- Dr. Mowafa Househ Entrance Scholarship (Revised)
- Iranian Student Undergraduate Memorial Scholarship* (Revised)
- Xa7limut (Ha-lay-mut) Jack Campo Indigenous Law Award (New)
- Enbridge Scholarship in Engineering and Computer Science (New)
- Enbridge Travel Award for Engineering and Computer Science Students (New)
- Alice Lough McLaggan Bursary* (New)
- Jennifer van Dyk Memorial Women's Field Hockey Award* (Revised)
- Beer-Knight Scholarship (New)
- Cindy Kung Memorial Award for Women in Health Information Science (New)
- Iranian Student Graduate Memorial Scholarship* (Revised)
- Audain Travel Award (New)
- British Columbia Environment Industry Association Indigenous Award (New)
- Eunice Lowe Award for Entrepreneurship Studies* (New)
- Jacob Kerr Scholarship (New)
- Raincoast Conservation Award (New)
- H.D. Sauvan Award* (New)
- Joyce Family Foundation Award for Indigenous Students* (Revised)

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CARRIED

d. Senate Committee on Planning

i. Proposal to discontinue the Graduate Diploma in International Child and Youth Care for Development

Elizabeth Adjin-Tettey introduced the proposal. There were no questions.

Motion: (H. Hallgrímsdóttir/R. Hancock)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Graduate Diploma in International Child and Youth Care for Development, as described in the document "Graduate Diploma in International Child and Youth Care for Development".

CARRIED

ii. Proposal to reinstate the Community Governance Project and Thesis programs in the Indigenous Governance (IGOV) program

Dr. Adjin-Tetty introduced the proposal. There were no questions.

Motion: (R. Hancock/M. Ryan)

That Senate approve the proposal to reinstate the Community Governance Project and Thesis programs in the Indigenous Governance (IGOV) program, as described in the document “IGOV – Community Governance Project and Thesis”.

CARRIED

iii. Proposed changes to the Bachelor of Arts in Health and Community Services, and proposal to change the name of the Bachelor of Arts in Health and Community Services degree to a Bachelor of Arts in Public Health degree

Dr. Adjin-Tetty introduced the proposal. There were no questions.

Motion: (R. Hicks/M. Laidlaw)

That Senate approve the proposed changes to the Bachelor of Arts in Health and Community Services, as described in the document “BA in Health and Community Services: Major Program Change”.

CARRIED

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

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to change the name of the Bachelor of Arts in Health and Community Services degree to a Bachelor of Arts in Public Health degree, as described in the document “BA in Health and Community Services: Major Program Change”.

CARRIED

iv. Proposed changes to the Master of Arts, Master of Science, and Doctor of Philosophy programs in Geography

Dr. Adjin-Tetty introduced the proposal. There were no questions.

Motion: (M. Ryan/G. McDonough)

That Senate approve the proposed changes to the Master of Arts in Geography program, as described in the document “MA Geography”.

CARRIED

Motion: (R. St. Clair/M. McGinnis)

That Senate approve the proposed changes to the Master of Science in Geography program, as described in the document “MSc Geography”.

CARRIED

Motion: (A. Newcombe/L. Harder)

That Senate approve the proposed changes to the Doctor of Philosophy in Geography program, as described in the document “PhD Geography”.

CARRIED

v. Proposal to change the programs in French to programs in French and Francophone Studies

Dr. Adjin-Tetty introduced the proposal. There were no questions.

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

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to change the programs in French to programs in French and Francophone Studies, as described in the memorandum dated January 21, 2022.

CARRIED

7. PROPOSALS AND REPORTS FROM FACULTIES

a. Peter B. Gustavson School of Business

i. Bylaw changes for Senate approval

Saul Klein outlined the changes made to the Bylaws for the Peter B. Gustavson School of Business.

In response to a question on the use of the word “ideally”, Dr. Klein explained that the bylaws need flexibility depending on the availability and interest of committee members.

Regarding the School’s executive committee, a Senator noted the lack of student representation. Dr. Klein noted that this could be a future consideration but was not the subject of the present motion.

Finally, a Senator asked that as part of the Equity, Diversity and Inclusion Committee composition, the three additional members may also be represented by disability. Dr. Klein confirmed this would be a consideration for a future revision.

Motion: (S. Klein/B. Smith)

That Senate approve the revisions to the Peter B. Gustavson School of Business’ Bylaws.

CARRIED

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

There was none.

9. OTHER BUSINESS

a. 2021 Policy Annual Report

Dr. Hall introduced the report.

In response to whether the Post-Doctoral Fellows policy was slated for revision, Carrie Andersen confirmed this would be examined soon.

b. Notice to amend the Senate Rules and Procedures

Dr. Hall acknowledged the notice to amend the Senate Rules and Procedures and noted the process to be followed to review the request by the Senate Committee on Agenda and Governance.

c. Renewed UVic Parchment

Dr. Hall introduced the proposed parchment renewal and thanked the committee members who examined this issue over the past two years.

Nicole Greengoe outlined the proposed changes and noted this would be the first revision to the university's parchment in 27 years. She noted the significant feedback received by graduates which led to the proposed modernized design and improved security features.

Senators discussed the added details proposed for the parchment, the territorial acknowledgement, and the removal of the statement of duties and responsibilities.

Motion: (R. Hicks/L. Wilson)

That Senate approve the UVic parchment template as outlined in Appendix A with illustrated examples for Undergraduate, Graduate, Partnership, and Honorary Degree parchments effective Fall 2022.

CARRIED

d. Academic Important Dates – June 2022

Ms. Saab introduced the recommended additions to the dates for June Convocation.

Motion: (K. Diether/R. St. Clair)

That Senate approve the revision to the June 2022 Academic Important Dates by adding dates for Convocation Ceremonies for Spring 2020, Fall 2020, and Spring 2021.

CARRIED

There being no other business the meeting was adjourned at 4:35 p.m.

Senate Meeting March 4, 2022				SEN-APR 1/22-1
Name	In Attendance	Regrets		Page 8 of 9 Position
Adjin-Tetty, Elizabeth	<input checked="" type="checkbox"/>		A/Associate Vice-President Academic Planning	By Invitation
Andersen, Carrie	<input checked="" type="checkbox"/>		University Secretary	Secretary of Senate
Bengtson, Jonathan	<input checked="" type="checkbox"/>		University Librarian	Ex officio
Bhiladvala, Rustom	<input checked="" type="checkbox"/>		Faculty of Engineering	Elected by the faculty members
Brolo, Alexandre	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the Faculty
Buller, Marion	<input checked="" type="checkbox"/>		Chancellor	Ex officio
Campbell, Erin		<input checked="" type="checkbox"/>	Faculty of Fine Arts	Elected by the faculty members
Clarke, Jo-Anne	<input checked="" type="checkbox"/>		Dean, Division of Continuing Studies	Ex officio
Con, Adam			Faculty of Fine Arts	Elected by the Faculty
Cowen, Laura	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the faculty members
Crabbe, Sophia	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
D’Arcy, Alexandra	<input checked="" type="checkbox"/>		Faculty of Humanities	Elected by the Faculty
Davenport, Daniel	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Devor, Aaron	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Diether, Kelly	<input checked="" type="checkbox"/>		Convocation Senator	Elected by the convocation
Dunsdon, Jim	<input checked="" type="checkbox"/>		Associate Vice-President Student Affairs	By Invitation
Foster, David	<input checked="" type="checkbox"/>		Student Senator	Elected by the student societies
Garcia-Barrera, Mauricio	<input checked="" type="checkbox"/>		Faculty of Graduate Studies	Elected by the Faculty
Gillen, Mark	<input checked="" type="checkbox"/>		Faculty of Law	Elected by the Faculty
Greengoe, Nicole	<input checked="" type="checkbox"/>		Registrar	By Invitation
Hall, Kevin	<input checked="" type="checkbox"/>		President and Vice-Chancellor	Chair of Senate
Hallgrimsdottir, Helga	<input checked="" type="checkbox"/>		Dean, Faculty of Human and Social Development	Ex officio
Hancock, Rob	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the Faculty
Harder, Lois	<input checked="" type="checkbox"/>		Dean, Faculty of Social Sciences	Ex officio
Hicks, Robin	<input checked="" type="checkbox"/>		Dean, Faculty of Graduate Studies	Ex officio
Hier, Sean			Faculty of Social Sciences	Elected by the faculty members
Hof, Fraser	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the faculty members
Holland, Samuel	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Hoorfar, Mina	<input checked="" type="checkbox"/>		Dean, Faculty of Engineering	Ex officio
Huang, Li-Shih	<input checked="" type="checkbox"/>		Faculty of Humanities	Elected by the faculty members
Hundal, Navinder	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Hundza, Sandra	<input checked="" type="checkbox"/>		Faculty of Education	Elected by the Faculty
Jack, Kylie	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Kalynchuk, Lisa	<input checked="" type="checkbox"/>		Vice-President Research and Innovation	Ex officio
Kalyniuk, Tomas			Student Senator	Elected from the student societies
Kelly, Erin	<input checked="" type="checkbox"/>		Faculty of Humanities	Elected by the faculty members
Kent, Nicole	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Klein, Saul	<input checked="" type="checkbox"/>		Dean, Peter B. Gustavson School of Business	Ex officio
Koch, Matthew	<input checked="" type="checkbox"/>		Continuing Sessional	Elected by the Continuing Sessionals
Kurki, Helen	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the Faculty
Laidlaw, Mark	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the Faculty
Leacock, Brian			Peter B. Gustavson School of Business	Elected by the Faculty
Lepp, Annalee	<input checked="" type="checkbox"/>		Dean, Faculty of Humanities	Ex officio
Lewis, Susan	<input checked="" type="checkbox"/>		Acting Vice-President Academic and Provost	Ex officio
Li, Alex			Student Senator	Elected from the student societies
Lindgren, Allana	<input checked="" type="checkbox"/>		Acting Dean, Faculty of Fine Arts	Ex officio
Loock, Peter	<input checked="" type="checkbox"/>		Dean, Faculty of Science	Ex officio
Marks, Lynne	<input checked="" type="checkbox"/>		Faculty of Humanities	Elected by the Faculty
McDonough, Graham	<input checked="" type="checkbox"/>		Faculty of Education	Elected by the Faculty
McGinnis, Martha	<input checked="" type="checkbox"/>		Faculty of Graduate Studies	Elected by the Faculty
Mucina, Devi	<input checked="" type="checkbox"/>		Faculty of Human and Social Development	Elected by the Faculty
Mukhopadhyaya, Phalguni	<input checked="" type="checkbox"/>		Faculty of Engineering	Elected by the Faculty
Napoleon, Val		<input checked="" type="checkbox"/>	Acting Dean, Faculty of Law	Ex officio
Navarro, Julio	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the faculty members
Newcombe, Andrew	<input checked="" type="checkbox"/>		Faculty of Law	Elected by the Faculty
Rose-Redwood, CindyAnn	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Risby, Kyle	<input checked="" type="checkbox"/>		Student Senator	Elected by the student societies
Russell, Carolyn	<input checked="" type="checkbox"/>		Convocation Senator	Elected by the convocation
Ryan, Maureen	<input checked="" type="checkbox"/>		Faculty of Human and Social Development	Elected by the Faculty
St. Clair, Ralf	<input checked="" type="checkbox"/>		Dean, Faculty of Education	Ex officio
Saab, Ada	<input checked="" type="checkbox"/>		Associate University Secretary	By Invitation
Salem, Joseph	<input checked="" type="checkbox"/>		Faculty of Fine Arts	Elected by the Faculty
Shi, Yang	<input checked="" type="checkbox"/>		Faculty of Engineering	Elected by the Faculty
Smith, Brock	<input checked="" type="checkbox"/>		Peter B. Gustavson School of Business	Elected by the Faculty
Todd, Christine	<input checked="" type="checkbox"/>		Student Senator	Elected by the student societies
Voss, Graham	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Wang, Alivia	<input checked="" type="checkbox"/>		Convocation Senator	Elected by the convocation
Warburton, Rebecca		<input checked="" type="checkbox"/>	Convocation Senator	Elected by the convocation
Wiebe, Anona		<input checked="" type="checkbox"/>	Student Senator	Elected by the student societies
Wilson, Lara	<input checked="" type="checkbox"/>		Professional Librarian	Elected by the Professional Librarians
Witts, Aidan	<input checked="" type="checkbox"/>		Student Senator	Elected by the student societies
Wright, Bruce	<input checked="" type="checkbox"/>		Head, Division of Medical Sciences	Additional Member
Wyatt, Victoria	<input checked="" type="checkbox"/>		Faculty of Fine Arts	Elected by the faculty members
Wylie, Jaxxen	<input checked="" type="checkbox"/>		Student Senator	Elected by the student societies

MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

Effective March 1, 2022EX OFFICIO MEMBERS - University Act: Section 35 (2) (a-f)

Chancellor: Marion Buller

President and Vice-Chancellor: Kevin Hall, Chair

Acting Vice-President Academic & Provost: Susan Lewis

Vice-President Research and Innovation: Lisa Kalynchuk

Dean, Peter B. Gustavson School of Business: Saul Klein

Dean of Education: Ralf St. Clair

Dean of Engineering: Mina Hoorfar

Dean of Continuing Studies: Jo-Anne Clarke

Acting Dean of Fine Arts: Allana Lindgren

Dean of Graduate Studies: Robin Hicks

Dean of Humanities: Annalee Lepp

Dean of HSD: Helga Hallgrímsdóttir, Vice-Chair

Dean of Law: Susan Breau

Dean of Science: Peter Loock

Dean of Social Sciences: Lois Harder

University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES

- Section 35 (2) (g)

BUSI:	Brian Leacock (30/6/22)
	Brock Smith (30/6/24)
EDUC:	Sandra Hundza (30/6/23)
	Graham McDonough (30/6/22)
ENGR :	Phalguni Mukhopadhyaya (30/6/22)
	Yang Shi (30/6/23)
FINE:	Adam Con (30/6/22)
	Joseph Salem (30/6/24)
GRAD:	Mauricio Garcia-Barrera (30/6/23)
	Martha McGinnis (30/6/22)
HSD:	Devi Mucina (30/6/24)
	Maureen Ryan (30/6/22)
HUMS:	Alexandra D'Arcy (30/6/22)
	Lynne Marks (30/6/24)
LAW:	Mark Gillen (30/6/22)
	Andrew Newcombe (30/6/23)
SCIE:	Alexandre Brolo (30/6/23)
	Mark Laidlaw (30/6/23)
SOSC:	Robert Hancock (30/6/24)
	Helen Kurki (30/6/23)

MEMBERS ELECTED BY THE FACULTY MEMBERS

- Sections 35 (2) (g)

Rustom Bhiladvala (ENGR)	(30/6/23)
Erin Campbell (FINE)	(30/6/23)
Laura Cowen (SCIE)	(30/6/22)
Aaron Devor (SOSC)	(30/6/23)
Sean Hier (SOSC)	(30/6/24)
Fraser Hof (SCIE)	(30/6/23)
Li-Shih Huang (HUM)	(30/6/24)
Erin Kelly (HUM)	(30/6/24)
Julio Navarro (SCIE)	(30/6/23)

MEMBERS ELECTED BY THE FACULTYMEMBERS (continued)

CindyAnn Rose-Redwood (SOSC)	(30/6/22)
Graham Voss (SOSC)	(30/6/24)
Victoria Wyatt (FINE)	(30/6/23)

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

Sophia Crabbe (FINE)	(30/6/22)
Daniel Davenport (HUM)	“
David Foster (GRAD)	“
Samuel Holland (SOSC)	“
Navinder Hundal (SCIE)	“
Kylie Jack (LAW)	“
Tomas Kalyniuk (BUS)	“
Nicole Kent (GRAD)	“
Xiang (Alex) Li (ENGR)	“
Kyle Risby (LAW)	“
Christine Todd (GRAD)	“
Anona Wiebe (ENGR)	“
Aidan Witts (SOSC)	“
Jaxxen Wylie (LAW)	“
TBD (EDUC)	“
TBD (HSD)	“

MEMBERS ELECTED BY THE CONVOCATION

– Section 35 (2) (i)

Kelly Diether	(30/06/24)
Carolyn Russell	(30/06/24)
Alivia Wang	(30/06/24)
Rebecca Warburton	(30/06/24)

ADDITIONAL MEMBERS - Section 35 (2) (k)

Head, Division of Medical Sciences: Bruce Wright

Member elected by the Professional Librarians:

Lara Wilson (30/06/24)

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: Elizabeth Adjin-Tetty

Registrar: Nicole Greengoe

Associate University Secretary: Ada Saab



To:

Dr. David Zussman, Chair, University of Victoria Board of Governors
Dr. Kevin Hall, Chair, University of Victoria Senate

CC:

Carrie Andersen, University Secretary
Ada Saab, Associate University Secretary

February 15, 2022

Dear Dr. David Zussman and Dr. Kevin Hall,

We are writing to you regarding accessibility of UVic's governance bodies, the Board of Governors and Senate, to distance students who do not reside in Greater Victoria.

Prior to the COVID-19 pandemic, around one-third of graduate students at UVic were registered as distance students. In 2020, distance students became the majority as most classes were shifted online due to the COVID-19 pandemic. In fall 2021, UVic returned most classes to in-person delivery. Distance students represented approximately 38% of graduate students in the fall 2021 semester. This number may stay similar or increase slightly over time as some graduate programs are redesigned to attract students who want or need to study in their home communities (a recent example of this being the MA in Child, Youth, Family and Community Studies).

Student representative positions on the UVic Board of Governors and Senate have not traditionally been accessible to distance students who do not live locally. Meetings were held in person without a remote attendance option, and those students who could not attend in person were effectively excluded from seeking election.

Due to the pandemic, the Board of Governors and Senate have temporarily become more accessible to some distance students, as those who are located outside Canada as a result of border closures and travel disruptions have been allowed to attend remotely. The pandemic has resulted in an increase in distance students interested in participating in university governance. However, we understand that without changes to the Board of Governors and Senate rules, remote participation for distance students will again be refused when the pandemic is over.

As the use of technology has evolved, exclusion of distance students located outside Greater Victoria from university governance can no longer be justified. The *University Act*, which governs elections to the Board of Governors and Senate, does not set any limits on which students can be elected to these bodies. If distance students have the same rights as other students under the *University Act* to be elected to and serve on the Board of Governors and Senate, their exclusion based on place of residence is unfair and *ultra vires*.

The UVic Graduate Students' Society calls on you to support changes to the Board of Governors and Senate rules that will ensure distance students living outside Greater Victoria have the same ability to serve on University governance bodies as on-campus and local students.

Sincerely,

David Foster, GSS Chair, on behalf of the GSS Board of Directors



Date: March 18, 2022

To: Senate

From: Senate Committee on Agenda and Governance

Re: **Appointments to the 2022 Joint Senate Board Retreat Committee**

The Senate Committee on Agenda and Governance nominations sub-committee met on February 18, 2022 to consider appointments to the 2022 Joint Senate Board Retreat Committee, and recommends the appointments of Robin Hicks (Faculty of Graduate Studies), Kelly Diether (Convocation Senator), and Jaxxen Wylie (Student Senator) for a term beginning immediately and ending December 31, 2022.

Recommended Motion

That Senate approve the appointments of Robin Hicks, Kelly Diether, and Jaxxen Wylie to the 2022 Joint Senate Board Retreat Committee for a term beginning immediately and ending December 31, 2022.

Respectfully submitted,

2021/2022 Senate Committee on Agenda and Governance

Kevin Hall (Chair), President and Vice-Chancellor*

Helga Hallgrimsdottir (Vice-Chair), Dean, Faculty of Human and Social Development*

Carrie Andersen, University Secretary

Carolyn Russell, Convocation Senator

Aaron Devor, Faculty of Social Sciences

Mauricio Garcia-Barrera, Faculty of Graduate Studies

Helen Kurki, Faculty of Social Sciences*

Susan Lewis, Acting Vice-President Academic and Provost

Mark Gillen, Faculty of Law

Lara Wilson, Libraries

Kyle Risby, Student Senator*

Ada Saab (Secretary), Associate University Secretary*

Kathy MacDonald (Recording Secretary), Senate Coordinator

*members of the Nominations Sub-committee



Date: March 18, 2022
To: Senate
From: Senate Committee on Agenda and Governance
Re: Update on the Senate Rules and Procedures

When the COVID-19 pandemic began in March 2020, the transition to virtual Senate meetings was initially considered a temporary measure until traditional in-person meetings would resume. However, as the pandemic continued and virtual meetings became more commonplace, the University Secretary's Office began to investigate the governance implications and technology needs of any transition to facilitate regular remote Senate attendance.

This memo is to update Senate on the many issues actively under consideration before a specific long-term recommendation can be made to make a permanent change to the Senate Rules and Procedures.

Current Accommodations

While most Senate meetings for the 2021-2022 session have been held in-person, exceptions were made for remote attendance for those Senators with a medical accommodation. An additional exception was provided for a student Senator who could not travel to Canada due to the lack of vaccine availability.

For these Senators, a Zoom call was arranged in which a laptop camera was focused on the Chair, and microphones were set up for all in-person attending speakers to ensure those on the call could hear the discussion on the floor of Senate.

Recent Requests

At the March 4, 2022 meeting of Senate, a request was submitted to permanently revise section 12.02 of the [Senate Rules and Procedures](#) to include the ability of Senators to attend virtually until such time as the Government of British Columbia lifts all public health orders related to the COVID-19 pandemic (Appendix A).

Most recently, the Chair of Senate received a request from the Graduate Student's Society, with support from the Undergraduate Student's Society, to increase the accessibility of the university's governance bodies to distance students who do not reside in Greater Victoria (Appendix B).

Senate Rules and Procedures

The University of Victoria's Senate membership is established in accordance with section [35\(2\)](#) of the BC *University Act*. This membership is determined to ensure a broad perspective across the university's academic faculties and

units. Any university member from a Faculty or applicable affiliated group listed in the Act who work, teach or learn remotely are permitted to attend as a Senator if elected to a position.

The Act does not comment on the operation of Senate meetings. Instead, the Senate Rules and Procedures set out guidelines to ensure the proper functioning of Senate meetings and the specific composition of its committees and membership.

Participation:

Senator members have a duty to exchange views, bring the perspective of their colleagues, and articulate various interests during Senate discussions. This is done with the integrity, independence, good faith and prudence of a reasonable individual.

It is recognized that with the current technology available, engaged discussion with fellow Senators and the ability to clearly see, hear, and participate in Senate presentations have been hampered through the current virtual Zoom attendance set-up. In addition, the Chair's ability to equitably manage and attend to a hybrid meeting of Senate for both those in attendance remotely and in-person is a concern. To continue to facilitate good governance and engaged participation by Senators both in-person and attending remotely, technological improvements will be necessary.

It should be noted that even with technological improvements, there remain serious governance implications in the running of a multi-access Senate meeting. The differing experiences and inability of remote attending members to engage in the usual relationship building and collegial discussion that occurs in person may mean that even if technological barriers are overcome, there may be governance reasons for not pursuing hybrid participation. In any case, criteria for when a member can participate remotely should be developed.

Confidentiality:

Senate members are expected to maintain the confidentiality of closed Senate deliberations and documents. Rules to ensure Senators are aware of the confidential nature of closed meetings will need to be added to the Senate Rules and Procedures for remote attendees.

Visitor's Gallery:

The Senate Rules and Procedures will need to consider an online visitor gallery of an open meeting of Senate. Current technical capabilities could broadcast a section of Senators attending in-person in the Senate and Board Chambers but may exclude members sitting outside of the camera's view and those attending remotely.

Voting:

Each member of Senate has a duty to act in the university's best interests. Current rules state that voting will normally be by show of hands except for the purpose of elections conducted on the floor of Senate. This method of voting is typical in

deliberative governance bodies which result in a vote at the conclusion of an engaged discussion among their Senate colleagues.

Current remote-attending Senators have also used a show of hands during voting. This show of support for or against a motion is not shared with fellow Senators involved in the discussion on the Senate floor. Technical capabilities to ensure those members attending remotely are visible to both other Senate colleagues and those in the visitor gallery during open Senate meetings should be considered.

Technology Capabilities

The Senate and Board Chambers do not have multi-access functionality for remote attendance. While remote classroom technology has been a high priority during the pandemic, boardrooms have not been renovated to allow for virtual attendance for Senate.

There are no classroom spaces available for Senate meetings during traditional or reasonably alternate scheduled meeting times.

Prior to the pandemic, the University Secretary's Office and University Systems discussed the possible renovation work required to equip the Senate and Board Chambers with adequate infrastructure and IT capabilities.

Previous IT estimates included the following requirements:

- standard 2-projector with a spatially separated rack built with expandable components,
- ceiling speakers separated in to 5 zones (instead of 2 wall mounted speakers),
- built-in video recording,
- individual or semi-shared microphones,
- WebCast connection point for capturing content video,
- 2 8-ft manual screens,
- video conferencing and support contract.
- confidence monitor.

A general description of infrastructure requirements included the addition of data ports, a dedicated 20A electrical outlet, ventilation improvements, occupancy sensor, microphone antenna equipment, speaker equipment, wired microphone equipment, VC/recording camera at the front and back of the room, out-of-band camera, and lighting control equipment. Technical support for remote live broadcasting capabilities will be required.

The University Secretary's office will continue to work on this issue and update Senate on this matter.

Respectfully submitted,

2021/2022 Senate Committee on Agenda and Governance

Kevin Hall, Chair, President and Vice-Chancellor

Helga Hallgrímsdóttir, Vice-Chair, Dean, Faculty of Human and Social Development

Carrie Andersen, University Secretary

Aaron Devor, Faculty of Social Sciences

Mauricio Garcia-Barrera, Faculty of Graduate Studies

Mark Gillen, Faculty of Law

Helen Kurki, Faculty of Social Sciences

Susan Lewis, Acting Vice-President Academic and Provost

Kyle Risby, Student Senator

Carolyn Russell, Convocation Senator

Lara Wilson, Libraries

Ada Saab (Secretary), Associate University Secretary

Kathy MacDonald, (Recording Secretary), Senator Coordinator

/attachments

Motion: That the Senate Rules and Procedures be amended by adding a section 12.02 which reads: “Any Senator may participate virtually in Senate and Senate Committee meetings until such time as the Government of British Columbia lifts all public health orders related to the COVID-19 pandemic.”

[illegible]

Motion: That the Senate Rules and Procedures be amended by adding a section 12.02 which reads: “Any Senator may participate virtually in Senate and Senate Committee meetings until such time as the Government of British Columbia lifts all public health orders related to the COVID-19 pandemic.”

[illegible]

Motion: That the Senate Rules and Procedures be amended by adding a section 12.02 which reads: “Any Senator may participate virtually in Senate and Senate Committee meetings until such time as the Government of British Columbia lifts all public health orders related to the COVID-19 pandemic.”

[illegible]

Motion: That the Senate Rules and Procedures be amended by adding a section 12.02 which reads: “Any Senator may participate virtually in Senate and Senate Committee meetings until such time as the Government of British Columbia lifts all public health orders related to the COVID-19 pandemic.”

[illegible]

Motion: That the Senate Rules and Procedures be amended by adding a section 12.02 which reads: “Any Senator may participate virtually in Senate and Senate Committee meetings until such time as the Government of British Columbia lifts all public health orders related to the COVID-19 pandemic.”

[illegible]

Motion: That the Senate Rules and Procedures be amended by adding a section 12.02 which reads: “Any Senator may participate virtually in Senate and Senate Committee meetings until such time as the Government of British Columbia lifts all public health orders related to the COVID-19 pandemic.”

[illegible]



To:

Dr. David Zussman, Chair, University of Victoria Board of Governors
Dr. Kevin Hall, Chair, University of Victoria Senate

CC:

Carrie Andersen, University Secretary
Ada Saab, Associate University Secretary

February 15, 2022

Dear Dr. David Zussman and Dr. Kevin Hall,

We are writing to you regarding accessibility of UVic's governance bodies, the Board of Governors and Senate, to distance students who do not reside in Greater Victoria.

Prior to the COVID-19 pandemic, around one-third of graduate students at UVic were registered as distance students. In 2020, distance students became the majority as most classes were shifted online due to the COVID-19 pandemic. In fall 2021, UVic returned most classes to in-person delivery. Distance students represented approximately 38% of graduate students in the fall 2021 semester. This number may stay similar or increase slightly over time as some graduate programs are redesigned to attract students who want or need to study in their home communities (a recent example of this being the MA in Child, Youth, Family and Community Studies).

Student representative positions on the UVic Board of Governors and Senate have not traditionally been accessible to distance students who do not live locally. Meetings were held in person without a remote attendance option, and those students who could not attend in person were effectively excluded from seeking election.

Due to the pandemic, the Board of Governors and Senate have temporarily become more accessible to some distance students, as those who are located outside Canada as a result of border closures and travel disruptions have been allowed to attend remotely. The pandemic has resulted in an increase in distance students interested in participating in university governance. However, we understand that without changes to the Board of Governors and Senate rules, remote participation for distance students will again be refused when the pandemic is over.

As the use of technology has evolved, exclusion of distance students located outside Greater Victoria from university governance can no longer be justified. The *University Act*, which governs elections to the Board of Governors and Senate, does not set any limits on which students can be elected to these bodies. If distance students have the same rights as other students under the *University Act* to be elected to and serve on the Board of Governors and Senate, their exclusion based on place of residence is unfair and *ultra vires*.

The UVic Graduate Students' Society calls on you to support changes to the Board of Governors and Senate rules that will ensure distance students living outside Greater Victoria have the same ability to serve on University governance bodies as on-campus and local students.

Sincerely,

David Foster, GSS Chair, on behalf of the GSS Board of Directors



Date: March 16, 2022

To: Senate

From: Senate Committee on Awards

Re: **New and Revised Awards**

The Senate Committee on Awards met on March 9, 2022 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 for 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:

- Mohamed & Prabha Ibrahim Graduate Scholarship in Chemistry (Revised)
- Takao Tanabe Undergrad Award in Visual Arts (Revised)
- Murray and Lynda Farmer Award for Critical Thinking* (New)
- Chinese Consolidated Benevolent Association of Victoria Course Award* (Revised)
- Vancouver Island ASHRAE Chapter Endowment Scholarship* (Revised)
- Audain Travel Award (Revised)
- Lisa Fedrigo Bursary* (Revised)
- Doreen & John Windsor Scholarship* (Revised)
- Jack Howard Jackson Memorial Bursary (New)
- Victoria Foundation Ruth Elina Carlson Bursary (Revised)
- Dr. Terence Gough Chemistry Bursary* (New)
- Dr. Terence Gough Chemistry Scholarship* (New)
- Mya and Marcus Indigenous Graduate Scholarship in Visual Arts* (New)
- Jean Tutcho Indigenous Undergraduate Award in Visual Arts* (New)
- Béts'ahchu Undergraduate Award in Indigenous Language Revitalization* (New)
- Joyce Clearihue Graduate Co-op Scholarship* (Revised)
- Anna Isabelle Allen Undergraduate Scholarship in Social Work* (New)
- Takao Tanabe Graduate Award in Visual Arts (Revised)
- Dr. Mowafa Househ Entrance Scholarship (Revised)
- Enbridge Travel Award for Engineering and Computer Science Students (Revised)
- Jennifer van Dyk Memorial Women's Field Hockey Award* (Revised)
- Joyce Family Foundation Award for Indigenous Students* (Revised)

* Administered by the University Of Victoria Foundation

Respectfully submitted,

2021/2022 Senate Committee on Awards

Charlotte Schallié (Chair), Graduate Studies/Germanic & Slavic Studies

Daniel Davenport, Student Senator

John Dower, Faculty of Graduate Studies

Nicole Greengoe, Registrar

Lori Nolt, Student Awards and Financial Aid

Donja Roberts, Faculty of Graduate Studies

Nahid Safari, GSS Representative

Brock Smith, Peter B. Gustavson School of Business

Linda Welling, Department of Economics

Alyssa Manankil-Lakusta, Alumni Association Representative

Maureen Ryan, Human and Social Development

Leslee Francis Pelton, Faculty of Graduate Studies

Alexis Ramsdale (Secretary), Student Awards and Financial Aid

Appendix 1

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 have an academic threshold requirement but recipients may also be selected on the basis of additional 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, entrepreneurship, 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. The standard for athletic awards is set by U SPORTS, a regulatory organization external to UVic, and varsity student athletes receiving an athletic award in their entering year must have an admission average of at least 80%.

Bursaries

Financial aid in the form of non-repayable 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.

Athletic Awards

Selection of athletic award recipients is made by the Senior Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Director of Varsity Performance Sport. Recipients must meet the eligibility requirements of the governing body for their sport, U SPORTS or the *National Association of Intercollegiate Athletics* (NAIA), who also set the regulations regarding the total amount of financial aid a varsity student athlete can receive per academic year. Varsity student athletes receiving an athletic award in their entering year must have an admission average of at least 80%. In-course recipients must maintain a minimum GPA of 3.0 to receive an athletic award.

Appendix 2

Terms for New and Revised Awards

Additions are underlined

Deletions are ~~struck through~~

Mohamed & Prabha Ibrahim Graduate Scholarship in Chemistry (Revised)

One or more scholarships of at least \$2,000 ~~\$1,000~~ each are awarded to academically outstanding graduate students in the Department of Chemistry.

Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Chemistry.

Takao Tanabe Undergrad Award in Visual Arts (Revised)

One award of at least \$2,500 will be given to an undergraduate student in the Department of Visual Arts whose focus is on painting.

Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Department of Visual Arts.

Murray and Lynda Farmer Award for Critical Thinking* (New)

One or more awards are given to continuing undergraduate students in the Faculty of Humanities with a declared major in philosophy who demonstrates originality, critical thinking, good work habits and organizational skills in their coursework, has a GPA of at least 5.0/9.0 and demonstrates community or on campus involvement through volunteerism.

Applicants must submit:

- a personal statement (maximum 500 words) detailing both their volunteer experience and their originality, critical thinking, good work habits and organizational skills in their coursework
- a letter of reference from a UVic faculty member attesting to the student's originality, critical thinking, work habits and organizational skills
- a letter of reference (maximum 300 words each) from a volunteer organization

Referees cannot be related to the applicant.

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

Chinese Consolidated Benevolent Association of Victoria Course Award* (Revised)

An award of ~~\$100~~ is given to an undergraduate student who has completed at least ~~3~~ three courses on China and/or Overseas Chinese studies.

Vancouver Island ASHRAE Chapter Endowment Scholarship* (Revised-UG)

A scholarship is awarded ~~annually~~ to an undergraduate student in the Faculty of Engineering and Computer Science ~~registered in a Bachelor of Engineering or Civil Engineering program in Mechanical Engineering~~ with high academic standing in courses related to heating, ventilation, air conditioning & refrigeration (HVAC&R) and building science heating ventilation and air conditioning.

Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

Audain Travel Award (Revised)

One award of \$7,500 will be given to a full-time undergraduate or graduate student in the Department of Visual Arts to enhance the student learning experience through travel or project/research costs in support of broadening the student's knowledge of historical and contemporary art. This activity may include, but not be limited to travel, accommodation, admission fees to museums, galleries, etc, and/or participation in exhibitions, performances, workshops or presentations. Preference is given to students who are using the fund for travel.

Applications must include a brief description of their reason for travel (50 word max), a letter of endorsement from a faculty member, a budget detailing the cost of the travel and/or research project, and a resume of the student's work.

Approval of the recipient will be made by either the Senate Committee on Awards or the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the ~~Dean of Fine Arts~~ Department of Visual Arts. Application forms are available ~~from at the Dean of Fine Arts~~ Department of Visual Arts office and must be submitted by ~~March~~ July 31.

Lisa Fedrigo Bursary* (Revised)

One or more bursaries ~~totalling \$1,000~~ are awarded to students studying at the University of Victoria. Preference will be given to single parents.

Doreen & John Windsor Bursary Scholarship* (Revised)

One or more ~~bursaries~~ scholarships are awarded to academically outstanding undergraduate students majoring in graduating from the Department of History who are honours students and specializing in Canadian History. ~~Preference will be given to students entering fourth year.~~

Jack Howard Jackson Memorial Bursary (New)

One or more bursaries are awarded to undergraduate or graduate Canadian-born Indigenous students in the Faculty of Science.

Victoria Foundation Ruth Elina Carlson Entrance Bursary (Revised)

One or more bursaries are awarded to entering, transferring or continuing undergraduate students born in Canada who are ~~entering the University of Victoria and who are studying in the Faculties of Fine Arts, Science, Humanities, Engineering and Computer Science, or the Peter B. Gustavson School of Business or are taking pre-medicine or economics courses.~~

Dr. Terence Gough Chemistry Bursary* (New)

One or more bursaries are awarded to entering, transferring or continuing undergraduate students in the Department of Chemistry.

Dr. Terence Gough Chemistry Scholarship* (New)

One or more scholarships are awarded to academically outstanding entering, transferring or continuing undergraduate students in the Department of Chemistry.

Mya and Marcus Indigenous Graduate Scholarship in Visual Arts* (New)

One or more scholarships are awarded to Indigenous graduate students in the Department of Visual Arts. Preference will be given to students who have experience working with wood material in an Indigenous context (for example carving, construction or expanded material examinations). A further preference will be given to students from Northwest Territories. Students with a GPA of 6.0 and above are eligible. Applications must be submitted to the Department of Visual Arts by April 15.

Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Visual Arts.

Jean Tutcho Indigenous Undergraduate Award in Visual Arts* (New)

One or more awards are given to entering, continuing or transferring Indigenous undergraduate students in the Department of Visual Arts. Preference will be given to students in the following order:

1. students who have experience working with wood material in an Indigenous context (for example carving, construction or expanded material examinations)
2. students from Northwest Territories
3. entering students

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Visual Arts.

Béts'ahchu Undergraduate Award in Indigenous Language Revitalization* (New)

One or more awards are given to Canadian-born Indigenous undergraduate students in the Faculty of Education enrolled in the Certificate in Indigenous Language Proficiency (CILP), the Diploma in Indigenous Language Revitalization (DILR) or the Bachelor of Education in Indigenous Language Revitalization (BEI ILR) who are developing their own language proficiency and have a strong record of contributing to their/a language community through their work. Preference will be given to students from Northwest Territories.

Applications must be accompanied by a letter of recommendation (maximum 300 words) from a community group/member, not related to the applicant, providing evidence of the contributions the applicant has made. Part-time students (minimum 6.0 units) are eligible for this award.

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

Joyce Clearihue Graduate Co-op Scholarship* (Revised)

One or more scholarships are awarded to academically outstanding graduate students who completed a co-op term that involved the restoration and preservation of forests. Eligible students will have completed the work term in the academic year (May to April) prior to the disbursement of the scholarship. Preference will be given to students with demonstrated financial need.

Approval Selection of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation nomination of the Co-operative Education Program.

Anna Isabelle Allen Undergraduate Scholarship in Social Work* (New)

One or more scholarships are awarded to academically outstanding undergraduate students entering, continuing or transferring into the School of Social Work. Preference will be given to students with an interest in child welfare in the Province of British Columbia.

Takao Tanabe Graduate Award in Visual Arts (Revised)

One award of at least \$2,500 will be given to a graduate student in the Department of Visual Arts whose focus is on painting.

Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee ~~Senate Committee on Awards~~ upon the recommendation of the Department of Visual Arts.

Dr. Mowafa Househ Entrance Scholarship (Revised)

A scholarship of \$500 is awarded to an academically outstanding undergraduate student entering the School of Health Information Science from a British Columbia secondary school or college. Preference will be given to a student from Northern British Columbia (the area from Prince George north, including Prince George and Haida Gwaii). The scholarship will be awarded every other year.

Enbridge Travel Award for Engineering and Computer Science Students (Revised)

One or more awards of \$1,500 each are given to undergraduate students in the Faculty of Engineering and Computer Science to assist with relocation costs associated with undertaking a co-op work term anywhere in Canada excluding the Capital Regional District (CRD). Preference is for students who identify as women, Black, Indigenous or People of Colour.

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

CRD municipalities: Victoria, Oak Bay, Saanich, Central Saanich, North Saanich, Sooke, Highlands, Metchosin, Colwood, Langford, Esquimalt, Sidney, View Royal and the electoral areas of Juan de Fuca, Salt Spring Island and the Southern Gulf Islands.

Jennifer van Dyk Memorial Women's Field Hockey Award* (Revised)

One or more awards are given to undergraduate and graduate students who compete on the Vikes Women's Varsity Field Hockey team. Preference will be given to students who are not from the Capital Regional District (CRD). Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be the student athletes who best emulate Jennifer's greatest human qualities, including her joyfulness, eagerness to make a positive difference and nurturing nature and will be determined by the Senior Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Director, Varsity Performance Sport.

CRD municipalities: Victoria, Oak Bay, Saanich, Central Saanich, North Saanich, Sooke, Highlands, Metchosin, Colwood, Langford, Esquimalt, Sidney, View Royal and the electoral areas of Juan de Fuca, Salt Spring Island and the Southern Gulf Islands.

Joyce Family Foundation Award for Indigenous Students* (Revised)

One or more awards of \$5,000 to \$8,000 each are given to continuing Indigenous undergraduate students who:

- are Canadian citizens or permanent residents of Canada,
- have lived in B.C. for at least 3 years, and
- have demonstrated financial need.

Preference will be given to students who have graduated from high school within the last five years and have not qualified for funding from their First Nation Band or an Indigenous organization. Students may receive this award more than once.



University
of Victoria

Senate Committee on
Planning

MEMO

Date: March 16, 2022

To: Senate

From: Senate Committee on Planning

Re: **Proposal to renew the Canadian Institute for Substance Use Research (CISUR) as an Approved UVic Research Centre**

At its meeting on March 2, 2022, the Senate Committee on Planning considered the proposal to renew the Canadian Institute for Substance Use Research (CISUR) as an Approved UVic Research Centre.

A two-day external review of the Canadian Institute for Substance Use Research (CISUR) was conducted in October 2021. The review panel provided a positive assessment of the CISUR and has recommended its continuation.

The following motion is recommended:

Motion: that Senate approve the proposal to renew the Canadian Institute for Substance Use Research (CISUR) as an Approved UVic Research Centre for the five-year period July 1, 2022 through June 30, 2027, as described in the memorandum dated January 7, 2022.

Respectfully submitted,

2021-2022 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair	Dr. Matthew Koch
Dr. Evanthia Baboula	Dr. Valerie S. Kuehne
Dr. Rustom Bhiladvala	Dr. Michelle Lawrence
Dr. Jo-Anne Clarke	Dr. Graham McDonough
Dr. Adam Con	Dr. Cynthia Milton
Ms. Andrea Giles	Dr. Abdul Roudsari
Dr. Rishi Gupta	Dr. Nilanjana Roy
Ms. Nicole Greengoe	Ms. Ada Saab
Dr. Robin Hicks	Dr. Ralf St. Clair
Dr. Cindy Holder	Ms. Christine Todd
Dr. Lisa Kalynchuk	Dr. Jie Zhang
Ms. Sandra Duggan (Secretary)	

Memo to the Senate Committee on Planning
for the 5-year renewal of CISUR




Office of the Vice-President, Research & Innovation
Michael Williams Building, Room A110 PO Box 1700 STN CSC Victoria BC
V8W 2Y2 Canada
T 250-472-5416 | F 250-472-5477 | uvic.ca/research

MEMORANDUM

DATE: January 7, 2022

TO: Dr. Elizabeth Adjin-Tettey, Chair, Senate Committee on Planning

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

RE: Renewal of the Canadian Institute for Substance Use Research (CISUR) as an Approved UVic Research Centre

I am writing to recommend the continuation of the Canadian Institute for Substance Use Research (CISUR) as an approved multi-faculty research centre for a further five-year term. CISUR is housed in the Health and Wellness building on campus and is under the direction of Dr. Timothy Naimi.

An external review of the CISUR was conducted on campus on 19-20 October 2021 and the report was provided by the review panel on 30 November, 2021. The CISUR Director provided his response on 20 December 2021. Both documents are attached.

The review panel comprised:

- Dr. Cameron Wild (chair), Professor, School of Public Health, University of Alberta
- Dr. Samantha Wells, Senior Director, Centre for Addictions and Mental Health, Associate Professor in the Clinical Public Health Division at the Dalla Lana School of Public Health at the University of Toronto.
- Dr. Denise Cloutier, Acting Associate Dean Research, Professor in Department of Geography, University of Victoria

The Executive Summary states that CISUR has “unambiguously achieved an impressive track record of accomplishments, successes and impacts” and that it is the review panel’s “unanimous and enthusiastic overall recommendation is that the University should continue to support CISUR as a University-approved research centre.”

The review panel report is a lengthy account of their two-day on campus visit and a series of nineteen recommendations based on their assessment of CISUR.

The review panel offers a concrete and detailed analysis of CISUR, and the reviewers bring to bear their expertise and experience elsewhere as a means to strengthen CISUR’s ability to continue in their successful mission. Among the many insights and recommendations, of particular note are the following:

- The review panel members were “extremely impressed by the high degree of collaboration and collegiality observed within CISUR. All corners of CISUR, from the most junior research

associates to the most senior faculty members, consistently reported that they find this centre to be a creative, innovative, and effective and supportive work environment” (p. 9).

- While the review panel notes that CISUR has been successful in engaging academic expertise in substance use and addictions, they are concerned about the “potential erosion of academic expertise.” With this in mind the original memorandum of understanding should be “revisited” and “refreshed” (p. 10).
- Related to above, the evaluators recommend that CISUR play a more active role in the identification of strategic research fields for the hiring of tenured faculty to also be appointed within CISUR.
- The review panel notes CISUR’s team success in funding, in particular in obtaining Tri-Council funding for their research spanning international work, epidemiological research and population monitoring/modelling, policy and practice, harm reduction, and community-based research. They recommend broadening grant funding so as not to rely so heavily on non-peer reviewed government contracts (p. 11). They also recommend a donor campaign (p. 9).
- The evaluators see a greater role for CISUR in undergraduate and graduate-level interdisciplinary instruction (p. 11).
- The report points to a potential need to more clearly define faculty/centre relations, supports and use of indirect funds.

The CISUR Director’s response of 21 December 2021 is largely in agreement with the External Review Report’s evaluation and recommendations. This response focuses on objectives, pathways and recommendations for the CISUR moving forward as they develop their strategic plan.

CISUR is integral to the University’s mission as a UVic-created and supported centre. The OVPRI appreciates the strong work of the Centre and will look for ways to continue to support CISUR.

Conclusion and Recommendation

In summary, external review panel has provided a very positive assessment of the CISUR and has recommended its continuation. The CISUR 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 the Canadian Institute for Substance Use Research (CISUR) for the five-year period 1 July 2022 through 30 June 2027. 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 CISUR 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: T. Naimi, CISUR Director

External Reviewers' Report of CISUR

EXTERNAL REVIEWERS' REPORT OF THE CANADIAN INSTITUTE FOR SUBSTANCE USE RESEARCH (CISUR)

Submitted by:

Cameron Wild, PhD (Chair)
Professor, School of Public Health
University of Alberta
Nominated Principal Investigator,
Canadian Research Initiative in Substance Use, Prairie Node
Edmonton, Alberta

Samantha Wells, PhD
Senior Director and Senior Scientist
Institute for Mental Health Policy Research
Centre for Addiction and Mental Health
Toronto, Ontario

Denise Cloutier, PhD
Acting Associate Dean Research and Graduate Studies,
Faculty of Social Sciences
University of Victoria
Victoria, British Columbia

Submitted to: Cynthia Milton, PhD; Associate Vice President, Research on November 30, 2021

Executive Summary

The Canadian Institute for Substance Use Research (CISUR; formerly the Centre for Addictions Research of British Columbia [CARBC]) is a multi-faculty Research Centre of the University of Victoria that was established in December, 2005 with an endowment of \$10.55 million from the BC Addiction Foundation. This review was conducted to comply with University policies that research centres are reviewed every five years. This report presents results of an external review of CISUR and its activities for the years 2016-2021. The review was conducted by Dr. Cameron Wild (External Review Panel Chair and Member; University of Alberta), Dr. Samantha Wells (External Review Panel Member; Centre for Addiction and Mental Health), and Dr. Denise Cloutier (Internal Review Panel Member; University of Victoria). Following receipt of background materials, the Panel conducted a site visit on October 19-20, 2021. During the site visit, we met with the Associate Vice President, Research, the current and former CISUR Directors and its Board Chair, as well as CISUR Scientists, staff, and CISUR-affiliated graduate students. Those meetings solicited in-depth discussions about CISUR's successes and challenges. Overviews of six research programs and projects were also delivered to the Panel by select CISUR Scientists and staff. The present document is intended to provide recommendations to the University of Victoria and CISUR, based on a review by the Panel of CISUR's self-assessment report, its 2020-21 annual report, as well as insights gained from the site visit.

After reviewing the materials forwarded to us, and reflecting on the site visit, we conclude without reservation that CISUR has unambiguously achieved an impressive track record of accomplishments, successes and impacts. Therefore, ***our unanimous and enthusiastic overall recommendation is that the University should continue to support CISUR as a University-approved research centre.*** In addition, based on our assessment, we offer the following specific recommendations for the University and CISUR. Our recommendations are intended to support, build upon, and improve the quality, performance, and impact of a genuine asset for the University.

Specific recommendations

1. The University should consider developing a targeted campaign to attract philanthropic donations to CISUR.
2. The University should review and enhance mechanisms provided by the University for pre- and post-award grant support for faculty members and research projects affiliated with CISUR.
3. CISUR should work with the University to clarify, and more consistently apply human resource policies for all research staff (e.g., research assistants and associates).
4. The University should refresh the original memorandum of understanding (MOU) used to create the Centre.
5. The University and CISUR should jointly and proactively address the potential erosion of its scientific research capacity (due to retirements and non-replacement of faculty positions) by supporting 1-2 permanent faculty lines to ensure the ongoing success of the Centre.
6. CISUR should consider increasing its capacity for undergraduate research training.
7. CISUR should consider strategically broadening its base of external grant support for research.
8. CISUR should undertake efforts to enhance collaborative research opportunities with internal and external partners (individuals and organizations).
9. CISUR should attract and retain new Scientists and trainees to sustain and build on strengths in epidemiologic/population health research on alcohol policy and alcohol harms.
10. The University should continue to build upon its support for CRCs affiliated with CISUR.

11. CISUR should reassess the composition of its Advisory Board, potentially increasing representation from more diverse stakeholder groups.
12. CISUR should enhance engagement and scholarship activities working as allies with Indigenous communities.
13. The University and CISUR should consider more systematically documenting its scholarly impact by conducting a bibliometric evaluation of its efforts to disseminate research findings to academic stakeholders.
14. The University should enhance support for CISUR's efforts to disseminate research findings to academic stakeholders.
15. CISUR should strategically address lost revenue and capacity for knowledge mobilization activities due to changes at its Vancouver site.
16. CISUR should reassess its knowledge mobilization role with non-academic stakeholders as part of future research strategic planning.
17. The University and CISUR should consider establishing Adjunct professor roles (i.e., non-faculty line status positions) through partnerships with relevant University departments for CISUR non-faculty members.
18. The University and CISUR should explore the development of cross-listed courses of joint interest to CISUR and University departments, schools, and faculties.
19. CISUR should explore opportunities to offer short-term (e.g., one semester) visiting scholar applications to experts outside of the University, and also to faculty members internal to the university who may welcome a chance to be involved in, and contribute to the CISUR's activities and impact.

1. Mandate, Scope, and the Review Process

1.1 Mandate and Scope

The University of Victoria requires that research centres are reviewed every 5 years. Our review was conducted in accordance with the University's policy document entitled *Guidelines for Review of Research Centres*. As such, the Review Panel was charged with evaluating CISUR in relation to the following scope of its work:

"Conduct an evidence-based, comprehensive, and constructively critical review focusing on degree to which the Centre has met the purposes of a research centre ... through its objectives and goals. The reviewers should examine and be prepared to comment on the Centre's:

- Calibre and quality of the members' collaborative and/or interdisciplinary research and the degree to which it has enhanced the ability of its members to attract infrastructure and networking opportunities
- Success in assisting its members to attract external research funding support
- Extent and quality of involvement of its members (faculty, students, others) in the activities of the Centre
- Adequacy and effective utilization of its resources through its management of finances, staffing and other resources
- Advancement of student research training and support
- Contributions to the academic mission of the university and the centre's constituent academic units
- Extent of knowledge transfer to the research community and to society through publications, outreach and other methods
- Impact on the reputation and image of the university."

In addition, the *Guidelines* encouraged the Review Panel to "...comment more generally on:

- Other benefits to the university resulting from the existence of the centre
- The quality of the centre compared to other similar organizations at the national or international level
- Its analysis of the areas of the centre's strengths and weaknesses
- How the quality and performance of the Centre could be improved."

Finally, the *Guidelines* asked the Review Panel to "...assess the feasibility and appropriateness of the Centre's activity objectives and activities proposed for the next five years."

1.2 Review Process

The Review Panel was constituted in the summer of 2021. Prior to the October 2021 site visit, Panel members received a description of the review mandate, and were provided with materials necessary for the five-year review. These included the *Guidelines for Review of Research Centres* (described in the previous subsection), a copy of the *CISUR Self-Assessment Report* (an updated, finalized version of this report was provided the week before the site visit), a copy of the previous external Review Panel's report covering 2016-2021, and the *CISUR 2020-2021 Annual Report*. These materials were supplemented by a site visit which took place on October 19 and 20, 2021. During the site visit, the

Review Panel met with the CISUR Directors (past and present), scientific and other staff, CISUR-affiliated graduate students, the Associate Vice President Research, and CISUR's Advisory Board Chair.

1.2.1 Site Visit Meetings on October 19

The Review Panel initially met with Dr. Cynthia Milton, Associate Vice President Research. She advised us that there are currently no standard templates or formatting requirements for self-assessments produced by research centres at the University and that there were no strict page limits for external Review Panel reports. Dr. Milton noted that CISUR is one of the University's flagship centres with sustainable funding and research programs with clear societal impacts. Dr. Milton also briefly provided her perspective on several key issues including how the University handles indirect cost recovery and joint CISUR-UVic faculty hiring. She mentioned that historically there are sometimes tensions between centres and their associated faculties, and highlighted the importance of understanding and exploring these tensions during the review process.

The Panel then met with the current CISUR Director, Dr. Tim Naimi who is relatively new to CISUR (he started his first term as Director in August, 2020). He spoke about the overall welcoming, supportive and collegial culture of CISUR, fostered by the former Director Dr. Tim Stockwell. He was proud to report that CISUR is a 'one-stop shop' which takes a systems approach to address public health aspects of substance use, emphasizing prevention, harm reduction, population health, epidemiology, sociology, policy, and community engagement. Dr. Naimi highlighted CISUR's excellent history of population-based epidemiologic and policy research (especially on alcohol), and the importance of preserving this work, while balancing this emphasis with newer research lines dedicated to harm reduction and community-based research. He noted that CISUR is independent from commercial entities (e.g., the cannabis industry) which he characterized as critically important in terms of maintaining integrity in research.

Dr. Naimi spoke highly of the accomplished and productive team of Scientists at CISUR and highlighted the strengths and abilities of the Centre's administrative staff. He also provided his perspective on tensions between CISUR and the University, in general emphasizing his hopes for improved University recognition of the contributions made by research centres like CISUR, and highlighted indirect cost recovery mechanisms as one area where more money could rightfully be disbursed back to research centres since these grants and contracts were obtained by CISUR are part of the success of the Centre. In addition, Dr. Naimi noted a lack of centrally coordinated fundraising efforts initiated to support University research centres like CISUR. In particular, he spoke about the need for Development Officers who would have dedicated time to support fundraising for centres. Dr. Naimi mentioned that CISUR aspires to increase capacity by hiring new Scientists, and enhancing collaborations on campus and outside Victoria (e.g., UBC and SFU). He emphasized CISUR's focus on continuing to be a productive academic research Centre, as well as its continuing interest in making non-academic impacts. Dr. Naimi also mentioned that he is working to develop a strategic plan for the Centre that will include enhancing their focus on Indigenous health as well as equity, diversity and inclusion matters as they relate to CISUR's interests and programs.

After this meeting, the Panel met with select CISUR Scientists, and watched a promotional video highlighting the strengths of the scientific team and the impact of the overall team's work. We engaged in a discussion with the Scientists about their successes and challenges. The Scientists spoke about the importance and impact of their work in terms of securing competitive grant funding, publishing high impact scientific papers, mentoring students, and impact in terms of improving population and community health through their policy, prevention and advocacy work. This group also noted tensions

between CISUR, the University's central administration, and their 'home' Faculties. Part of this tension stems from the perception that CISUR Scientists represent a loss to Faculty programs because they enjoy a reduced teaching load due to course buy-outs, and because of this contribute less to teaching capacity in departments/schools. At the same time, several Scientists felt that their research expertise, contributions to the university in terms of service (e.g., supervision and mentorship of students, research expertise, media attention) are either undervalued, or not recognized at all by the University/Faculties/home departments and could/should be highlighted as University successes. While the University's mandate includes research excellence, CISUR Scientists noted that support is lacking for research at the centres. Many Scientists felt they take on sometimes burdensome service loads at the University to meet the requirements and obligations of their academic positions, despite buy-outs for a reduced teaching load, resulting in overly heavy workloads. Additionally, some Scientists reported experiencing hostility, and being made to feel unwelcome in their home departments, resulting in high levels of stress and negative impacts on quality of life. A related challenge they noted is that faculty evaluations are done by Departments and not by CISUR, which can work against them as those evaluating their work often know the least about them, and about CISUR. One solution posed was for the CISUR Director to be involved, or to have a voice/vote in tenure and promotion processes and decisions. Scientists expressed the view that current University merit assessment processes are also 'tilted against' the time intensive work required in community-engaged research which is an important line of work within CISUR. Additionally, at the level of upper administration, Scientists felt that more could be done by the Office of Research Services (ORS) to increase efficiency, support grant development, procurement, and post-award administration and support for grants and contracts. To this point, Scientists referenced the need for ORS to consider the question, 'how can we help research centres to be successful?' and their hope for Deans and upper level administrators to see the value of their contributions to the University. They emphasized the need for greater support from central University administration for handling grants/contracts. Notwithstanding these concerns and challenges, all of the Scientists expressed their great appreciation for the cohesive and collegial work environment that CISUR affords.

This meeting was followed by a group session with CISUR staff. Staff also spoke about the overall supportive atmosphere and collegiality at CISUR, where all team members feel valued, inspired, and encouraged to share their ideas. Although staff expressed a strong appreciation and sense of value and pride in the work that they are doing within CISUR, they echoed remarks made by the Scientists about their perceptions that the University is not sufficiently supportive of research at Centres. For staff members, this was most acutely experienced as concerns regarding administrative bottlenecks and processes for grants and contracts (e.g., lack of central University supports for CISUR, cumbersome processes for grant pre-award/post award steps, cumbersome mechanisms for compensating research participants, and difficulties in payroll processing at the University level due to shifting contracts). Within CISUR, staff highlighted concerns regarding instability in employment contracts, with positions depending on grant funds and people moving from project to project. Despite fairly wide variations in experience and training, Research Associates have only one level within the current University employment classification system, so there is no room for progression. Salary inequities for the same position across projects within CISUR were noted as a source of distress for some staff members at times. They reported that CISUR has a developed new human resources (HR) manual, intended to be an internal CISUR guide, and expressed hope that it, or University policies, could be applied more systematically to aid in addressing salary inequities that exist within CISUR.

The Day 1 site visit concluded with a meeting with three CISUR-affiliated graduate students (all PhD level). All of them spoke very highly about their positive experiences in CISUR, including access to extensive training, a sense of community, and collegiality. The students were all very positive regarding CISUR's role in providing mentorship, support and training in applied research, grant writing and manuscript writing. Students also reported that they experienced benefits from working in a collaborative research environment, involving interactions across teams and idea sharing. Concerns revolved around lack of material employment at the University with no benefits and non-negotiable salaries. Within CISUR, they noted a power dynamic could arise at times when their employer is also their graduate program supervisor. Although this dynamic did not present problems for the students we met with, they felt that this could create problems if conflicts between their employment responsibilities, and their graduate program requirements were to arise. Additionally, graduate students highlighted their concerns that levels of remuneration that are not always commensurate with high costs of living in Victoria, and their hope for benefits to be incorporated into their packages. A need for greater transparency in what their contracts cover and don't cover from this perspective, was highlighted. Finally, some students expressed interest in professional development opportunities, i.e., being able to have more conversations about preparation for the job market for both academic and non-academic paths.

1.2.2 Site Visit Meetings on October 20

Most of the second day was spent listening to presentations made by CISUR Scientists and staff on their research programs and projects. These included presentations by Marilou Gagnon, Adam Sherk, Bruce Wallace, Tim Stockwell and Amanda Farrell Low. Dr. Gagnon, CISUR Scientist and Professor in the School of Nursing, described her program of research which seeks to advance the rights and the health of marginalized communities, including people who use drugs, people at risk or living with sexually transmitted and blood-borne infections, and people who are unstably housed or experiencing homelessness. Dr. Sherk, a CISUR postdoctoral fellow, described his national and international research on estimating alcohol harms and presented an overview of the International Model of Alcohol Harms and Policy (InterMAHP) project. Dr. Wallace, CISUR Scientist and Associate Professor in the School of Social Work, described his community-based research as part of the Vancouver Island Drug Checking Project. Dr. Stockwell, former Director of CISUR and Professor in the Department of Psychology, gave an example of his team's recent work on alcohol use and risk of COVID infection, in the larger context of his extensive research on alcohol policy. Finally, Amanda Farrell-Low, CISUR's communications officer, described the Centre's numerous knowledge dissemination activities and products. The Panel asked about the overlap between Farrell-Low's activities and the work of the Vancouver CISUR office, headed by Dr. Reist, which has historically been CISUR's unit dedicated to knowledge mobilization. We were informed that the Vancouver office had recently lost a government contract, and that its operations are being reconsidered. Overall, the presentations demonstrated the wide breadth of the scientific team's research, and the impact of CISUR research at the individual, community and population levels.

Following these presentations, we met jointly with the CISUR Board Chair (Dr. Michael Prince) and the former CISUR Director (Dr. Stockwell). At this meeting, we discussed a range of topics, including the overall strength and impact of the Centre, the role and composition of the Advisory Board, and tensions between University and the Centre. Dr. Prince noted that the Advisory Board provides feedback on the mission, direction and strategic plan of CISUR. Representing diverse community stakeholders (e.g., police, Indigenous peoples), the Board also provides a range of perspectives and facilitates connections to community partners. Dr. Stockwell was pleased to share that CISUR holds two Canada Research Chairs (CRCS), but expressed disappointment that the Assistant Director position (previously held by Dr.

Macdonald) was not replaced by the University. He noted the importance of sustaining the Institute, arguing that further erosion of its scientific capacity must be prevented, and that the University can and should renew its commitment to CISUR in a number of ways as noted in our summary recommendations.

We concluded the site visit with a short meeting with Dr. Milton to clarify the timeline for submitting this report. At this meeting, the Panel members briefly summarized the themes from the two days of the review, highlighting the important and significant research impact of the Centre, and identifying preliminary recommendations for enhancing CISUR's activities and ensuring its continued success.

2. Assessment and Recommendations

Our assessment and recommendations are provided in two subsections. In the first subsection, we evaluated CISUR's success in meeting its self-declared key result areas by reviewing the Self-Assessment report, the Centre's most recent annual report (2020-2021), and by reflecting on our site visit discussions. Our evaluative comments below are contextualized, as appropriate, by locating them with reference to the University's *Guidelines for Review of Research Centres*. In the second subsection, we evaluated CISUR in relation to other criteria not considered in the CISUR's key results areas, but included in our scope of review under those *Guidelines*. Both subsections provide specific recommendations for the University and for CISUR. After reviewing the materials forwarded to us, and reflecting on the site visit, we conclude that CISUR has unambiguously achieved an impressive track record of accomplishments, successes and impacts.

Our unanimous and enthusiastic overall recommendation is that the University should continue to support CISUR as a University-approved research centre.

2.1 CISUR's Key Results Areas

The self-assessment document describes CISUR's objectives and goals in relation to five self-declared areas: (1) building capacity, (2) engaging academic expertise, (3) conducting high quality research, (4) dissemination, and (5) knowledge mobilization.

2.1.1 Building Capacity

This key result area maps onto two of the University's *Guidelines for Review of Research Centres* review criteria described earlier: success in assisting its members to attract external research funding support; and adequacy and effective utilization of its resources through its management of finances, staffing and other resources. CISUR is on excellent financial footing. The Institute draws on an endowment, which supports faculty (Director), and administrative salaries (approximately \$520,000 annually). The Institute also received \$1M from the BC government, which provided support for research and knowledge exchange activities and initiatives in 2013. These funds were invested, allowing for annual payouts of \$184,000, with two future payouts to be used when needed. Beyond this core funding, CISUR has successfully competed for peer-reviewed scientific grants (\$8.3M obtained from 2016-2017 to 2020-2021; averaging ~\$1.6M per fiscal year) and other grants and contracts (\$8.0M received from 2016-2021; averaging ~\$1.6M per fiscal year). This level of external funding support beyond the Institute's endowment is comparable to the previous 5-year review period (2011-2015). We assess the success of CISUR's efforts to obtain external (peer-reviewed and non-competitive) grants and contracts as equivalent to a small University department dedicated to health sciences, and comparable with other similar international research units dedicated to substance use and addiction.

The self-assessment also outlined the following emerging streams of research where continued and future grant success is expected:

- Evaluating alcohol harm reduction strategies in 10 Canadian cities across three provinces (Ontario, Alberta and BC);
- Expanding an alcohol and other drug epidemiological monitoring system to be national in scope, with web-based tools for researchers and policymakers to access comprehensive and usable data;
- Policy studies and policy evaluation studies modelling impacts of proposed policy change for legal substances;
- Building communities of practice around substance use as well as relevant interventions (e.g., harm reduction and policy);
- Evaluating treatment systems for substance use problems;
- Community engaged research with vulnerable, and at risk populations.

Overall, the Panel views the above funding achievements and CISUR's plans for emerging research areas very positively. In addition, the Panel was extremely impressed by the high degree of collaboration and collegiality observed within CISUR. All corners of CISUR, from the most junior research associates to the most senior faculty members, consistently reported that they find this centre to be a creative, innovative, and effective and supportive work environment. Nonetheless, our review and site visit identified the following recommendations to support and enhance CISUR's already impressive efforts to build capacity and have impact:

1. *The University should consider developing a targeted campaign to attract philanthropic donations to CISUR.* To the extent that the University is committed to enhancing its research mission, we suggest that it should consider leveraging the Centre's successes. Specifically, CISUR's capacity could be enhanced by pursuing targeted philanthropic donations. Any donations should of course be carefully considered to avoid conflicts of interests and to be consistent with CISUR's expressed desire to be independent in its decision making.
2. *The University should review and enhance mechanisms provided by the University for pre- and post-award grant support for faculty members and research projects affiliated with CISUR.* Currently, CISUR Scientists whose home units are in Human and Social Development (HSD; the majority of the faculty members at CISUR at the present time) do not have access and are excluded from using the services of the HSD pre- and post-award team. This effectively represents a loss of opportunity for them to build on and continue to be successful with grants acquisition and management as they have to use in-house resources to carry out the same functions. Perhaps some agreement could be sought, or capacity be added to HSD to support these needs.
3. *CISUR should work with the University to clarify, and more consistently apply human resource policies for all research staff (e.g., assistants and associates).* Our site visit revealed CISUR staff concerns regarding inequities in pay levels for the same positions, depending on Principal Investigator at CISUR, as well as concerns that the current University position classifications do not sufficiently differentiate research support staff in relation to seniority or level of preparation.

2.1.2 Engaging Academic Expertise

This key result area corresponds to two of the University's *Guidelines for Review of Research Centres* review criteria described earlier: "extent and quality of involvement of its members (faculty, students,

staff, others) in the activities of the Centre”, and “advancement of student research training and support”. By its own metrics, CISUR has been successful in attracting high-quality researchers and students. Seven to nine University faculty positions were affiliated with the Institute over the 5 year review period, complemented by 2-5 postdoctoral fellows, 25-29 graduate (Masters-level) students, and 1-6 undergraduate students. The number of PhD trainees affiliated with CISUR was higher overall in the 2016-21 review period (up to 33 in years 2016/17 and 2017/18) compared with 2011-2016 (up to 16 in 2015/16); however, there was a large drop in 2020/21 (i.e., only 12). As noted in the Self-Assessment, trainees have been successful in obtaining CIHR and other competitive scholarships; we applaud those achievements. According to the 2020-2021 annual report, Centre resources supported 13 Scientists (presumably, 8 Scientists with University faculty appointments and 5 others; unfortunately, precise information regarding the distribution of CISUR endowment-funded vs. University-funded Scientists was not provided), 5 postdoctoral fellows, and over 50 staff members. Although we were not provided with staffing information for other fiscal years, CISUR’s financial resources have clearly been used to develop an impressive scientific infrastructure. We particularly applaud the Centre’s success in obtaining Canada Research Chair appointments for two of its Scientists (Urbanoski and Arredondo), and its recent designation as a WHO Collaborating Centre on Alcohol and Public Health Policy Research.

While CISUR has been successful in engaging academic expertise in substance use and addictions, the Self-Assessment Report and discussions during the site visit nevertheless revealed concerns within the Centre about potential erosion of academic expertise. The Self-Assessment states that “It has proved extremely difficult to negotiate new faculty appointments that provide meaningful capacity for CISUR”, and that “...there are uncertainties looking forward as to our ability to make replacement appointments” (p. 7) in the context of succession planning at the Centre. These concerns were amplified in our site visit discussions. Both the current and former CISUR Director stated that the Centre is viewed by University Department/School Chairs and Deans as taking away capacity from their units which, in their view, constrains their efforts to facilitate the terms of the original MOU with the University by securing new faculty positions at the University dedicated to substance use research. A concrete example of erosion of academic expertise was confirmed in our discussion with the CISUR Board Chair, who indicated that the faculty line associated with the former Associate Director of CISUR (Macdonald) was not renewed by the relevant University unit.

Thus, despite CISUR’s successes in engaging academic expertise to date, our impression is that this is a critical time to ensure that such expertise is maintained and enhanced in the future. Thus, from the perspective of engaging academic expertise, we recommend that:

4. *The University should refresh the original memorandum of understanding (MOU) used to create the Centre.* Revisiting and updating the MOU would be helpful for clarifying the University’s position regarding faculty hiring (i.e., replacement of retiring faculty members, clarifying its commitment to either the original terms of the MOU i.e., sustained support [7 University faculty positions dedicated to the Centre], or to a renegotiated faculty complement dedicated to the Centre). This level of clarity is needed to support the new Director’s efforts to continue to achieve excellence in engaging academic expertise. The Self-Assessment document indicated that CISUR is open to recruiting “...more faculty from departments outside of the faculty of Human and Social Development from backgrounds such as medical sciences or public health law” (p. 7). The Panel agrees that these are viable directions for new faculty hiring; the Centre and the University may also wish to consider recruiting academic expertise in other relevant areas (e.g., Indigenous health, health economics, implementation science, and the social

sciences). From a capacity-building perspective, refreshing the MOU also presents an opportunity to clarify policy regarding indirect cost recovery for research centres, and to recognize CISUR's exemplary revenue generation for the University. Revisiting and updating of the MOU would also provide an opportunity for the University to clearly demonstrate its continued commitment to CISUR as a flagship research centre. All of these potential benefits would support the new Director in his efforts to build CISUR capacity.

5. *The University and CISUR should jointly and proactively address the potential erosion of its scientific research capacity (due to retirements and non-replacement of faculty positions) by supporting 1-2 permanent faculty lines to ensure the ongoing success of the Centre.* The Panel's opinion is that preservation of a dedicated faculty complement is essential to the ongoing success of CISUR.
6. *CISUR should consider increasing its capacity for undergraduate research training.* Very few undergraduates appear to be connected with CISUR (usually only 2 or 3 per year), and CISUR employs a large complement of non-student research staff. Given that substance use disproportionately impacts young adults and that the University has a large undergraduate population, CISUR could enhance efforts to engage undergraduate students to support their research training and contribute to the activities of the Centre.

2.1.3 Conducting High Quality Research

This key result area maps onto one of the University's *Guidelines for Review of Research Centres* review criteria described earlier: "calibre and quality of the members' collaborative and/or interdisciplinary research". As outlined in the Self-Assessment document, CISUR's team demonstrates ongoing success obtaining Tri-Council funding for their research spanning international work, epidemiological research and population monitoring/modelling, policy and practice, harm reduction, and community-based research. In presentations during our site visit and in the Self-Assessment, it was evident that the scientific team has established successful programs of research on salient and pressing substance use issues, including research with street involved youth (Benoit, Jansson), homelessness (Pauly), Indigenous health (Benoit, Pauly), maternal health (Benoit, Urbanoski), substance use harms (e.g., alcohol and cannabis use) (Callaghan, Macdonald), alcohol policy, surveillance, and costs (Stockwell, Zhao, Sherk, Naimi), and equity, public health and primary care (MacDonald), and treatment systems (Urbanoski). A notable strength of CISUR's activities is community-based research focusing on marginalized populations (HIV positive, street involved youth, homeless, sex workers, people who use drugs) and harm reduction approaches (drug checking, safe supply, cannabis symptom management, managed alcohol programs). This work has notable impacts at the community level for many diverse and marginalized groups. Another key strength is epidemiological/population research on alcohol policy, alcohol use and harm. Based on our assessment, the Panel recommends that:

7. *CISUR should consider strategically broadening its base of external grant support for research.* Notwithstanding CISUR's notable success in competing for peer-reviewed research grants, almost half of the revenue to support the Centre during the review period was obtained via non-peer reviewed governmental contracts and grants (~\$8M from 2016-2017 to 2020-2021). Our impression after reviewing the materials provided for the review is that this revenue stream is heavily dependent on Canadian and BC governmental and nongovernmental sources. These entities are evolving, and past funding from these sources may not be reliable in the future – as indicated by non-renewal of a Provincial knowledge mobilization contract to the Vancouver CISUR unit reported to us during the site visit. All efforts to broaden the base of revenue toward a greater number and diversity of peer-reviewed funding sources should be considered. For

example, CISUR does have a research program in addiction treatment systems, and has conducted many knowledge mobilization projects providing health promotion services to schools and post-secondary institutions. However, CISUR currently does not engage in clinical addiction treatment research, nor is implementation science research integrated into its knowledge mobilization function; these are areas that could attract external grant support. Moreover, given Director Naimi's experience, CISUR should consider pursuing NIH (NIAAA/NIDA) funding as appropriate; this could enhance indirect cost recovery, support salaries, and enhance the reputation of CISUR.

8. *CISUR should undertake efforts to enhance collaborative research opportunities with internal and external partners (individuals and organizations).* It was evident in our Review Panel discussions that CISUR tends to be viewed as somewhat of an island unto itself among Centre members (faculty, Scientists, staff), and to faculty and departmental units/groups within the University. Recognizing how CISUR contributes to the University in manifold ways related to its research profile, we recommend that thought and attention be directed towards new pathways to enhance pan-university partnerships (e.g., as part of the Health Sciences Initiative, and in relation to the newly launched, Aspiration 2030 research plan signature areas and priorities of the University). At the provincial level, CISUR's work is of fundamental importance to the health regions (Island Health, Vancouver Coastal Health, etc.) and the Ministry of Health. However, we found little evidence that CISUR collaborates with similar research groups at UBC and SFU to support provincial and national initiatives. External research partnerships and collaborations could be cultivated and supported across Canada, and internationally, building on the recent recognition of CISUR as a World Health Organization Collaborating Centre.
9. *CISUR should attract and retain new Scientists and trainees to sustain and build on strengths in epidemiologic/population health research on alcohol policy and alcohol harms.* Dr. Stockwell is an internationally-recognized leader in this area and while the Self-Assessment document noted that CISUR hopes Dr. Stockwell will remain active in research post retirement, it will be important to ensure this area of strength so that it is sustained and strengthened rather than eroded.
10. *The University should continue to build upon its support for CRCs affiliated with CISUR.* We recommend that the University continue to support current CRCs. Ongoing support for CRCs must include teaching releases to encourage enhanced research productivity.
11. *CISUR should reassess the composition of its Advisory Board, potentially increasing representation from more diverse stakeholder groups.* This recommendation is based on a review of the most recent CISUR Annual Report (2020-2021). That document indicates that there are 10 current Board members, of which 8 are from British Columbia (one is a Scientist at a US alcohol research centre; the other is the CEO of a Canadian NGO and is stepping down from her position). The rebranding of the former CARBC into CISUR is an opportunity to expand advice to the Centre beyond BC to other areas of Canada, consistent with the Centre's aspirations to be a Canadian (not Provincial) research centre of excellence on substance use. In addition, while a significant portion of the research conducted at CISUR involves supporting harm reduction approaches for marginalized people who use drugs (PWUD), input to ensure that CISUR's research is also grounded and informed by lived experience perspectives appears to occur only at the project level, and the Panel noted that no PWUD are represented on the current Advisory Board.
12. *CISUR should enhance engagement and scholarship activities working as allies with Indigenous communities.* Substance use issues continue to disproportionately impact Indigenous peoples and communities. Although CISUR's Advisory Board currently includes a policy analyst from the

BC First Nations Health Authority, the Panel felt that CISUR should pursue greater and more strategic engagement with Indigenous communities. This recommendation is particularly important given Canada's call to honour findings of the national Truth and Reconciliation Commission. Similarly, while some of the work of CISUR touches on substance use issues among Indigenous populations (e.g., managed alcohol programs for homeless Indigenous people), it will be important for CISUR to enhance its relevance to First Nations, Inuit, and Métis communities that are disproportionately affected by substance use challenges due to enduring impacts of colonialism, aligning this work with University's Indigenous Plans on campus and Aspiration 2030 goals. We support Director Naimi's recognition of the importance of these issues and his efforts to strategically address this issue; CISUR may benefit from establishing an Indigenous advisory group or otherwise find pathways to meaningfully engaging with Indigenous knowledge holders to advise on best practices for ethically sound and culturally appropriate community engagement and research activities.

2.1.4 Dissemination

This key result area corresponds to one of the University's *Guidelines for Review of Research Centres* review criteria described earlier: "extent of knowledge transfer to the research community...through publications". A key metric for research dissemination is scientific publications, an area where CISUR Scientists have clearly excelled. As noted in the Self-Assessment, CISUR Scientists/collaborators published ~400 peer-reviewed articles over the review period, with approximately 6,500 citations. The total number of publications per year varied from 67 in 2018-2019 to 100 in 2016-2017. Number of citations ranged from 540 in 2020/21 to 2,363 in 2016/17; however, the citation figure in 2021 was based on a more conservative estimate (unfortunately, the new citation index is not reported in the Self-Assessment). Overall, fluctuations in publications and citations by year are not unusual as these depend on existing grants, the number and productivity of trainees, etc. Nonetheless, we evaluate this level of dissemination of research to academia as equivalent to a mid-size University department. Data on journal impact factors and Scientists' h-indices were not reported in the Self-Assessment document. As noted in the Self-Assessment and in Farrell-Low's presentation, CISUR research findings are also widely disseminated through social media, infographics, blogs, advocacy efforts etc. The Self-Assessment document notes the importance of supporting these forms of dissemination. The team is also successful in giving many invited, and other presentations at provincial, national and international conferences. Based on our assessment, the Panel recommends that:

13. *The University and CISUR should consider more systematically documenting its scholarly impact by conducting a bibliometric evaluation of its efforts to disseminate research findings to academic stakeholders.* As noted earlier, the Self-Assessment document we reviewed provided no evaluation of dissemination from the perspectives of individual Scientist contributions (e.g., h-indices or other scholarly impact metrics), nor was a systematic evaluation of quality of publication outlets for CISUR research undertaken. CISUR's reputation as a flagship research centre at the University could be supported and enhanced by undertaking a systematic assessment of its scientific impact using contemporary bibliometric analyses. This may also assist the University in more clearly documenting the value of its research centres beyond revenue generation and total volume of academic publishing.
14. *The University should enhance support for CISUR's efforts to disseminate research findings to academic stakeholders.* As noted above, CISUR reflects the work of highly productive faculty members, graduate students and postdocs. Given that CISUR does not have access to the resources located in the HSD Research Centre (e.g., pre- and post-grant support), some grant

funding must be earmarked to support various communication and dissemination functions of CISUR's work to academic audiences. If the University could support some of these communication and dissemination activities, it would help CISUR to continue to thrive support its scientific impact to academics.

2.1.5 Knowledge Mobilization

This key result area maps onto one of the University's review criteria described earlier: "extent of knowledge transfer to ... society through ... outreach and other methods". Over the review period, CISUR's team in Vancouver has been highly successful in obtaining funding from BC Mental Health and Substance Use Services to support 20 (2017-2018) to 35 (2020-2021) projects devoted to mobilizing knowledge for the benefit of non-academic interests. Much of this work appears to be dedicated to supporting and enhancing prevention activities in schools and post-secondary institutions. Knowledge mobilization activities include extensive participation in non-academic committees and advisory groups (ranging from 29 to 72 memberships over the review period) and the creation of resources for these audiences over the review period (range = 39-65 resources created over the 5-year review period). Beyond these targeted activities, CISUR also displays excellent outreach to the general public, with an average of ~57,000 annual visits to the CISUR website made over the review period (range = ~31,000-~100,000 site visits).

While CISUR has been successful in mobilizing knowledge for non-academic and public audiences, our site visit and review of the documents supplied to us identified two issues of potential concern, as noted in the recommendations below.

15. *CISUR should strategically address lost revenue and capacity for knowledge mobilization activities due to changes at its Vancouver site.* As noted earlier, while we were not able to precisely locate this information in the materials provided in the review, the Panel's impression is that funding for knowledge mobilization (i.e., health promotion services) has historically accounted for a significant proportion (up to half) of CISUR's externally-generated revenue. During the site visit, we were informed that the Vancouver-based knowledge mobilization unit had recently lost a government contract to support its activities. Ensuring that this unit is well-supported to be competitive in securing governmental funding for non-academic prevention and health promotion initiatives related to substance use will be essential if CISUR intends to continue this important function.
16. *CISUR should reassess its knowledge mobilization role with non-academic stakeholders as part of future research strategic planning.* Research programs dedicated to epidemiology, population studies, policy, treatment systems, and harm reduction have been a hallmark of CISUR work over the review period, and should be celebrated by the University. However, the Panel could not clearly identify whether the significant number of knowledge mobilization projects executed over the review period were accompanied by research to evaluate their impact, nor the extent to which CISUR's highly-successful research programs informed knowledge mobilization activities targeting service to non-academic audiences and stakeholders (e.g., school personnel, front-line providers, decision makers). Given the increased interest from funders, program operators, and policy makers in scaling up successful substance use interventions for population impact, CISUR may wish to strategically re-evaluate its commitment to implementation science in the context of its knowledge mobilization activities.

2.2 Additional assessment areas

The preceding subsection provided assessments and recommendations after reviewing CISUR's self-declared key result areas, and in relation to the University's *Guidelines for Review of Research Centres*. In this section, we provide similar feedback oriented to additional review criteria outlined in those *Guidelines*.

2.2.1 Contributions to the academic mission of the University, and the Centre's constituent academic units

The University of Victoria is known as a comprehensive, teaching-intensive University, and over the last few decades has committed to increasing its research profile by both establishing and ensuring ongoing support for existing research centres and institutes. There is no question that CISUR has met or exceeded its self-declared benchmarks in the key result areas described in the previous subsection. Moreover, it is very clear that CISUR has made major contributions to the research mission of the University, as indicated by the impressive performance of the Institute in obtaining competitive grants and contracts to supplement its endowment, its continued high level of performance in academic dissemination (i.e., quality and quantity of peer-reviewed publications), presentations, and knowledge exchange activities outside academia. At the same time, our impression is that the Centre has developed and operates quite independently from the main campus, and that there is room for CISUR to more effectively coordinate and integrate its activities with other University Centres and in alignment with the University's overall goals to support its academic mission more broadly. This impression was supported by several aspects of our review:

- We consistently heard from all corners of CISUR that the Centre tends to be 'invisible' to teaching departments and faculties on campus, and that CISUR Scientists feel that they, and their work, are not appreciated by their 'home' departments (colleagues, Chairs, Deans). Moreover, Scientists sometimes felt unwelcome and some reported experiencing hostility in their home departments, indicating that actions are needed to reduce and remove these tensions through alternate arrangements, such as considering affiliate status appointments whereby CISUR Scientists are seen as 'adding to' rather than subtracting from faculty/department contributions.
- The Institute's (current and former) directors and its Board Chair stressed to Panel members several times that CISUR has experienced difficulties in working with main campus stakeholders on key issues related to negotiations with Deans and Department Chairs regarding faculty recruitment/retention, and indirect cost recovery.
- CISUR Scientists reported a lack of departmental/school/faculty recognition for supervision and mentorship of graduate students, lack of access to departmental/school/faculty central administrative supports e.g., for research grants (pre- and post-award), and difficulties in managing the dissemination of communications originating from CISUR in relation to central University staff and protocols.
- Consistent with the Centre's emphasis on research, Institute-affiliated faculty members receive teaching buy-outs in their 'home' faculties and departments. We found no evidence that the Centre and the University have coordinated their efforts to develop a strategy to link the considerable methodological and substantive expertise located within CISUR to support and enhance the broader teaching mission of the University.

Of course, the concerns identified above all hinge on complex interactions between research centres on the one hand, and departments/schools, and faculties on the other. In our opinion, this is an opportune time to more clearly articulate University-centre relations to consider how CISUR could support the

University's mission beyond its excellent contributions to research. Specifically, the Panel offers the following recommendations to facilitate better integration between CISUR and the main campus to build bridges to other units across the University (e.g., psychology, sociology, political sciences, geography, public health and social policy, Island medical program, etc.):

17. *The University and CISUR should consider establishing Adjunct professor roles (i.e., non-faculty line status positions) through partnerships with relevant University departments for CISUR non-faculty members.* This could expand CISUR research expertise into relevant University units. Adjuncts could supervise students, provide (at no cost to the University) teaching support to the main campus (e.g., guest lecturing/co-teaching), and would assist Scientists in developing and expanding their professional profiles.
18. *The University and CISUR should explore the development of cross-listed courses of joint interest to CISUR and University departments, schools, and faculties.* The very impressive scientific expertise of CISUR Scientists includes specialists in qualitative research, community-based participatory approaches, survey research, and policy modeling/simulation. These methodological strengths could be considered by the University in relation to Departmental and Faculty teaching needs. Opportunities for productive linkages between faculties, departments and CISUR Scientists through co-taught courses, and mentoring/supervising of graduate students, postdoctoral students, and staff will build bridges between CISUR and the University community.
19. *CISUR should explore opportunities to offer short-term (e.g., one semester) visiting scholar applications to experts outside of the University, and also to faculty members internal to the university who may welcome a chance to be involved in, and contribute to the CISUR's activities and impact.* Creating capacity (e.g., enhanced space) for CISUR to host visiting scholars from other parts of the University and externally could facilitate better integration between CISUR and the rest of the campus and increase its visibility.

4. Comments on the Review Process

The Review Panel thanks CISUR for providing a detailed and comprehensive self-assessment report, and for forwarding us the 2020-2021 CISUR annual report. These documents were very informative, well-crafted, and persuasive. We also appreciated the opportunity to meet CISUR Scientists, staff, and affiliated graduate students. These meetings involved a frank exchange of perspectives on CISUR and its relationship with the University. These observations were very informative and helpful in creating this review document. We would also like to thank the CISUR staff sincerely, especially Joanne Thompson, for her expert assistance in communicating with the Panel, and for coordinating the logistics of our site visit. Collectively, these very positive features of the process enhanced our ability to delve into the Centre's strengths and challenges. Nonetheless, there were a few relatively minor review process improvements that the Panel identified and felt important to communicate to the University:

- The Associate Vice President Research advised us that no standard template for Centre Self-Assessments is currently used at the University. This may account for why CISUR's Self-Assessment document is organized, in part, by the Centre's self-declared key result areas as opposed to the *Guidelines for Review of Research Centres* policy document produced by the University. This added some unnecessary interpretive burden to the Panel in its assessment.

- Related to the previous point, and as is not surprising for an incoming leader, the CISUR Director (Dr. Naimi) indicated that results of this external review will be taken into consideration in a subsequent strategic planning process for CISUR. This may account for our impression that the self-assessment document emphasized past accomplishments, with lesser focus on future strategic plans. For example, the Self-Assessment document did not contain clearly articulated plans for three CISUR-declared key result areas: conducting high quality research, dissemination, and knowledge mobilization. This made it quite difficult for the Panel to “... assess the feasibility and appropriateness of the Centre’s activity objectives and activities proposed for the next five years”, as requested in the scope of review specified in the University’s *Guidelines for Review of Research Centres*.
- We were somewhat surprised that more input from relevant Department Chairs, Deans, or other senior University administrators was not solicited or included as part of the review process. This input would have been helpful to obtain complementary perspectives from those stakeholders internal to CISUR, about its contributions to the academic mission of the University, and administrative issues related to teaching, student supervision, research, and communications. For example, a meeting with one or two Deans affiliated with CISUR, notably the Deans of Human and Social Development, and Social Sciences, would have been instructive, and would have added another dimension for the Panel regarding how CISUR is viewed by those outside of CISUR from a Faculty perspective. Similarly, interviews with other administrative personnel (e.g., VP Finance and Operations, VP Academic and Provost), may also have held potential for increasing our understanding of the relationship and value of CISUR within the broader University context, and the potential for increased/enhanced supports to CISUR in key areas.
- In hindsight, we felt that the process could have benefitted from independently meeting with the Board Chair, CISUR’s Director, and its former Director. Our joint meeting with all parties precluded us from more fully exploring the current and former CISUR Directors’ views on the composition and helpfulness of the Board to CISUR’s activities, and similarly in understanding whether the Board would have specific suggestions about how CISUR functions. In addition, being able to meet with several members of the Board overseeing CISUR rather than just the Chair would have been instructive to further understand the role of the Board vis-à-vis the centre. This would have added valuable perspectives to our review in the area of CISUR’s external relations.
- With the exception of two individual meetings with Dr. Cynthia Milton (Associate Vice President Research), and one meeting with the current Director, Dr. Tim Naimi, the site review consisted entirely of group meetings. While this was an efficient process and the meetings were very well-handled, we felt that in some cases, the process may have been enriched by scheduling individual meetings with some constituents, for example, with some of the CISUR Scientists. This would have afforded an opportunity to delve into staff-researcher perspectives more fully.

CISUR Director Response to External Review

Written by: Dr. Timothy Naimi

We greatly appreciate the external review of the Canadian Institute for Substance Use Research (CISUR). During their visit, our three external reviewers were highly attentive and asked insightful questions; it seemed clear they were knowledgeable and well prepared. Overall, we felt their review fair and thorough, and we agree with most of their characterizations and recommendations.

We are of course pleased and grateful that the external review panel (ERP) unanimously and enthusiastically recommended the renewal of CISUR as a research centre at the University of Victoria. We are also grateful that the ERP appreciated the quality and collegiality of the faculty and staff at CISUR, the strength of the research programs, and CISUR's overall health in terms of its mission, research foci, and finances.

The ERP included Dr. Cameron Wild (Review Panel Chair; University of Alberta), Dr. Samantha Wells (Review Panel Member; Centre for Addiction and Mental Health), and Dr. Denise Cloutier (Review Panel Member; University of Victoria). Following receipt of our self-assessment and previous CISUR annual reports, the ERP conducted a site visit on Tuesday October 19 and Wednesday October 20, 2021. During the site visit, the ERP met with the Associate Vice President, Research, the current and former CISUR Directors and its Board Chair, as well as CISUR Scientists, staff, and CISUR-affiliated graduate students. Those meetings solicited in-depth discussions about CISUR's successes and challenges. Six scientists and staff also provided short presentations about their ongoing research.

Other than strongly recommending CISUR's renewal, the ERP had 19 specific recommendations, grouped in two sub-sections. The first pertained to CISUR's own key result areas outlined in our self-assessment and annual reports. The second evaluated CISUR in relation to other criteria not considered in the CISUR's key results areas, but included in the scope of centre reviews for the University of Victoria. We address these suggestions below.

1. Recommendations for CISUR's Self-Identified Key Areas:

Building capacity (key area 1) refers to success in obtaining funding to support research, and efficient and effective allocation of that funding. Along those lines, the ERP recommended that the University could assist with a targeted campaign to attract philanthropic donations to CISUR (rec. 1), assist with pre- and post-award support (rec. 2), and more consistently apply human resource policies for all research staff (rec. 3). We agree with these recommendations, and recognize the University is considering some centralized support for research centers in relation to all these matters. We understand the University is concerned about the additional expense of providing compulsory benefits and pension contributions to all research staff on campus. To provide the benefit of better job security, we also suggest that a separate category (or categories) of research staff is created involving employment longer than 12 months.

Engaging academic expertise (key area 2) relates "extent and quality of involvement of its members (faculty, students, staff, others) and "advancement of student research training and support". Noting the need to maintain academic expertise in light of pending retirements and the loss of the faculty line associated with retirement of the former Associate Director, the ERP recommended refreshing CISUR's original MOU (rec. 4) outlining university support for new faculty positions (rec. 5) and other types of assistance in light of CISUR's revenue generation for the University. We agree with this suggestion, and will revisit the University's support for an

Assistant Director position at CISUR. Although we do well attracting graduate students, the ERP also suggested increasing research involving undergraduate students (rec. 6). We agree that this is important, and recruitment of undergraduates will be part of our upcoming strategic planning activities. In addition, because our faculty teach primarily graduate-listed courses, listing courses across faculties would assist in this effort by increasing undergraduates' exposure to our stellar faculty.

In terms of *conducting high quality research* (key area 3), the ERP recommended broadening CISUR's base of external grant support for research (rec. 7). Specifically, the ERP noted that CISUR doesn't have a research program in addiction treatment systems, does not engage in clinical addiction treatment research, and does not integrate implementation science into its knowledge mobilization efforts. These are all good suggestions, but also reflect the limitations of being a small to medium-sized research centre. We cannot do too many new things without adversely impacting areas of strength from which we derive most of our projects and support. In addition, the University is not actively engaged in clinical treatment programs, as is, for example, UBC. The ERP also notes that Director Naimi should consider pursuing NIH funding; however, he is already involved with two NIH-funded projects, has two applications pending NIH review, and holds a CDC grant. The ERP also suggested that CISUR should undertake efforts to be more involved in within-University partnerships, particularly around the Health Sciences Initiative and Aspiration 2030, and with external partners at UBC and SFU (rec. 8). Such collaborative partnerships are highly desirable, and align with UVic's research initiatives and CISUR's core principles. We are engaged in building a number of collaborations across campus, and are in discussions with UBC around two possible collaborative grant applications. Spurred by the impending retirement of Dr. Stockwell, the ERP further recommends that CISUR attract and retain new Scientists and trainees to sustain and build on strengths in epidemiologic and population health research on alcohol policy and alcohol harms (rec. 9); we wholeheartedly agree, and this will be a focus in strategic planning. We also agree with the recommendation that the University continue to support CISUR-affiliated CRCs (rec. 10), including teaching releases. We also agree that we should re-assess the composition of the advisory board (rec. 11); part of that process will consider having a smaller steering committee involved in strategic planning, while other board members serve in topic-specific consultation roles. We are also actively engaged in trying to increase CISUR's engagement with Indigenous organization and Indigenous researchers (rec. 12). In this effort, we are working on multiple fronts, and we have a subcommittee developing an action plan to enhance Indigenous scholarship and Indigenous-relevant substance use research.

For *dissemination* (key area 4) of knowledge to the research community, we agree with the ERP's suggestion to use more 'contemporary bibliometric analyses' of research impact and reach (rec. 13), and are ready to tap into our existing partnerships with the library. When possible, we work closely with the University to assist CISUR's own communications outreach, but we strongly agree with the need for added communications and dissemination resources (rec. 14) shared among research centres and supported by the University.

Knowledge Mobilization (key area 5) involves knowledge transfer to society, rather than to the research community. As noted by the ERP and in our self-assessment materials, much of CISUR's formal knowledge mobilization activities have involved work with schools and other educational institutions, as led by Dr. Reist in the Vancouver office. However, with his anticipated retirement in March 2021, these activities are likely to be curtailed. However, we are

hopeful of some continued funding and two of the staff are eager to continue this work. Nonetheless, the future and makeup of knowledge mobilization activities at CISUR will be the focus of strategic planning over the coming year (recs 15, 16); we agree that such efforts should incorporate several methods of evaluation. It should also be noted that much of CISUR's dissemination activities around the research might better be construed as knowledge mobilization, as many of our knowledge products are geared towards members of the general public, government policymakers, and nongovernmental organizational stakeholders (i.e., not simply researchers).

2. Recommendations in Additional Areas:

Although the ERP noted that CISUR has contributed greatly to the academic mission of the University and its faculty's academic units, CISUR could be better integrated with the main campus, home teaching faculties and with other research centres. This is an important goal which will be addressed in upcoming strategic planning activities, and can be accomplished without sacrificing autonomy. In an effort to better integrate with home faculties, we have already engaged with the Dean of Human Social Development and Social Sciences. Both Deans are supportive of improved collaboration and integration with research centres, and with CISUR specifically.

However, there are structural factors that the University could address to ease the tensions between teaching and research missions. This includes: support for teaching buyouts; more support for hiring teaching faculty (resulting in less reliance on sessional instructors for departments); greater clarity around indirect cost allocations and sharing; facilitating the cross-listing of courses (rec. 18), and recognizing and crediting research centre faculty for their roles in mentorship and supervision of research projects and applied research pedagogy.

The ERP also recommended that the University and CISUR establish adjunct professor roles (non-faculty line status positions) through partnerships with relevant departments (rec. 17). This is an important idea to build research at the University, and CISUR currently has one Scientist position that is functionally similar to an adjunct professor role. We also currently have an adjunct faculty member who is supported by a faculty line from another Canadian university. However, it is unclear how incentives could align such that university departments could contribute to short-term visiting scholar positions; CISUR will explore this in our upcoming strategic planning. The ERP also encouraged short-term (e.g., one semester) visiting scholar appointment from either inside or outside the University (rec. 19). The current CISUR Director first came to University of Victoria under such an arrangement, funded by CISUR, and is actively pursuing external experts who may have an interest. Bringing on scholars within the University is also an exciting possibility, particularly because of the inherently cross-disciplinary nature of substance use research. It would also be good for the University, and helpful for CISUR, to make these mutually supported to make it more feasible and sustainable to have these types of arrangements on a regular basis.



University
of Victoria

Senate Committee on
Planning

MEMO

Date: March 16, 2022
To: Senate
From: Senate Committee on Planning
Re: **Proposal to establish a Bachelor of Arts in Music**

At its meeting on March 2, 2022, the Senate Committee on Planning considered the proposal to establish a Bachelor of Arts in Music.

The proposed degree program for the School of Music leads to a Bachelor of Arts degree with a Major in Music. The School of Music does not currently offer programs that lead to the Bachelor of Arts. Therefore, the proposed degree will lead to a new credential associated with the School of Music.

The Bachelor of Arts with a Major in Music, emphasizes music within broad intellectual and cultural contexts and considers music in relation to other disciplines in fine arts, the humanities, science and technology, social sciences, education, cultural studies, and beyond, thus offering students the opportunity to specialize in music alongside other disciplines and allow for flexible program combinations where there is space in a student's degree.

The following motion is recommended:

Motion: that Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Bachelor of Arts in Music, as described in the document "Major Program in Music Leading to the Bachelor of Arts Degree with a Major in Music (Faculty of Fine Arts), and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Respectfully submitted,

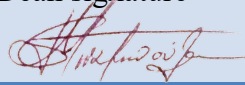
2021-2022 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair
Dr. Evanthis Baboula
Dr. Rustom Bhiladvala
Dr. Jo-Anne Clarke
Dr. Adam Con
Ms. Andrea Giles
Dr. Rishi Gupta
Ms. Nicole Greengoe
Dr. Robin Hicks
Dr. Cindy Holder
Dr. Lisa Kalynchuk
Ms. Sandra Duggan (Secretary)

Dr. Matthew Koch
Dr. Valerie S. Kuehne
Dr. Michelle Lawrence
Dr. Graham McDonough
Dr. Cynthia Milton
Dr. Abdul Roudsari
Dr. Nilanjana Roy
Ms. Ada Saab
Dr. Ralf St. Clair
Ms. Christine Todd
Dr. Jie Zhang



Major Program in Music Leading to Bachelor of Arts Degree with a Major in Music (Faculty of Fine Arts)

Dean's Name and Date of consultation with AVPAP: Allana Lindgren (September 30, 2020)	Dean signature:
Name of contact person: Alexis Luko, Director of School of Music with S. Capaldo and J. Salem	
Email & phone of contact person: musicdirector@uvic.ca ; 7903	
Date approved by School of Music: April 14, 2020	Chair/Director signature:
Date approved by discipline Faculty: February 9, 2022	Dean signature: Allana Lindgren
Evanthia Baboula	Associate Dean signature 
Date of Consultation with Libraries:	University Librarian:
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)	<i>See attached</i>



A. Areas of specialization and evidence of adequate faculty complement to support the new program.

The School of Music is one of the five academic units in the Faculty of Fine Arts.

The proposed program fits under an existing degree suite. The Faculty of Fine Arts offers programs leading to the degrees of Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music and Bachelor of Science.

The School of Music offers Major programs in Composition and Theory, Music Education in Secondary (Choral) or Secondary (Instrumental), Musicology and Sound Studies, Musical Arts, and Performance, leading to the degree of Bachelor of Music, and a combined Major in Music and Computer Science leading to the degree of Bachelor of Fine Arts or Bachelor of Science. The School also offers a Minor program in Music.

The proposed degree program for the School of Music leads to a Bachelor of Arts degree with a **Major in Music**. The School of Music does not currently offer programs that lead to the Bachelor of Arts. The new program will therefore lead to a new credential associated with the School of Music.

The BA with a Major in Music emphasizes music within broad intellectual and cultural contexts and considers music in relation to other disciplines in fine arts, the humanities, science and technology, social sciences, education, cultural studies, and beyond, thus offering students the opportunity to specialize in music alongside other disciplines and allow for flexible program combinations where there is space in a student's degree.

In the context of the programs offered within the School of Music, the proposed program offers a flexible avenue toward completion according to students' interests and supported by a broad connection to the School's various areas of specialization. Importantly, the program does not include any obligatory performance components. Further, individual tuition (music lessons), which are a key component of the BMus, have been excluded from the program requirements. This presents the opportunity to offer admission to a general music studies program without selection through an audition. Because the proposed program shares courses with the BMus, an admission quota will be in place with selection to the program based on other qualitative criteria for enrollment management.

The core lower-level program requirements for the BA Major in Music have no prerequisites and include MUS 111 Rudiments of Music and MUS 116 Music Appreciation (3 units total). The other music course requirements are at the discretion of the student as long as preexisting Calendar registration requirements and course prerequisites are met. These include 3 units at the lower-level and 15 units at the upper-level. The rest of the degree is comprised of electives, which allow students to focus on areas of interest related to music and/or other disciplines. Students must also satisfy the Fine Arts Co-requisite (a requirement that all Fine Arts students take 1.5 units from a list of courses across the Faculty of Fine Arts outside their major or honours program area) and the University's Academic Writing Requirement (degree requirement). Students intending to incorporate credit-based individual instrument instruction as an elective will have the opportunity to do so only via transfer credit.

The School of Music has 23 full-time faculty and 21 sessional instructors that teach in the areas of Performance, Composition, Theory, Musicology and Sound Studies, Ethnomusicology, Music Education, and Music Technology.

Enrolment in the BMus has historically numbered around 200 students. Every year, at least 25-30 academically strong students audition for the BMUS and are waitlisted, and around 10-15 do not pass their performance audition. These students

often ask about other degree options in the School of Music and, if not intent on a performance-based degree, may find the BA Music a desirable option. We also routinely receive 12-15 requests per year, including from transfer students from two-year diploma programs, for instruction in genres, styles, and instruments we are unable to support at the School of Music (jazz, rock, pop, folk, singer-songwriter, electric guitar, etc.); while transfer to the BMus and completion within four years has been problematic for this group, transfer to and timely progression in the proposed program will be straight-forward and actively encouraged.

B. Admission Requirements

Admission requirements for the BA Music Major will differ from admission to other Music programs (BMus, BFA/BSc). There will not be a supplemental audition requirement, leaving standard academic criteria as the basis for competitive admissions based on pre-established quotas.

[Admission requirements](#) for students entering direct from high school will parallel those for other Faculty of Fine Arts programs:

Required Grade 11 Courses

- Approved English 11
- 3 courses chosen from Foundations of Math 11 or Pre-calculus 11; an approved science 11; an approved language 11; an approved Fine Arts 11
- An approved Social Studies 11/12

Required Grade 12 Courses

- English Studies 12 or English First Peoples 12 with at least 67%
- An additional 3 approved academic 12 courses OR 2 approved academic 12 courses and an approved Fine Arts 12

Transfer students from other institutions must have at least a GPA of 3.00 (equivalent to C+) to be considered for selection by the department. This will be reviewed on an annual basis.

First or second-year continuing UVic students, including those registered as BMus, with 1.5-25.5 units completed, may transfer to the BA program at any point in their degree with no additional years of study.

The School anticipates that students completing degrees in other faculties will apply to participate as a double major. Interfaculty declaration requests will be considered within the selection criteria and quota.

As an aside, BA students wishing to switch to the BMus program would need to pass an [audition](#) (usually held in January and February of each year). The transfer from BA to BMus will be more challenging than the transfer from BMus to BA given the number of core requirements, including sequence of prerequisites, that make up the BMus degree.

C. Curriculum design (Include draft curriculum in Appendix).

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

The degree is comprised of 60.0 units. The program core requirements comprise 7.5 units of 100-200-level courses (including the Fine Arts co-requisite degree requirement) and 15 units of upper-level courses. Its design parallels two existing Faculty of Fine Arts BA major programs in Writing and Art History & Visual Studies. Like the Music minor, the BA Music Major program thus will comprise three course requirements: one each in basic music history MUS 116 and music theory rudiments MUS 111 (3 units total), and the Fine Arts co-requisite requirement ([AHVS 120](#), [AHVS 121](#), [ART 150](#), [ART 151](#), [FA 101](#), [FA 245](#), [THEA 102](#), [THEA 111](#), [WRIT 109](#), [WRIT 120](#)) for a total of 4.5 units (3.0 in Music and 1.5 in Fine Arts). An additional 3.0 units of music courses are required at the 100-200 level and 15.0 units of music courses at the 300-400 level. In years 1 and 2, students will take 22.5 units of electives and in years 3 and 4, they will take 15 units of electives at the 300-400 level. Students must also satisfy the [Academic Writing Requirement](#) (AWR) through high school or transfer credit or UVic credit.

No new courses are required for the BA Music. Students choose from current course offerings. Though all core courses are preexisting, variations on existing courses are currently under discussion if multiple sections will be offered (mainly MUS 105, 111, 116, and 207), subject to available funds and student demand. Interested students will have the option of requesting enrollment in MUS 398 and MUS 498 (two musicology-based capstone project courses based on research papers), among other capstone course options requiring permission of the School.

Core course descriptions

[MUS 111 Rudiments of Music](#): An introduction to the rudiments of music, including pitch and rhythmic notation, basic harmonic language, and a study of the elementary principles of melodic writing and harmony.

[MUS 116 Music Appreciation](#): A historical music survey focused on terminology, composers and styles, and critical listening skills.

The program design can be viewed on Kuali: <https://uvic.kuali.co/cm/#/programs/view/5f88952c6b76e100268124eb>.

A prime difference between the BMus and BA Music Major is that the BA program does not require an audition. As the BA Music is not a performance-focused degree, there are no core individual tuition requirements (i.e. no music lessons), and no ensemble or ear training requirements. Unlike the BMus, the BA Music permits students to choose from a large number of electives. Students can follow their own chosen path through their degree with individual course pre-requisites determining course progression. Students have the **option** of taking courses, including individual lessons, for level transfer credit through other institutions. They also have the **option** of taking ensemble courses at UVic, provided they pass the audition(s) for their chosen ensemble(s). There are a number of high enrolment, non-auditioned ensembles open to non-BMus students that BA Music students will also be able to choose from (e.g. Choir, Vikes Band, and Concert Band). The BA Music degree has a liberal arts approach, permitting students to study a wide range of topics, from music theory, composition, music technology, music education, and the history of Western art music, to Indigenous Music, Jazz, Pop and Rock, and Music of the World's Peoples.

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

The very nature of the BA Music program is interdisciplinary. The program is rich in opportunities for experiential learning and community engagement and is specifically designed for flexibility in years 3 and 4, allowing students to take advantage of opportunities for off-campus experiences, community engagement, study abroad, and co-op. Bachelor of Music co-op students numbered an average of 1-2 per year during pre-pandemic times. Based on consultation with Co-op and Career Services, we anticipate an increase in music students engaging with co-op and work experience with the BA Music. The School of Music already has strong ties to local arts institutions (e.g. the Victoria Symphony Orchestra and Pacific Opera Victoria) and discussions have been initiated about arts administration co-op and work experience possibilities.

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

The program is not designed for distance education. However, some of the core course requirements of the degree (e.g. MUS 111 *Rudiments of Music* and MUS 116 *Music Appreciation*, MUS 109 *Great Film Music* and MUS 108 *African Hand Drumming*) are being pilot tested as large enrolment and/or online courses in 2022/23.

Identify the learning outcomes.

The learning outcomes for the BA Music major program are wide-ranging, reflecting flexibility for students in terms of course choices in music history, music theory, large ensembles, and non-music electives.

Through completion of the BA major program in Music, students will be able to:

1. Apply musical knowledge and understanding to diverse music experiences and contexts, including new and existing repertoires.
2. Explore creativity and interpret musical ideas in interdisciplinary contexts.
3. Locate, recognize, and critique systemic problems of social injustice in historical and contemporary musical practices.
4. Advocate for the importance of equity and inclusion through the study and practice of diverse musical genres and musical subjects.
5. Identify and analyze changing social contexts through investigating cultural relationships with music.
6. Problem-solve in non-musical subject areas using critical and analytical skills gained through engagement with music.
7. Communicate effectively and equitably about music with diverse individuals and communities through strong verbal, written, and interpersonal approaches.
8. Demonstrate effective performance, communication and expressive skills, knowledge and understanding, when interacting in a diverse range of musical contexts.
9. Apply deep and active listening skills in live, mediated, recorded, and other modalities.
10. Identify connections between music and personal identity across political, sexual, social, and cultural themes.

Identify anticipated times to completion.

Anticipated time to completion is four years, with an average of 15 units per year. The flexibility of core requirements allows students to combine multiple educational opportunities – including some study at other institutions – into the degree without negatively affecting graduation timelines. Potential additions of a co-op (3-4 work terms) or study-abroad could extend the completion time of the degree.

Provide the policies on student evaluation, candidacy exams, and oral examinations.

The BA Music Major has no designated candidacy exams or oral examinations. Policies on student evaluation are dictated at the course level rather than the program level. Student evaluation aligns with the larger set of assessment practices in the School of Music for classroom and ensemble teaching.

Plans for integration of teaching and research.

The School of Music has an extremely strong record of teaching and research integration. Students often collaborate with faculty on creative and research work, much of which is presented in public forums (concerts, lecture recitals, and presentations). The School also has a strong record of JCURA research projects that represent individual research collaborations between faculty and students across a number of diverse subjects at the undergraduate level. It is expected that existing courses will increasingly focus on research areas that include marginalized or under-represented musics (Western and non-Western), gender studies, critical race studies, decolonization, music and technology, music and media, and sound studies.

Describe any international or Indigenous opportunities or perspectives.

The BA will facilitate entry based on interest in music rather than predesignated skills in Western classical musical practices (the current requirement for entry to the BMus). Students entering the BA Music will not need prior performance or theoretical training in Western classical notation, sight-singing, or rhythmic practices. This has the potential to remove barriers and open our doors to a diverse student body *that includes more international and indigenous students* (see **Strand 1 of the UVic Indigenous Plan, “Students.”**)

We anticipate that BA and BMus students will have opportunities for participation in student-centred initiatives that are planned in consultation with the Faculty of Fine Arts Indigenous Resurgence Coordinator. Such initiatives may include the identification and provision of cultural or musical opportunities for students which are not found in the regular courses.

To provide further opportunities for new perspectives for students, the Director of the School of Music, along with the Dean of Fine Arts, are committed to increasing the recruitment, retention and success of Indigenous faculty and staff (see Strand 2 of the UVic Indigenous Plan). One of the ways we will achieve this is by having preferential hires who demonstrate the cultural diversity of the School of Music faculty and staff. The ability of future professors to open the possibilities to create new musicology and ensemble courses will be an important factor in preferential hires as well as the ability to provide students with alternative perspectives pertaining to music creation listening practices, music and health, music and community, and music and religion.

The BA in Music has great potential to increasingly support non-Western approaches to the study of music at UVic. (**Category 3 of the International Plan** “Providing Intercultural Curricula for a Global-Ready Institution” and **Strand 3 of the UVic Indigenous Plan, “Education”/ *develop opportunities for UVic students to gain a better understanding of Indigenous peoples, histories and cultures, and the impact of colonization***). The program offers a breadth of electives and an interdisciplinary curriculum, as well as the incorporation of more world and Indigenous music training in our required music appreciation course (MUS 116). The School of Music offers MUS 317 *Indigenous Peoples and Music*, MUS 319 *Music and Culture of Cuba*, MUS 320 *Topics in World Music*, MUS 316 *History of Rock and Roll*, and MUS 391 *The History of Electronic Music and Sound Studies*—all courses that offer the possibility of alternative perspectives on music. The School of Music has already eliminated several prerequisites which formed barriers to a number of its core and elective courses and continues to revise its curriculum to address a diversity of repertoires and cultural perspectives. Other slated changes in our music offerings (revisions to MUS 111, core musicology, musicianship, and theory curriculums, and upper-level elective offerings) will challenge, disrupt, and revise traditional narratives of Western art music by diversifying course content with an emphasis on music’s connection to specific times, places, and cultures across a diversity of places, peoples, and repertoires.

D. Enrolment plan for the length of the degree and student financial support plan.

The program requires four years for completion (60 credits at 15 units per year) with a small core curriculum, many electives, and no capstone project. By contrast, most existing BMus degrees require an extensive core curriculum and specialized capstone projects. This makes the BA Mus degree more friendly for transfer students and more manageable for timely completion.

The School is currently in a very strong position to provide funding to prospective students. The School allocates an impressive **\$400,000 per year** for its roughly 250 students, and an **additional \$100,000 of funding** per year will be available beginning in September 2022. To align with the School of Music's goal of breaking down barriers for students who would like to study music, we have started asking donors to provide new scholarships, awards, and bursaries based on student heritage/background and/or other socio-economic challenges. One of our most recently endowed scholarships in the School of Music (Fall 2021) is allocated to support IBPOC undergrad students.

E. Resource requirements (include a table of program revenue and expenditures).

Indicate resources required for new faculty and staff appointments, space and library.

To begin, we do not expect the program to require changes to current resource requirements. Classroom allocations for the School of Music provide adequate space for a measured increase in enrolments in core Music offerings. The proposed program is one of several strategies by the School to capture and increase enrolments while avoiding additional resourcing constraints. We estimate that the BA program will welcome up to 40 students over 4 years with an initial intake of up to 10; we also see the BA as a means for enrolment retention for students that seek an alternative to our BMus programs after realizing their desire for broader music studies (currently, between 20-40 over four years). This growth would align with resourcing priorities over the past year, including a recently hired 0.5 ATP in Musicology and a Professor of Musicology. We also expect that a new part-time music studio PEA position (to start in Winter 2022) will free up other physical and intellectual resources.

The numbers in the BA will simultaneously complement the expected growth of our Music and Computer Science (MUCS) Combined Major Program (which is in the process of doubling in size) and our Music Education program. Both programs, alongside our Musicology and Sound Studies program, increase the potential for existing high-enrolment courses (such as MUS 111, 109, and 116) and increased enrolments in our upper-level elective courses (such as MUS 391) without requiring additional human or classroom resources.

Core requirements of the BA overlap with existing BMUS courses that are offered annually, some in more than one term/section. This relieves the necessity to offer year-after-year, program-specific courses. Furthermore, interdisciplinary electives are shared with/across other areas of the University. We are confident that the BA Music's design will provide opportunities for increasing larger-enrolment classroom courses while avoiding conflicts with resourcing constraints in other areas.

Many music programs at research and comprehensive universities in Canada offer a BA and Bachelor of Music degree (e.g. U of T, Carleton, McGill, UBC, etc.). Our proposed BA Music program aligns with the goals of these other programs. It is for students interested in studying music alongside its relation to other disciplinary frameworks. Like our proposed BA program, other BA Music programs across Canada also permit students a wide array of electives in and outside of music and permit students to register for ensembles (provided they pass audition requirements). However, our BA is distinguished from these programs in that it has fewer core requirements in music theory and musicianship. This allows our BA Music to pose fewer barriers to applicants while simultaneously providing more variety and breadth of course and pathway options.

Music Programs in Canada that offer a BA Music

- UBC School of Music

- University of Alberta
- University of Calgary
- University of Saskatchewan
- University of Lethbridge
- University of Regina
- University of Toronto
- University of Guelph
- University of Ottawa
- Carleton University
- University of Western Ontario
- University of Waterloo
- Queen's University
- Mount Allison University
- Dalhousie University
- Cape Breton University
- Brock University
- McGill University
- University of PEI
- University of New Brunswick
- St. Francis Xavier University

Appendix: Kuali Program Requirements

Years 1 and 2

- Complete all of the following
 - Complete all of:
 - [MUS111](#) - Rudiments of Music (1.5)
 - [MUS116](#) - Music Appreciation (1.5)
 - Complete 1.5 units from:
 - [AHVS120](#) - Exploring World Art (1.5)
 - [AHVS121](#) - Understanding Visual Communication (1.5)
 - [ART150](#) - Introduction to Contemporary Art Theory, Criticism and Practice (1.5)
 - [ART151](#) - An Introduction to Contemporary Visual Art (1.5)
 - [FA101](#) - Creative Being (1.5)
 - [FA245](#) - The Arts and Technology I (1.5 - 3)
 - [THEA102](#) - Theatre Appreciation from Page to Stage (1.5)
 - [THEA111](#) - Theatre History I (1.5)
 - [WRIT109](#) - The Writer's World in Books and Film (1.5)
 - [WRIT120](#) - Writing for the Arts (1.5)
 - Complete 3.0 units from:
 - [MUS101A](#) - Language of Music (1.5)
 - [MUS101B](#) - Language of Music (1.5)
 - [MUS105](#) - Introduction to Composition (2.0)
 - [MUS108](#) - African Hand Drumming (1.5)
 - [MUS109](#) - Great Film Music (1.5)
 - [MUS121](#) - Western Music from Antiquity to 1750 (1.5)
 - [MUS131](#) - Introduction to Music Education (1.5)
 - [MUS170A](#) - Basic Musicianship IA (1.0)

- [MUS170B](#) - Basic Musicianship IB (1.0)
- [MUS180A](#) - University Orchestra (1)
- [MUS180B](#) - University Wind Symphony (1.0)
- [MUS180C](#) - Don Wright Symphonic Winds (1)
- [MUS180D](#) - Jazz and Creative Music Ensemble (1.0)
- [MUS180E](#) - University Chorus (1)
- [MUS180F](#) - Chamber Singers (1.0)
- [MUS180G](#) - University Women's Choir (1.0)
- [MUS189](#) - Vikes Band (1.5)
- [MUS201A](#) - Language of Music (1.5)
- [MUS201B](#) - Language of Music (1.5)
- [MUS207](#) - Music, Science and Computers (1.5)
- [MUS208](#) - Popular Music and Society I (1.5)
- [MUS209](#) - Topics in Applied Music I (1.5)
- [MUS220A](#) - Western Music from 1750 to 1885 (1.5)
- [MUS220B](#) - Western Music from 1885 to 1952 (1.5)
- [MUS231](#) - Music Education Seminar I: Foundations of Music Education (1.5)
- [MUS237](#) - Music in the Elementary School Curriculum (1.5)
- [MUS239](#) - Instrumental/Vocal Jazz Pedagogy (1.5)
- [MUS256A](#) - Introduction to Instrumental and Choral Conducting I (1.5)
- [MUS256B](#) - Introduction to Instrumental and Choral Conducting II (1.5)
- [MUS270A](#) - Basic Musicianship IIA (1.0)
- [MUS270B](#) - Basic Musicianship IIB (1.0)
- [MUS280A](#) - University Orchestra (1.0)
- [MUS280B](#) - University Wind Symphony (1.0)
- [MUS280C](#) - Don Wright Symphonic Winds (1.0)
- [MUS280D](#) - Jazz and Creative Music Ensemble (1.0)
- [MUS280E](#) - University Chorus (1)
- [MUS280F](#) - Chamber Singers (1)
- [MUS280G](#) - University Women's Choir (1)
- [MUS281](#) - Chamber Music (1.0)
- [MUS289](#) - Vikes Band (1.5)

- Complete 22.5 units of electives

Years 3 and 4

- Complete all of the following
 - 15 units from MUS 300-400 level
 - 9 units of electives 100-400 level
 - 6 units of electives 300-400 level

Total units

Program Notes

- Electives may be from any department including the School of Music.
- Students are advised to plan in advance by referring to course descriptions in the Calendar for MUS course prerequisites.
- MUS 143 (requires permission of the School) may be used as a music course or as an elective towards this Major program.
- Where permission of the School is required contact musicadmin@uvic.ca

Stage 1 Review for New Degree Proposals

The Stage 1 Review is to determine the need for the program and how it fits with other programs currently offered by the BC public post-secondary education system. It applies to BC publicly funded post-secondary institutions as a means to ensure public resources are spent effectively.

Submission format:

- To facilitate the Stage 1 Review, institutions must complete this template to ensure that all necessary information is provided for the DQAB review.
- Supporting letters, surveys and other documentary evidence should be included as an appendix.
- Use “n/a” or “non-applicable” for a criterion that does not apply and add a brief rationale.
- The submission is expected to be concise and should not exceed 12 pages or 4,000 words, excluding appendices.
- Attached to the template are the submission guidelines for each standard. The submission guidelines detail suggested evidence the institution may provide to demonstrate the program meets each criterion.

INSTITUTION: University of Victoria

PSIPS PROPOSAL #:

PROPOSED DEGREE: Bachelor of Arts degree with a Major in Music (Faculty of Fine Arts)

Stage 1 Review for New Degree Proposals

Summary Description of Degree Program: (1 page maximum)

The University of Victoria is distinguished as the only University in British Columbia with a dedicated Faculty of Fine Arts. The School of Music offers Majors in Composition and Theory, Music Education in Secondary (Choral) or Secondary (Instrumental), Musicology and Sound Studies, Musical Arts, and Performance, leading to the degree of Bachelor of Music, and a combined Major in Music and Computer Science leading to Bachelor of Fine Arts or Bachelor of Science, and a minor in Music. The new proposed program for the School of Music is a Bachelor of Arts degree with a Major in Music. The School of Music does not currently offer programs that lead to the Bachelor of Arts. The new program will therefore lead to a new credential associated with the School of Music.

The University of Victoria is committed to meeting the needs of its students, including those who desire an applied liberal arts education. The design of the BA Major in Music parallels two existing Faculty of Fine Arts BA major programs in Writing and Art History & Visual Studies. In the context of the programs offered within the School of Music, the proposed program does not require an audition. There are no core individual tuition requirements (i.e. no music lessons), and no ensemble or ear training requirements. Unlike the BMus, the BA Music permits students to choose from a large number of free electives. Students can follow their own chosen path through their degree. The BA Music offers a broad connection with the more specialized areas of instruction and a flexible avenue for students who may want to expand beyond specialized areas which require intensive performance skills. The BA with a Major in Music emphasizes music within broader intellectual and cultural contexts and considers music in relation to other disciplines in fine arts, the humanities, the language arts and beyond.

The program is comprised of 60.0 units. Like the Music minor, the BA Music Major program will comprise three course requirements: one each in basic music history MUS 116 and music theory rudiments MUS 111, and the Fine Arts co-requisite requirement for a total of 4.5 units (3.0 in Music and 1.5 in Fine Arts). An additional 3.0 units of music courses are required at the 100-200 level and 15.0 units of music courses at the 300-400 level. In years 1 and 2, students will take 22.5 units of electives and in years 3 and 4, they will take 15 units of electives at the 300-400 level. This will offer a specialization in music for students who are interested in studying music alongside its relation to other disciplinary frameworks.

As an academic subject, music is already intimately tied to a variety of industries. Ecology, Sociology, Anthropology, Sound Studies, History, English, and the sciences (Computer Science, Engineering, and Medicine, and so on) feature increasingly strong ties to studies in music and acoustics. The School of Music has recently changed the name of his BA in Music History to “Musicology and Sound Studies” to reflect these connections.

UVic’s School of Music remains uniquely positioned to offer a BA in Music. Our Faculty of Fine Arts already boasts particularly strong interdisciplinary liaisons across the arts; our undergraduate musicology program promotes interdisciplinary work in music; our combined program offers students a BA in Music or Science as the outcome of a degree that combines music, computer science, and engineering, and our university already hosts courses in sound studies across several different departments (English, History, and Anthropology). A BA Major in Music would provide a unique pathway for students to study music without an audition requirement while connecting to interdisciplinary opportunities across campus.

Feedback is clear: students want more options to study music through a broad and diverse curriculum without the need to audition. Our new BA Major in Music would appeal to such students, allowing them to explore their interest in music while combining it with interests in other areas. A BA in Music combines hands-on experience of music with studies in other areas, an experience typically denied to students who may chose a BA in another subject (or to those who audition for a performance degree in music at the expense of having elective credits to explore other subjects). Finally, the precedent for a BA in Music is long-standing: virtually every university of UVic’s stature in Canada offers a BA in Music.

Stage 1 Review for New Degree Proposals

INSTITUTIONAL MANDATE / CAPACITY

STANDARD: *The institution must establish that it has the mandate and capacity to offer the proposed degree program.*

CRITERIA:	COMMENTS:
A. Mandate	
How does the proposed program fit within the mandate of the institution?	The program provides students with a unique opportunity to combine dynamic learning and an extraordinary, interdisciplinary environment with the ability to provide vital impact in society. By combining the study of music at a prestigious School of Music with academic opportunities across a number of other fields, the proposed program synthesizes the engaged learning practices of musical study with UVic's broader academic initiatives.
How does the proposed program support the current academic and strategic plan of the institution?	<p>The proposed program supports many elements in the University's Strategic Framework (Cultivate an Extraordinary Academic Environment: Strategy 1.1; Advance Research Excellence and Impact : 2.4, 2.5; Intensify Dynamic Learning: 3.1 , 3.2, 3.3, 3.4; Foster Respect and Reconciliation: 4.3; Engage Locally and Globally: 6.1, 6.3). The program is rich in opportunities for experiential learning (Strategy 3.1) and community engagement (Strategies 6.1, 6.3) and is specifically designed for flexibility in years 3 and 4, allowing students to take advantage of opportunities for off-campus experiences, community engagement, study abroad, and co-op. Bachelor of Music co-op students numbered an average of 1-2 per year during pre-pandemic times. With the BA Music major, we anticipate an increase in music students engaging with co-op and work experience. The School of Music already has strong ties to local arts institutions (e.g. the Victoria Symphony Orchestra and Pacific Opera Victoria) and discussions have been initiated about arts administration co-op and work experience possibilities.</p> <p>The BA Music has the potential to remove barriers and open our doors to a diverse student body that includes more international and indigenous students (see Strategy 1.1 and Strand 1 of the UVic Indigenous Plan, "Students.") The BA-Music also has great potential to increasingly support non-Western approaches to the study of music at UVic. (Category 3 of the International Plan "Providing Intercultural Curricula for a Global-Ready Institution" and Strand 3 of the UVic Indigenous Plan, "Education").</p> <p>Learning outcomes for the BA Music major program are wide-ranging, reflecting flexibility for students in terms of course choices in music history, music theory, large ensembles, and non-music electives. Through completion of the BA major program in Music, students will be able to:</p>

Stage 1 Review for New Degree Proposals

	<ol style="list-style-type: none"> 1. Apply musical knowledge and understanding to diverse music experiences and contexts, including new and existing repertoires. 2. Explore creativity and interpret musical ideas in interdisciplinary contexts. 3. Locate, recognize, and critique systemic problems of social injustice in historical and contemporary musical practices. 4. Advocate for the importance of equity and inclusion through the study and practice of diverse musical genres and musical subjects. 5. Identify and analyze changing social contexts through investigating cultural relationships with music. 6. Problem-solve in non-musical subject areas using critical and analytical skills gained through engagement with music. 7. Communicate effectively and equitably about music with diverse individuals and communities through strong verbal, written, and interpersonal approaches. 8. Demonstrate effective performance, communication and expressive skills, knowledge and understanding, when interacting in a diverse range of musical contexts. 9. Apply deep and active listening skills in live, mediated, recorded, and other modalities. 10. Identify connections between music and personal identity across political, sexual, social, and cultural themes.
<p>For applied degrees offered under the <i>College and Institute Act</i>:</p> <ul style="list-style-type: none"> • Does the proposal lead to a specific occupation? • Does the proposal provide a diploma exit, if appropriate? 	<p>The proposal does not lead to a specific occupation in a designated area. The proposal does not provide a diploma exit.</p>
B. Capacity	
<p>To what extent does the program build on the institution's existing infrastructure, resources and experience from offering programs in related fields?</p>	<p>The proposal is a direct extension of existing programs. The proposed BA in Music is situated alongside existing BMUS and BFA degrees in Music, as well as similar BA degrees in Writing and Art History & Visual Studies. Furthermore, the School of Music offers a Combined Degree with Computer Science and Engineering, a Musicology degree with an emphasis in Sound Studies, and a Music Education degree that operates in coordination with the Faculty of Education.</p>
<p>To what extent has the institution assessed the resources required and identified funding sources needed to implement the program?</p>	<p>We do not expect the program to require changes to current resource requirements. Classroom allocations for the School of Music provide adequate space for a measured increase in enrolments in core Music offerings. The proposed program is one of several strategies by the School to capture and increase enrolments while avoiding additional resourcing constraints. Core course requirements of the degree (e.g. MUS 111 <i>Rudiments of Music</i> and MUS 116 <i>Music Appreciation</i> are being pilot tested as large enrolment and/or online courses in 2022/23. Projections for any increase in enrolments are within our current recourse capacity and would produce no foreseeable strain on digital or library resources.</p>

Stage 1 Review for New Degree Proposals

SOCIAL AND ECONOMIC BENEFIT

STANDARD: *The institution must demonstrate that the proposed program will serve the social and economic needs of British Columbians.*

CRITERIA:	COMMENTS:
A. Priority of Program Focus	
Is the program focus primarily on meeting social benefit(s) or economic benefit(s)?	The program is focused on meeting student interest and demand in applied music studies.
B. Social Benefit	
What social, cultural, regional, community, environmental, institutional and/or intellectual benefits would the proposed program provide?	<p>As there are no audition requirements, the BA will facilitate entry based on interest in music rather than predesignated skills in Western classical musical practices (the requirement until now for entry to the BMus). Students entering the BA Music will not need prior performance or theoretical training in Western classical notation, sight-singing, or rhythmic practices. This has the potential to remove barriers and open our doors to a diverse student body. Several opportunities of growth and collaboration in the BA-Music and BMus could potentially be offered and/or facilitated through collaborations between the School of Music and the Faculty of Fine Arts' Indigenous Resurgence Coordinator.</p> <p>Students of the BA Music Major will have remarkable freedom to choose their path for degree completion. Social and economic benefits include a workforce trained to meet emerging demands across a number of fields involving knowledge of music and acoustics, from music education and social welfare to the healthcare industry, multimedia applications, and arts administration.</p> <p>The School is aiming for preferential hires for the foreseeable future. The new BA Music program should benefit from the increasing diversity of perspectives in the School. Future IBPOC professors will open possibilities to create new musicology and ensemble courses, providing students in the BA-Music with alternative perspectives pertaining to musical creation, listening practices, music and health, music and community, and music and religion.</p>
How would the proposed program advance social goods or government priorities?	Increasing evidence places music at the centre of social welfare, and the recent emergence of Sound Studies as a field demonstrates the increasing recognition of music as a central component of, and reflection of, culture. The proposed program highlights the interdisciplinary study of music to encourage students to consider the relationship between music and culture from a variety of theoretical and pragmatic perspectives.

Stage 1 Review for New Degree Proposals

C. Economic Benefit	
What direct and/or indirect economic, industrial or labour market benefits would the program offer the student, community, region or province?	We expect the program to better prepare students to act as music entrepreneurs in the modern gig economy by providing them with skills that combine musical ability with complementary skills in other areas (marketing, business, education).
How would the proposed program support economic growth and/or government economic priorities?	(As above.)
What labour market needs would the proposed program meet for the province? (Please include no more than 5 applicable National Occupational Classification (NOC) codes.)	Graduates would fulfill a wide variety of market needs, including positions such as 5133, 0512, 5132, 5225, 4031.
Do potential employers require a degree for graduates to gain employment in the field?	N/A
If the main employer will be government or another public agency, what support does the program have from relevant ministry/public employers?	N/A
D. Consultation	
What feedback from relevant community groups, employer groups, and professional organizations was incorporated into the proposed program?	The UVic School of Music has incorporated feedback from Camosun College, the Victoria Conservatory, and Pacific Opera Victoria, as well as other college and university programs in the province: Douglas College, UBC, Simon Fraser University, and Kwantlen Polytechnic University.
If the program relates to a regulated profession, what feedback did the regulatory or licensing bodies and the responsible Ministry provide?	N/A

SYSTEM COORDINATION / PROGRAM DUPLICATION

STANDARD: *The institution must establish that the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.*

CRITERIA:	COMMENTS:
A. System Context	
What differentiates the proposed program from all other related programs in the province? Please provide a list of Classification of Instructional Programs (CIP) codes for related programs.	Related programs should be found under 50.09, 50.10, and 24.01. The most specific related programs in BC would include other BA in Music programs. The proposed program is strongly differentiated from these other programs due to UVic's unique strength as a professional program in music, its affiliation with a Faculty of Fine Arts, its interdisciplinary affiliations, strengths in Music Education

Stage 1 Review for New Degree Proposals

	and its Combined Program with Computer Science, and its recent sound studies in music.
B. Consultation	
To what extent has the institution consulted other institutions in British Columbia offering similar programs and responded to their feedback?	UVic has consulted with Simon Fraser University, UBC, Kwantlen Polytechnic University, Douglas College, Camosun College and the Victoria Conservatory of Music. More extensive consultation with institutions across Canada will proceed alongside ministry consideration.
C. Rationale for Duplication	
If programs with similar learning objectives are currently available in the region or online within the province, what is the rationale for establishing another program?	UVic continues to rank among the strongest performance programs in Canada and maintains strength as a graduate program in Musicology through the PhD level; it also has strong and unique ties to local institutions and collaborative relationships with local higher education programs. The proposed program would provide a unique student experience, especially at the regional level, for students interested in a mid-sized but internationally-ranked program with strong opportunities for co-op opportunities and experiential learning in a degree that combines strength in both the practical and applied musical arts.
D. Collaboration	
To what extent has the institution explored appropriate ways to collaborate and/or share resources with other institutions offering related programs?	UVic maintains strong collaborative efforts and resource sharing with local institutions on several levels (especially the Royal Conservatory and Camosun and Pacific Opera Victoria), and it is expected this will only increase with the proposed program.

STUDENT DEMAND AND OUTCOMES

STANDARD: *The institution must demonstrate that the proposed degree program will have sufficient ongoing student interest and provide benefit to students.*

CRITERIA:	COMMENTS:
A. Student Demand	
How robust is the demonstrated potential student demand to sustain the proposed program?	Demonstrated potential is strong. The most comparable program at the School – the only other music program to not require an audition – has an acceptance rate of approximately 20%, due to the abundance of applications. We estimate that the BA Major program will welcome up to 40 students over 4 years; we also see the BA as a means for enrolment retention for students seeking an alternative to our BMus programs.
B. Benefit to Students	

Stage 1 Review for New Degree Proposals

To what extent will students be able to transfer to and from other post-secondary institutions in the province?	The proposed program allows for seamless transfers from other post-secondary institutions.
What opportunities are available to program graduates for further study in the field or in professional fields?	There are hundreds of precedents for the effectiveness of the proposed program leading to advanced study in music; as the proposed degree is a BA, it is typical that students would also find success applying to graduate programs in the humanities, social sciences, and education as well.
What added value will the proposed program offer graduates in terms of employment opportunities?	Critical thinking, writing, and reading skills are essential for many employment positions. The proposal provides significant reinforcement in these areas to give graduates of the proposed program a distinct advantage in terms of employment opportunities.

Stage 1 Review for New Degree Proposals

Submission Guidelines

The submission guidelines detail suggested evidence the institution may provide to demonstrate the program meets each criterion.

SUMMARY DESCRIPTION OF DEGREE PROGRAM

- One page maximum executive summary description of the proposed degree program. Include number of program credits, expected time to completion, program concentrations, delivery methods, targeted students, learning outcomes, and employment prospects.

INSTITUTIONAL MANDATE / CAPACITY

STANDARD: *The institution must establish that it has the mandate and capacity to offer the proposed degree program.*

Submission Guidelines

- Describe how this program fits within the mandate of the institution.
- Indicate how the program supports the current academic and strategic plan of the institution.
- Describe whether the institution has had successful past performance in related program areas over the past three years and provide supporting evidence, such as student outcome surveys or other relevant information that demonstrate satisfaction of students, employers, graduates and receiving institutions.
- Describe the possible impact the program may have on existing programs, resources, services and capacity at the institution. Identify plans for reallocating internal resources.
- Provide an enrolment plan for the program, identifying the projected number of students (full-time and part-time), minimum viable enrolment, and anticipated number of credentials awarded each year.
- Provide the timeframe required to implement the program and the anticipated launch date.

SOCIAL AND ECONOMIC BENEFIT

STANDARD: *The institution must demonstrate that the proposed program will serve the social and economic needs of British Columbians.*

Submission Guidelines

- Prioritize whether the degree primarily provides social benefits or economic benefits.
- Describe the potential social, cultural, regional, community, environmental, institutional and intellectual benefits of the program. Provide references to documents that support these statements. If the program advances one or more social goals, policies and/or government priorities, provide details.
- Describe the direct and indirect economic or industrial benefits of the proposed degree program to the student, the community, region or province. If the program advances one or more economic goals, policies and/or government priorities, provide details.
- Provide evidence of consultation with applicable community groups, employer groups and professional organizations as well as the findings resulting from such consultations.
- Provide evidence that potential employers require a degree to gain employment in the field.
- Describe the labour market demand for the credential. Provide supportable evidence, such as relevant statistical/census employment data relevant to the field, dated employment ads, current employer letters of support, labour force projections from government, industry and professional associations, and employer surveys.
 - Labour market analyses should use the National Occupational Classification (NOC) codes of Human Resources and Skills Development Canada whenever possible to specify relevant occupation

Stage 1 Review for New Degree Proposals

destinations of program graduates. Please identify no more than the top five occupation destinations for graduates of the program.

- If the main employer is the provincial or federal government, provide evidence of the relevant ministry's or department's support for the program.
- Describe the potential earnings for graduates and provide evidence such as student outcome surveys.
- Indicate whether the proposed degree is preparatory to work in a regulated field. If this is a regulated field, state whether the proposed degree represents a change in the "entry to Practice" standard and provide evidence of consultation with and support from pertinent regulatory/licensing bodies.

SYSTEM COORDINATION / PROGRAM DUPLICATION

STANDARD: *The institution must establish whether the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.*

Submission Guidelines

- Identify degree programs with similar learning objectives offered by other post-secondary institutions in British Columbia and briefly explain how or whether this degree will differ from the others.
- Describe the consultation that has occurred with other institutions in British Columbia offering similar programs.
- If there are programs with similar learning objectives or outcomes available in the province, explain why an apparent duplication in programming is warranted (e.g.: demand for graduates exceeds system capacity; the program is unavailable online or within reasonable commuting distance; etc.).
- Outline any plans for collaboration and/or sharing resources and identify the prospective collaborating institutions/organizations.
- Provide documentary evidence such as letters of support.

STUDENT DEMAND AND OUTCOMES

STANDARD: *The institution must demonstrate that the proposed degree program will have sufficient ongoing student interest and provide benefit to students.*

Submission Guidelines

- Provide evidence of student demand for the program, such as:
 - The results of a survey indicating current student demand for the program. If a survey is used, describe the survey instrument used and questions posed.
 - Student waitlists of comparable programs offered in British Columbia.
- Describe what plans and/or arrangements are in place to establish articulation agreements with other post-secondary institutions in the province. Provide a website link to the institution policy on admissions and transfer.
- If relevant, provide anticipated enrolment figures from other institutions that may have students wishing to articulate into the proposed program.
- Describe the opportunities that graduates of the program have for progression to further study in this field or in professional fields. Provide evidence of consultation with graduate/professional post-secondary programs.
- If non-degree and/or degree programs in the same field are offered at this institution, explain:
 - The expected added value for students taking this proposed degree program (e.g., promotion or employment opportunities) and provide evidence that these anticipated benefits are justified.
 -



**University of Victoria School of Music
BA in Music Proposal**

Dear Dr. Steven J. Capaldo,

Thanks for sharing your new Bachelor of Arts in Music program for the School of Music in the Faculty of Fine Arts at the University of Victoria.

The addition of this degree is strategic and a logical step within the existing course offerings and a compliment to the BA degrees in Art History and Visual Studies. As you state in your proposal, the creation of the BA will also serve to increase enrollment, has potential for experiential learning through studio courses and co-op placement and opportunities to work with other institutions, transfer credit and online options. As a faculty member in an interdisciplinary arts program, I also commend the ability for students to cross different disciplines within their course structure. Without the entrance audition, you will also have a greater range of student interest and eligibility.

One note that may be worth exploring is the focus on the history of music in Western culture as one of the core courses for the BA. It wasn't clear if this was part of MUS111 or 116- or a separate course. While I noted that your mention of the incorporation of world and Indigenous music training in one of the required introductory music appreciation courses, I wonder about options for students interested in other histories and approaches to the context and history of music –how they might be able to select among a few other offerings. At the upper level you have a few courses that could be potentially be offered at the 1-200 level including 317 Indigenous Peoples and Music, 320 Topics in World Music, 391 Cross-Cultural and Historical Topics in Music. In general, being able to offer non-western context to music at the lower division would enhance the breadth of your offerings. While I make this suggestion, I realize offering new courses is always a struggle between loading and funding. I also note that one of the strengths of your proposal is no additional new courses are required to serve the degree.

Outside of this suggestion, the proposal and degree look strong. Thanks for the opportunity to review your proposal for the BA in Music.

Sincerely,

A handwritten signature in black ink, appearing to read "Rob Kitsos", with a long horizontal flourish extending to the right.

**Rob Kitsos
Professor, Dance
Associate Director, School for the Contemporary Arts
Simon Fraser University**

November 30, 2020

Dear Dr. Capaldo:

Thank you for allowing me the opportunity to contribute feedback on this proposed program. This Bachelor of Arts in Music degree, as outlined in the program template, could be a valuable complement to the University of Victoria's existing Bachelor of Music degree. It features tremendous potential to enrich the post-secondary study of music, encourages collaborative and interdisciplinary discourse across several subdisciplines, and could have particular strategic enrolment value because of how it addresses fill rates in existing music and fine arts courses.

To start, there may be a need to clarify the program's curricular requirements associated with the completion of music courses. The "Program Rules" section on pages 7 and 8 of the program template suggests that 18 units of music courses are required to complete the BA (i.e., 3.0 units of lower-level music courses and 15.0 units of upper-level music courses), but the description of program requirements in the "Curriculum Design" area states only 16.5 units of music courses are required.

The integration and progression of Bachelor of Arts students in music courses designed, in many cases, for Bachelor of Music students strikes me as the primary challenge of this and many other BA programs. It is a challenge with which many post-secondary institutions grapple, and the university where I teach is certainly no stranger to it.

Given that BA students could have different background knowledge and expertise in the language, context, creation, and performance of music, could they be as successful as UVic's Bachelor of Music students when completing the program's required lower- and upper- level music courses? I do not question if BA students could make meaningful, rich contributions to these courses, but whether or not they would feel as engaged and successful when assessed, side-by-side, with Bachelor of Music students. Related to this, in an effort to meet strategic enrolment objectives, is there a risk the Bachelor of Arts in Music program might not adequately support the success of its students across its full range of elective course options?

From the information presented in the program template, I agree this proposed program provides excellent opportunities for experiential learning. Opportunities abound to combine theory and practice, and all students, whether BA or BMus, may benefit from field research, co-op placements, and study abroad programs. The Bachelor of Arts in Music's interdisciplinary profile is also particularly valuable. These appear to be some of the program's greatest strengths.

I would be interested to learn more about how this program plans to present a decolonized perspective. This section of the template does well to outline how the program, in general, embraces multiple ways of knowing through an absence of audition or interview requirements and the diverse pathways made possible by the program's range of elective

courses. However, the proposal could be strengthened with more detail about existing or planned pedagogical innovations and how they support decolonization. For example, how do the delivery and design of this program's courses, their learning outcomes, content and assessments, enable student agency and affirm multiple ways of knowing and multiple ways of demonstrating knowledge? In addition, while the program's breadth of elective options certainly supports interdisciplinary pathways, would requiring the completion of a greater number of courses with Indigenous, multicultural, and global perspectives not communicate a stronger commitment to decolonization?

There are many strengths to this proposal, and I give it my endorsement because of the potential it has to enrich, support, and complement UVic's existing Bachelor of Music degree. All the best to you and your colleagues as you continue to develop this Bachelor of Arts in Music program.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Daniel Tones', with a stylized, flowing script.

Dr. Daniel Tones, DMA
Chair, Music Department
Kwantlen Polytechnic University

Bachelor of Arts – Music Degrees in Canada

UBC

The B.A. in Music is a four-year program offered in the Faculty of Arts for students interested in music but not intending to pursue music performance professionally or who do not meet the special admission requirements for the School of Music's Bachelor of Music degree.

The Bachelor of Arts (B.A.) degree with a major, minor, or honours in music includes core music courses similar to the Bachelor of Music degree, but does not include private instrumental or vocal instruction. All UBC students are eligible to audition for student ensembles.

How to apply

To enrol in any Major within the UBC B.A degree, students must meet the academic admission requirements of the Faculty of Arts. Majors are declared at the end of second year, although coursework usually commences in the first year. There are no performance requirements for entrance into the Music Major.

Entrance to the Music Major is through the course Music 100: Principles of Musical Form. B.A. students cannot register themselves for this course, but they may receive permission to take it by passing the Music 100 Placement Test (sample test and answer key).

Foundation Courses

- 24 credits of foundation courses in music theory and history, normally taken in the first two years of the B.A.:
 - 12 credits of theory: (MUSC 100, 101, 200, and 201) or (MUSC 110, 111, and 210)
 - 12 credits of history: 120, 121, 220, and 221.
 - at least one small **OR** large ensemble (any of MUSC 150-165)
- These courses should all be taken in the first two years, except for MUSC 201

Upper-level Music courses

- MAJOR IN MUSIC: 30 credits of 300- or 400-level music courses.
- HONOURS IN MUSIC: 48 credits of 300- or 400-level music courses.
- Any 300- or 400-level course in music history, music theory, ethnomusicology, or music composition, as well as MUSC 107 and 207, counts toward this requirement, along with up to twelve credits of ensemble. Even though the ensemble courses have 100 numbers, they will count as 300- or 400-level courses when taken in the third or fourth years, and hence as part of the requirements for the major, honours, or minor in music. At most twelve credits of ensemble may be counted toward the bachelor of arts.

Overall upper-level courses

- MAJOR IN MUSIC: In the third and fourth years, students must take at least 48 credits of 300- and 400-level courses, including the upper-level Music courses mentioned above.

- HONOURS IN MUSIC: In the third and fourth years, students must take at least 54 credits of 300- and 400-level courses, including the upper-level Music courses mentioned above.

Ensembles

Students who wish to register for ensembles must audition. Towards the B.A. degree with a major in music, a total of eight ensemble credits may count, comprised of:

- lower level or transfer credits: up to 6 credits of lower level or transfer ensemble credit may count towards the music major.
- upper level: 8 credits minus any lower level or transfer credits used, may count.

Frequently Asked Questions

Can I play or sing in ensembles for credit?

Yes! You may take up to 12 credits of music ensemble in the B.A. Ensemble courses may be repeated for credit. There are many ensembles in which you may participate.

Can I take private music lessons?

No, not as a course for credit. You must be registered in the Bachelor of Music (B.Mus.) degree program to take lessons for credit. You may, however, take non-credit private lessons from available faculty & students. Please see our private lessons list.

McGILL

Offered by: Music **Degree:** Bachelor of Arts

Program Requirements

This Major Concentration studies music as a vital art form in contemporary society and in the history of Western civilization. Its central purpose emphasizes music within broader intellectual and cultural contexts; the Major concentration's premise is that, as a product of culture, music must be considered in relation to the other humanistic disciplines. This program could be an excellent preparation for graduate work in music (musicology, music theory, music librarianship, music journalism, arts administration) or for professional studies in other fields.

Students in the Music Major Concentration must consult the Music Adviser prior to registration. Questions regarding the general requirements of the B.A. program and especially elective courses should be addressed to the Office of Advising and Student Information Services (OASIS) at the Faculty of Arts.

Completion of the diagnostic placement exams for music theory and musicianship is mandatory. Students should refer to the placement exam website for more details: <https://www.mcgill.ca/music/student-resources/undergraduates/new-student...>

Prerequisite Courses

Students must complete the diagnostic placement exams for music theory and musicianship. Depending on the results, they may be asked to register for one or more of

the prerequisite courses listed below. These prerequisite courses cannot be counted toward the 36 credits of the program requirements.

- MUHL 186 Western Musical Traditions (3 credits)
- MUSP 140 Musicianship Training 1 (2 credits)
- MUSP 141 Musicianship Training 2 (2 credits)
- MUSP 170 Musicianship (Keyboard) 1 (1 credit)
- MUSP 171 Musicianship (Keyboard) 2 (1 credit)
- MUTH 100 Music Theory Fundamentals (3 credits)
- MUTH 150 Theory and Analysis 1 (3 credits)
- MUTH 151 Theory and Analysis 2 (3 credits)

Required Courses (13 credits)

Prior to registering for each required course, students must either have completed the prerequisite course or have successfully the diagnostic placement exam.

- MUHL 286 Critical Thinking About Music (3 credits)
- MUSP 240 Musicianship Training 3 (2 credits)
- MUSP 241 Musicianship Training 4 (2 credits)
- MUTH 250 Theory and Analysis 3 (3 credits)
- MUTH 251 Theory and Analysis 4 (3 credits)

Complementary Courses (23 credits)

Students select from courses offered by the Schulich School of Music except for courses with a MUAR subject code. Students must include 3 credits from a MUHL or MUPP subject code at the 300 level or higher.

CALGARY

Music also offers four-year programs leading to **Bachelor of Arts (Music)** and **Honours Bachelor of Arts (Music)** degrees for the student who wishes to pursue a general liberal arts education with an emphasis on Music. It is an ideal degree for students who are interested in music but may wish to pursue careers in law, medicine, arts administration, media studies, elementary education, digital arts, and so on. In addition to music courses, BA (Music) students have the flexibility to take a large number of courses outside of the field of Music, allowing them to create degree plans that cater to their individual interests and needs.

UWATERLOO

First-year courses

Listed below are required first-year courses. You'll choose additional classes so that you have a total of 5 courses per term (or 6 if you include a music ensemble).

September to December

Choose 2 of:

- MUSIC 110 - Music in Cultural Contexts
- MUSIC 226 - Music Studio (taken with MUSIC 116)
- MUSIC 270 - Music Theory 1

Arts First requirement 1*
2 elective courses

January to April

Choose 2 of:

- MUSIC 110 - Music in Cultural Contexts (if not taken in fall)
- MUSIC 226 - Music Studio (if not taken in fall) or MUSIC 227 (taken with MUSIC 116)
- MUSIC 271 - Music Theory 1 (or MUSIC 270 if not taken in fall)

Arts First requirement 2*
2 elective courses

*The Arts First requirement consists of 2 first-year courses that are capped at 25 students: ARTS 130 - Inquiry and Communication and ARTS 140 - Information and Analysis. Instead of listening to a lecture and trying to capture notes, Arts First courses will have you and your classmates working together to respond to a challenge posed by the instructor.

After first year

About 40% of the classes you'll take will be Music courses. With your remaining classes, you can choose electives from many of the 100 subject areas at Waterloo.

Sample upper-year courses

MUSIC 232 – Music as a Global Phenomenon

MUSIC 246 – Soundtracks: Music in Film

MUSIC 275 – Music and Technology

MUSIC 332 – Aesthetics of Music

Customize your Bachelor of Arts in Honours Music degree

As a Music major, you can add a specialization in Music and Peace, Music in a Global Context, or Church Music and Worship.

You can also add additional interests and expertise by including a minor (or minors) as part of your degree.

Gain relevant work experience through co-op

By alternating school terms and paid co-op work terms throughout your degree, you can explore new career areas and types of employers as your career interests evolve. Co-op is available if you study Music through Honours Arts and Business.

CARLETON

Program Summary

Do you have a desire to learn more about the history of Music from Medieval music to modern day Pop? Then the Bachelor of Arts in Music is for you. This program will allow you to study a wide range of topics from the history of Western art music (Medieval, Renaissance, Classical, Romantic, etc.) to Canadian and Indigenous Music and Culture, to Jazz, Pop and Rock, to Music of the World's Peoples.

The degree consists of an intensive study of non-performance based courses in music and culture: from the historical past to the present-day music industry, from musicology to

ethnomusicology. It allows a wide choice of options in subjects and will leave you with a solid understanding of Music and how it has impacted our everyday lives.

Note that the BA in Music is not a performance degree and does not require an audition. Individual instruction in performance is not part of this program. Theory and ear training are not requirements of the program nor is recital or ensemble work

In the Bachelor of Arts in Music, you may take an Honours, Combined Honours or General program. A Bachelor of Music and a minor in Music are also available. Only the Bachelor of Music (Honours) is performance based and requires an audition.

U of Toronto

Bachelor of Arts-Music; Music and Culture; or Music with Ensemble Option Introduction

In the Faculty of Arts and Science, Music is approached as one of the liberal arts and taught as cultural history. This humanistic emphasis aims at a high degree of correlation with other disciplines such as Fine Art, Cultural Anthropology, Languages and Literatures, History, and Philosophy. Note that unlike students in the Mus.Bac. program at the Faculty of Music, students in the Specialist and Major programs are not given individual applied music instruction (e.g. piano or voice lessons). They are, however, offered a thorough grounding in musicology, and strong training in both ethnomusicology and music theory, with the option of increasing their exposure to the latter two disciplines via their upper-year option courses.

The courses with the prefix MUS are open to any student of the University. Even students with a strong music background should find them stimulating explorations of the world of music.

Students wishing to enter the Specialist or Major Program should examine the courses listed under HMU History of Music and TMU Theory of Music in the Faculty of Music Calendar. First-year specialist/major courses are available to a small number of students, who are admitted to them by audition and interview during Registration week. Those interested in ethnomusicology and the study of world music may audition on the basis of their comparable accomplishments in a non-Western instrumental or vocal performing tradition. All students are required to have completed Level 8 Theory and Level 9 Harmony from the Royal Conservatory of Music or equivalent as prerequisite, prior to the audition-interview. Knowledge of Western music history and theory ensures that students are not disadvantaged when facing the curricular requirements of the program. In this program the humanistic and historical approach is supported by courses in music theory which provide craft and analytical tools. The Specialist Program provides excellent preparation for a variety of professional activities including music criticism, library science, positions in the publishing, broadcasting, and recording industries, as well as for graduate studies in musicology, ethnomusicology, and music theory, leading to careers in university teaching. The program leads to the degree of Bachelor of Arts (honours). For programs leading to the degree of Bachelor of Music, the student should consult the Calendar of the Faculty of Music.

Enrolment Requirements:

Enrolment in HMU and TMU courses, and, therefore, in the Specialist and Major programs, is limited to students who pass the audition-interview, held annually in September. Students are required to complete and submit the Student Profile available on-line, normally prior to mid-August each year. Detailed information is available on the [Faculty of Music website](#). Hard copies are available from the Faculty of Music Registrar's Office. You will then be assigned an audition time. Prospective candidates must perform at the Royal Conservatory of Music Grade Eight level, and demonstrate that they have RCM Level 8 Theory (or equivalent) and RCM Level 9 Harmony (or equivalent). Students who do not meet the Level 9 Harmony requirement (or equivalent) will be required to attend an additional hour of tutorial during the fall term of [TMU140Y1](#). (Note: No audition is required for the Music Minor program, see below.)

Completion Requirements:

(7 full courses or equivalent)

First Year:

[HMU111H1](#), [HMU126H1](#), [TMU115H1](#), [TMU140Y1](#) (2.5 FCE)

Higher Years:

1. [HMU225H1](#), [TMU240Y1](#) (1.5 FCE)
2. 2.0 FCE in music history (HMU), including at least one half-course at the 300+ level and one half-course at the 400-level (2.0 FCE)
3. 1.0 FCE at the 300+ level in music history (HMU) or music theory (TMU) (1.0 FCE)

UOTTAWA

Bachelor of Arts-Music (Hons)

U of ALBERTA

Bachelor of Arts - Major or Minor in Music

The Bachelor of Arts is a four-year program that allows for greater flexibility for enrollment in courses across the faculty of Arts while pursuing some focus on music. Completing a Major or Minor in Music allows the student to obtain a broad-based musical education that can be complemented with other arts disciplines or combined with parallel studies such as our [World Sound Arts Certificate](#) program.

Major in Music

A major in Music requires a minimum of ★30 to a maximum of ★48 at the senior level and must include a minimum of ★6 at the 400-level. The major must include at least ★3 in each of:

Music theory and composition (chosen from)

- [MUSIC 255 - Music Theory III](#)
- [MUSIC 256 - Music Theory IV](#)
- [MUSIC 259 - Introduction to Composition](#)
- [MUSIC 260 - Composition](#)
- [MUSIC 455 - Music Theory V](#)

- MUSIC 456
- MUSIC 470 - Composition
- MUSIC 471 - Composition
- MUSIC 555 - Issues in Theory and Analysis
- MUSIC 556 - Seminar in Music Theory

Music history (chosen from)

- MUSIC 413 - Studies in the History of Jazz
- MUSIC 480 - Survey of Contemporary Repertoire
- MUSIC 481 - Studies in Avant-Garde Music
- MUSIC 482 - Studies in Music and Gender
- MUSIC 483 - Studies in Musical Genre
- MUSIC 484 - Studies in Music and Society
- MUSIC 485 - Composer Studies
- MUSIC 487 - Period Studies
- MUSIC 501 - Music History Seminar I
- MUSIC 502
- MUSIC 505 - Bibliography and Methods of Research
- MUSIC 508 - Seminar on Music in Canada

Ethnomusicology (chosen from)

- MUSIC 365 - Topics in Ethnomusicology
- MUSIC 464 - Topics in Ethnomusicology: Music and Religion
- MUSIC 465 - Area Studies in Ethnomusicology
- MUSIC 466 - Topics in Ethnomusicology
- MUSIC 467 - Area Studies in Ethnomusicology: India and South Asia
- MUSIC 468 - Area Studies in Ethnomusicology: The Arab World
- MUSIC 469 - Area Studies in Ethnomusicology: Music and Islam

Note:

MUSIC 201 may not be counted toward the major, and no more than ★9 from MUSIC X24, X25, X26, X27, X40, and X41 may be counted toward the major.

Because many senior courses in Music have MUSIC 155 and MUSIC 156 as prerequisites, students considering majoring in Music are strongly urged to take these courses as soon as possible and to consult with the Department BA Advisor in planning their programs. The following course has been approved as a Music option: CH RTP 381.

ACADIA

Bachelor of Arts-Music

The Bachelor of Arts in Music degree provides a well-rounded degree path for students interested in pursuing the academic study of music within a Liberal Arts framework. It can be used to launch a number of different careers including; music journalism, criticism, broadcasting, jobs in the cultural sector and acts as a great preparatory degree for law school or medical school.

The Bachelor of Arts in Music (BAM) is offered as a non-performance based program and may be taken as a double major with any other university subject. The honours option of this degree is designed for students who wish to pursue a more vigorous research option within the academic study of musicology without applied music or performance requirements.

- Honours degree option
- No audition required
- Liberal Arts approach to music education
- Courses in music theory, history and culture, composition, education, and music therapy can be applied to the program
- Graduates are prepared for graduate programs, professional school programs, and music industry professions

LAURIER

Bachelor of Arts in Music and Cultural History

The Music and Cultural History Option provides students with an opportunity to deepen their knowledge about music's connection to the field of cultural history. The option is designed both for Music majors interested in contextualizing their studies in history and theory and for non-Music students seeking to enhance their musical appreciation and understanding.

The Music and Cultural History Option consists of 4.0 credits, taken from the list of recommended courses. Students with a minimum overall GPA of 7.0 at the end of Years 1 to Year 3 are eligible to apply for the option. A cumulative GPA of 7.00 in the courses specific to the Music and Cultural History Option is required to graduate. At least 3.0 of the required 4.0 credits in the option must be completed at Wilfrid Laurier University. Completion of the option requirements will result in a "Music and Cultural History Option" designation on the student transcript. The option is open to all students.

Music majors shall be permitted to apply MU121 and MU274 toward completion of this option; music majors may not count any other MU courses towards completion of this option.

Bachelor of Arts students are required to take a minimum of 1.0 credit of MU courses to complete this option. Note that some of these courses may have prerequisites that must be fulfilled before the course can be taken.

A minimum of 0.5 credits must be taken from the list of visual culture courses (HI234, HI260, HI308).

Recommended Courses

- HI234: Canadian Art
- HI251: Show Business: An American History
- HI260: History on Film
- HI308: Renaissance Art
- HI342: Culture and Ideas in the Modern World: Descartes to Darwin
- HI343: Culture and Ideas in the Modern World: Marxism to Post-modernism
- HI387: American Protest Music

- HI380: American Culture and Society, 1890-1950
- HI381: American Culture and Society since the Second World War
- MU121: History of Rock Music
- MU122: Music Appreciation: Baroque and Classical
- MU224: Music of the 19th and 20th Centuries
- MU274: Women and Music
- MU275: Music of the World (offered as an online course)
- MU377: Contemporary Music Since 1975
- MU379: (currently being revised to be an online course)
- MU471: Medieval Culture in Pop or Art Music
- MU472: Cross-Cultural Intersections
- MU473: Music in Popular Culture
- MU474: Music, Culture and Technology
- MU475: Studies in Music Aesthetics and Criticism

MUN (MEMORIAL)

Bachelor of Arts-Music (Minor in Music History or Music and Culture)

From: "Carrabre, T. Patrick" <tcarrabr@mail.ubc.ca>
Date: Monday, November 23, 2020 at 9:28 AM
To: Music Director <musicdirector@uvic.ca>
Subject: RE: Support for New UVic Bachelor of Arts in Music degree program

Hi Steven,

I enjoyed reading through this proposal. It does represent a step forward in re-thinking how students can pursue their goals in music. The flexibility is very progressive.

As for decolonialization, I think this represents a positive step.

I am happy to support this proposal.

Best,

Pat

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

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

From: Music Director <musicdirector@uvic.ca>
Sent: Thursday, November 12, 2020 11:13 AM
To: Carrabre, T. Patrick <tcarrabr@mail.ubc.ca>
Subject: Support for New UVic Bachelor of Arts in Music degree program

[CAUTION: Non-UBC Email]

Professor T. Patrick Carrabré – UBC Director of Music

Dear Dr. Carrabré,

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

We would welcome your response by Tuesday December 1, 2020 and we appreciate you taking the time to provide feedback.

Regards,

Steven
(he, him)

Dr. Steven J. Capaldo

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

Acting Director, School of Music

Associate Professor of Music Education and Conducting

Head of Music Education

Conductor, University of Victoria Wind Symphony

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

PO Box 1700 STN CSC | Victoria BC V8W 2Y2

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

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.....

From: David Visentin <Visentin@vcm.bc.ca>
Date: Monday, November 30, 2020 at 3:51 PM
To: Music Director <musicdirector@uvic.ca>
Subject: Re: Support for New UVic Bachelor of Arts in Music degree program

Dear Steven,

Please forgive the lateness in my response.

The program looks excellent as far as breadth and diversity of subject matter and, most importantly, flexibility with regard to student options for various self-defined learning pathways. What particularly interests me is the potential for transferability from the VCM/Camosun's new Certificate in Music Creativity and Performance Foundations, as well as the long-standing Diploma in Music Performance. I look forward to guiding student appropriately in this direction as they build starting foundations, particularly, in our new one-year certificate.

Congratulations and best wishes on the start of the new program.

All best regard,

David

David Visentin | Director of the Department of Postsecondary Studies
Victoria Conservatory of Music - Chair Camosun College Music
T: 250.386.5311 ext. 5000 | F: 250.386.6602 | E: Visentin@vcm.bc.ca
A: 900 Johnson Street, Victoria, BC V8V 3N4 Canada

From: Music Director <musicdirector@uvic.ca>
Sent: Thursday, November 12, 2020 10:30 AM
To: David Visentin <Visentin@vcm.bc.ca>; POSTSECONDARY <Secondary@vcm.bc.ca>
Subject: Support for New UVic Bachelor of Arts in Music degree program

Mr. David Visentin – Camosun College Chair of Music & VCM Director Post-Secondary Studies
Dr. Rosabel Choi – VCM Assistant Program Director

Dear Mr. Visentin and Dr. Choi,

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

We would welcome your response by Tuesday December 1, 2020 and we appreciate you taking the time to provide feedback.

Regards,

Steven
(he, him)

Dr. Steven J. Capaldo

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

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From: "Palmer, Jim" <palmerj@douglascollege.ca>
Date: Wednesday, December 2, 2020 at 1:10 PM
To: Music Director <musicdirector@uvic.ca>
Subject: Re: Support for New UVic Bachelor of Arts in Music degree program

Hi Steven,

Sorry for the delay.

I'm afraid I don't really have any suggestions or criticisms to offer. The new program looks like a strong addition to your current music offerings at UVic. It makes good sense to me!

Best,
Jim

James Palmer, PhD
Music Coordinator | [Douglas College](https://www.douglascollege.ca)
New Westminster BC
Office: N3201 | 604-527-5469
palmerj@douglascollege.ca

From: Music Director <musicdirector@uvic.ca>
Sent: Wednesday, November 25, 2020 5:32 PM
To: Palmer, Jim <palmerj@douglascollege.ca>
Subject: Re: Support for New UVic Bachelor of Arts in Music degree program

*** This email appears to originate outside of Douglas College. ***

Hi Jim,

Thanks for your reply.

The request really is for broad consultation as part of developing and implementing new degrees in BC to meet university and BC Ministry requirements.

We do appreciate any thoughts you can provide on the program proposal (as attached).

Regards,

Steven
(he, him)

Dr. Steven J. Capaldo

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

Acting Director, School of Music

Associate Professor of Music Education and Conducting

Head of Music Education

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**University of Victoria School of Music
BA in Music Proposal**

Dear Dr. Steven J. Capaldo,

Thanks for sharing your new Bachelor of Arts in Music program for the School of Music in the Faculty of Fine Arts at the University of Victoria.

The addition of this degree is strategic and a logical step within the existing course offerings and a compliment to the BA degrees in Art History and Visual Studies. As you state in your proposal, the creation of the BA will also serve to increase enrollment, has potential for experiential learning through studio courses and co-op placement and opportunities to work with other institutions, transfer credit and online options. As a faculty member in an interdisciplinary arts program, I also commend the ability for students to cross different disciplines within their course structure. Without the entrance audition, you will also have a greater range of student interest and eligibility.

One note that may be worth exploring is the focus on the history of music in Western culture as one of the core courses for the BA. It wasn't clear if this was part of MUS111 or 116- or a separate course. While I noted that your mention of the incorporation of world and Indigenous music training in one of the required introductory music appreciation courses, I wonder about options for students interested in other histories and approaches to the context and history of music –how they might be able to select among a few other offerings. At the upper level you have a few courses that could be potentially be offered at the 1-200 level including 317 Indigenous Peoples and Music, 320 Topics in World Music, 391 Cross-Cultural and Historical Topics in Music. In general, being able to offer non-western context to music at the lower division would enhance the breadth of your offerings. While I make this suggestion, I realize offering new courses is always a struggle between loading and funding. I also note that one of the strengths of your proposal is no additional new courses are required to serve the degree.

Outside of this suggestion, the proposal and degree look strong. Thanks for the opportunity to review your proposal for the BA in Music.

Sincerely,

A handwritten signature in black ink, appearing to read "Rob Kitsos", with a long horizontal flourish extending to the right.

**Rob Kitsos
Professor, Dance
Associate Director, School for the Contemporary Arts
Simon Fraser University**

November 30, 2020

Dear Dr. Capaldo:

Thank you for allowing me the opportunity to contribute feedback on this proposed program. This Bachelor of Arts in Music degree, as outlined in the program template, could be a valuable complement to the University of Victoria's existing Bachelor of Music degree. It features tremendous potential to enrich the post-secondary study of music, encourages collaborative and interdisciplinary discourse across several subdisciplines, and could have particular strategic enrolment value because of how it addresses fill rates in existing music and fine arts courses.

To start, there may be a need to clarify the program's curricular requirements associated with the completion of music courses. The "Program Rules" section on pages 7 and 8 of the program template suggests that 18 units of music courses are required to complete the BA (i.e., 3.0 units of lower-level music courses and 15.0 units of upper-level music courses), but the description of program requirements in the "Curriculum Design" area states only 16.5 units of music courses are required.

The integration and progression of Bachelor of Arts students in music courses designed, in many cases, for Bachelor of Music students strikes me as the primary challenge of this and many other BA programs. It is a challenge with which many post-secondary institutions grapple, and the university where I teach is certainly no stranger to it.

Given that BA students could have different background knowledge and expertise in the language, context, creation, and performance of music, could they be as successful as UVic's Bachelor of Music students when completing the program's required lower- and upper- level music courses? I do not question if BA students could make meaningful, rich contributions to these courses, but whether or not they would feel as engaged and successful when assessed, side-by-side, with Bachelor of Music students. Related to this, in an effort to meet strategic enrolment objectives, is there a risk the Bachelor of Arts in Music program might not adequately support the success of its students across its full range of elective course options?

From the information presented in the program template, I agree this proposed program provides excellent opportunities for experiential learning. Opportunities abound to combine theory and practice, and all students, whether BA or BMus, may benefit from field research, co-op placements, and study abroad programs. The Bachelor of Arts in Music's interdisciplinary profile is also particularly valuable. These appear to be some of the program's greatest strengths.

I would be interested to learn more about how this program plans to present a decolonized perspective. This section of the template does well to outline how the program, in general, embraces multiple ways of knowing through an absence of audition or interview requirements and the diverse pathways made possible by the program's range of elective

courses. However, the proposal could be strengthened with more detail about existing or planned pedagogical innovations and how they support decolonization. For example, how do the delivery and design of this program's courses, their learning outcomes, content and assessments, enable student agency and affirm multiple ways of knowing and multiple ways of demonstrating knowledge? In addition, while the program's breadth of elective options certainly supports interdisciplinary pathways, would requiring the completion of a greater number of courses with Indigenous, multicultural, and global perspectives not communicate a stronger commitment to decolonization?

There are many strengths to this proposal, and I give it my endorsement because of the potential it has to enrich, support, and complement UVic's existing Bachelor of Music degree. All the best to you and your colleagues as you continue to develop this Bachelor of Arts in Music program.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Daniel Tones', with a stylized, flowing script.

Dr. Daniel Tones, DMA
Chair, Music Department
Kwantlen Polytechnic University

Subject: RE: BA-Music Proposal Consultation
Date: Wednesday, September 30, 2020 at 4:15:09 PM Pacific Daylight Time
From: Susan Lewis – AVP Academic Planning
To: Joseph Salem, Steven Capaldo, Director of the Music School
CC: Sandra Duggan – Administrative Assistant to the Associate VP Academic Planning
Attachments: image001.jpg

Dear Joe, Benjamin and Steven,

Thanks so much for sharing the BA in Music proposal and for all of your efforts and consultations around its development. I think the breadth and range of options within the degree are a real asset. In reviewing the draft documents, there are a few areas that I'd like to suggest as follow-up:

1. How will the Faculty/School address the resourcing constraints it identifies?
2. How will the School ensure access to groups that have traditionally faced barriers?
3. How will the School ensure access to those with affordability challenges?
4. Are there letters of support from employers we could use? (for evidence of labour market demand, economic and/or social benefits?)

I'll mention to Robin Hicks as he comes into the Acting AVPAP role that this proposal is in the works. Of course, happy to help out at any point.

All best,
Susan

From: Sandra Duggan – Administrative Assistant to the Associate VP Academic Planning <apasst@uvic.ca>
Sent: September 17, 2020 9:55 AM
To: Susan Lewis – AVP Academic Planning <avpap@uvic.ca>
Subject: FW: BA-Music Proposal Consultation

Please see the email below from Joseph Salem.



Sandra Duggan
Assistant to the Associate Vice President
Academic Planning
Office of the Vice President Academic &
Provost
[University of Victoria](http://www.uvic.ca)
T 250-853-3761

<http://www.uvic.ca>

From: Joseph Salem <salemjr@uvic.ca>
Sent: September 16, 2020 3:58 PM
To: Sandra Duggan – Administrative Assistant to the Associate VP Academic Planning <apasst@uvic.ca>

Cc: Steven Capaldo <capaldo@uvic.ca>; Director of the Music School <musdir@uvic.ca>
Subject: BA-Music Proposal Consultation

Dear Susan,

Hope this finds you well. Attached are documents related to a proposal for a BA in Music. Prior documents were passed at the School level, these documents have since been vetted at the Faculty level by the Dean of Fine Arts and minor revisions have been implemented. During their creation, we also consulted individual members from Curriculum and Calendar, including several consultations with academic advising consultant Joyce Gutensohn.

Following the calendar for new program initiatives, Steven and I would like to consult with you on the attached documents. From what we understand, it is your role to consult on the program individually (pre-submission) before it goes to any Senate committee on planning (post its submission and approval at the Fine Arts level).

We believe the draft documents speak for themselves, but we would be happy to meet with you to discuss the proposal and any questions you may have—just let us know.

Best wishes,
Joe and Steven

Tuesday, October 13, 2020 at 11:25:01 Pacific Daylight Time

Subject: Re: BA-Music Documents
Date: Friday, September 11, 2020 at 7:39:55 PM Pacific Daylight Time
From: Fine Arts Dean
To: Steven Capaldo
Attachments: image001.png, image002.png, BA-Mus Consultation Response Final (All Edits) (1).pdf, Capado-BA-Music Draft Prog (v1.6).pdf, Salem—Ministry Stage 1 Template.pdf, Salem—UVic New Program Template.pdf

Dear Steven,

Many apologies! The proposal fell off my radar, so thank you for your gentle reminder.

I have added a few thoughts using the comment function. Please let me know if you have any difficulty opening/reading the comments.

I mostly suggest the addition of more details and query the resource implications.

That said, I think the proposal is very good and the BA option is exciting. I strongly support this initiative.

Thanks to you and your colleagues for your hard work to move this idea forward.

Please let me know if you would like to chat. I am happy to do so at any time.

Best wishes,
Allana

--

uvic.ca

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

From: Steven Capaldo
Sent: September 11, 2020 2:07 PM
To: Fine Arts Dean
Subject: Re: BA-Music Documents

Hi Allana,

Just checking on the feedback for the BA proposal so we can be ready for the Cycle 1 deadline if need be.

Regards,

Steven
(he/him)



Dr. Steven J. Capaldo

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

Associate Professor of Music Education and Conducting

Associate Director, School of Music

Head of Music Education

Conductor, University of Victoria Wind Symphony

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

PO Box 1700 STN CSC | Victoria BC V8W 2Y2

Office: MAC A163 T: 250-721-7835 | E: capaldo@uvic.ca | W: [Faculty Profile](#)

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From: Fine Arts Dean <finedean@uvic.ca>

Date: Wednesday, July 8, 2020 at 2:50 PM

To: Steven Capaldo <capaldo@uvic.ca>

Subject: Re: BA-Music Documents

Dear Steven,

Received with thanks.

I will respond with comment by July 22.

Best wishes,
Allana

Check out the weekly [Fine Arts Connector](#) for unique & entertaining online content during the current health crisis.

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[uvic.ca](mailto:finedean@uvic.ca)

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

From: Steven Capaldo
Sent: July 6, 2020 12:44 PM
To: Fine Arts Dean
Subject: BA-Music Documents

Dear Allana,

Following-on from our meeting this morning, please find the attached docs for the proposal of the BA-Music:

1. BA-Music Program Grid
2. BA-Music Consultation Report
3. Ministry Template
4. UVic New Program Template

Regards,

Steven



Dr. Steven J. Capaldo

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

Associate Professor of Music Education and Conducting

Head of Music Education

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Consultation messages have also been sent to UVic units through Kuali:

Cultural, Social and Political Thought

Department of Art History and Visual Studies, Film Studies program, Department of Writing, Department of Theatre,
Department of Visual Arts

Faculty of Education

Faculty of Humanities, Department of French, Department of English, Department of Germanic and Slavic Studies,

Department of Hispanic and Italian Studies, Department of Philosophy, Department of History, Department of Gender
Studies, Department of Linguistics

Department of Anthropology, School of Environmental Studies, Department of Psychology, Department of Sociology

Bachelor of Arts-Music CONSULTATION REPORT

developed by Steven Capaldo and Joe Salem

There were 13 people who attended the consultation sessions and/or submitted written feedback. The feedback received has been analysed and three main themes emerged overall. The responses below are intended to provide information rather than definitive answers.

As well as the areas addressed in this report, there was a great deal of positive feedback received that supported the development of the BA-Music program for its diversity and flexibility in enabling students across campus to engage in courses, and with students and instructors, in the School of Music.

THEME 1: RESOURCES AND RESOURCE MANAGEMENT	
Theme	Response
How many students are we expecting to see come into the program?	5-10 in the first year. This will be capped in the first year and monitored closely. The intake number can be adjusted by the School as necessary.
Existing courses will feel pressure of increased enrolments	There will be some upward pressure on enrolments, though this is the purpose of the program (to increase our student contingent). Not all BA Music students will take the same courses in their elective options, so there will be some dilution of these students across courses. For the two compulsory courses and other courses that will see a rise in enrolments and student demand, there are a number of solutions that have been considered to address this including: <ul style="list-style-type: none"> - More T/A support for these courses - Offering multiple sections of courses - Restricting certain sections for BMusic students (or giving these students priority enrolment) - Using Summer Session for targeted courses - Examining potential for online, flexible/flipped or blended delivery
Physical resources will feel pressure	This is a growing concern across the School. The School has had more students than current numbers suggesting we have capacity to see an increase in numbers over the next 3 years. This will also give us the evidence to demonstrate new growth with strong demand to create a strong case for an examination into resource renewal, refresh and development.
Academic Review didn't recommend a BA	This was largely due to the BA-Music concept not being approved by the School as a whole. Discussions of a BA in Music were strongly supported by the review committee during their visit, but without a current design or plan, the Academic Review Committee was limited in its ability to address the issue.
THEME 2: PROGRAM AND COURSE IMPLICATIONS	
Theme	Response
Entrance Requirements	These are stated at the Faculty level and will be consistent and comparable to the other current BA programs in Fine Arts.
Issues encountered by other BA Programs	We've examined and followed BA programs at other institutions in an attempt to understand their successes and challenges as best as we can and respond appropriately in the design.
No theory or history requirements	3.0 units of compulsory study is comparable and consistent with other UVic BA programs. Making any specialist area compulsory moves away from the core intentional of a BA in providing flexibility and choice for students. As well, where some students may not excel in specialist areas, the BA offers these students an opportunity to create a pathway of success for themselves. Finally, not having a compulsory theory/history requirement is a strong point of difference to other BA programs in student marketing/recruitment.
Course pre-requisites	Course pre-requisites are already part of the School calendar and are implemented at the course level, not by major or degree. New pre-requisites will be analysed and developed at the course level as needed and according to the instructor or unit involved. Pre-requisites will need to be enforced and monitored to ensure they are working as needed.
Prior knowledge or content	All students need to demonstrate competency in first-year courses regardless of program enrolment. Those students in the BA-Music program who do not meet the minimum course requirements in any first-year course will not be able to progress to higher-level courses in that area. Students who cannot meet minimum program requirements will then need to meet with a Faculty Advisor to discuss options of finding a new major program outside of Music.
Pressure on instructors with more students	There is a need for more T/A support overall, especially in courses that present with a need for greater instructional support based on large enrolments. The BA-Music degree will facilitate updates in this area.

THEME 3: STUDENTS	
Theme	Response
Who are the students	Our potential students come from a range of backgrounds and experiences. We expect most will be students who are attracted to studying music as a subject and practice from the perspective of a broader liberal arts framework.
Student success in our courses	First-year courses serve as gate-keeper experiences for all students, and progressing further in any degree requires satisfactory progress toward the major (including passing grades).
What do they have to take?	The only <u>course</u> requirements of the BA-Music in first year would be 3.0 units comprised of MUS 111 and MUS 116. All other requirements are <u>unit</u> requirements in music or elective areas.
Do they have to take lessons?	No, for all students (except those interested in pursuing Music Education) lessons can be taken under these two options: 1. They may apply and audition to take lessons at UVic (upon approval by the instructor); or 2. They may take lessons at the Victoria Conservatory or Camosun and have this applied as 100- or 200-level MUS credit (not stated as lessons) toward the degree. Music Education students will need to take 2 years of lessons (within either option above) as part of their program.
Do they have to take ensembles?	No, ensembles are elective options for students that remain regulated by course pre-requisites. They can and will be encouraged to participate in ensembles such as Don Wright Symphonic Winds and University Chorus. If they wish to participate in one of the auditioned ensembles then they also must audition to be considered.



Date: March 16, 2022

To: Senate

From: Senate Committee on Planning

Re: **Proposal to establish a Master of Science in Chemistry Accelerated Option**

At its meeting on March 2, 2022, the Senate Committee on Planning considered the proposal to establish a Master of Science in Chemistry Accelerated Option.

The proposed Accelerated Option for the Chemistry Master of Science program will attract academically strong UVic students into the graduate program. Specifically, students who have graduated with UVic Chemistry Honours degrees can enter the Master of Science program and complete it in four terms.

These students can build on their significant undergraduate research experience to extend their work and bring it to a publishable standard in a shorter time than regular entry students. Although this is a continuation of existing work, the Master of Science work must stand on its own as a research achievement.

The following motion is recommended:

Motion: that Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Master of Science in Chemistry Accelerated Option, as described in the document "MSc in Chemistry – Accelerated Option", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Respectfully submitted,

2021-2022 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair
Dr. Evanthis Baboula
Dr. Rustom Bhiladvala
Dr. Jo-Anne Clarke
Dr. Adam Con
Ms. Andrea Giles
Dr. Rishi Gupta
Ms. Nicole Greengoe
Dr. Robin Hicks
Dr. Cindy Holder
Dr. Lisa Kalynchuk
Ms. Sandra Duggan (Secretary)

Dr. Matthew Koch
Dr. Valerie S. Kuehne
Dr. Michelle Lawrence
Dr. Graham McDonough
Dr. Cynthia Milton
Dr. Abdul Roudsari
Dr. Nilanjana Roy
Ms. Ada Saab
Dr. Ralf St. Clair
Ms. Christine Todd
Dr. Jie Zhang



UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

MSc in Chemistry - Accelerated Option

Submitted by:	Name and title	Email
Contact person	David Harrington, Grad Advisor, Chemistry	dharr@uvic.ca
Dean or designate	Peter Loock, Dean of Science	sciedean@uvic.ca

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	3 Nov 2021
Pre-consultation with Faculty of Graduate Studies – please contact fgscirc@uvic.ca	1 Oct 2021 and others.
Departmental approval	28 Sep 2021
Faculty Council* approval <i>*or equivalent Faculty voting body</i>	17 Nov 2021
Graduate Executive Committee approval	10 Jan 2022
FGS Council approval	17 Jan 2022
Senate Committee on Planning approval	2 Mar 2022

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) *supporting documentation required for all consultations	Date (or N/A)
Libraries	N/A
Executive Director, Co-operative Education and Career Services	N/A
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	N/A
Indigenous Academic and Community Engagement	N/A

Other relevant information

	(Yes* or N/A)
Proposed program change involves non-standard tuition	Yes
*If you answered Yes, complete the UVic Non-Standard Tuition Template	



Proposal for a New Stream within an Existing Graduate Program

PROPOSAL (up to 4,000 words plus appendices)

A. Identification of new stream

Name, Location, Academic units (Faculties, departments, or schools) offering the new Master's degree	MSc in Chemistry – Accelerated Option, Main Campus, Chemistry Department, Faculty of Science.
Anticipated stream start date	September 2022.
Name, title, phone number and e-mail address of contact person	David Harrington, Professor, Grad Advisor, Chemistry, dharr@uvic.ca , 250-721-7166

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

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

The proposal is for an *Accelerated Option for the Chemistry MSc program*, to attract academically strong UVic students into our graduate program. Specifically, students who have graduated with UVic Chemistry Honours degrees can enter our MSc program and complete it in four terms. These students can build on their significant undergraduate research experience (Chem 499A&B, two terms) to extend their work and bring it to a publishable standard in a shorter time than regular entry students, especially if they continue with the same research supervisor. These students have already taken, as part of their undergraduate program, 1.5 units of cross-listed 4th-year/graduate lecture credits and a professionalism module (part of Chem 405), which are the same or equivalent to those required in the standard MSc program. Exempting them from these requirements provides an additional means for them to capitalize on their UVic undergraduate experience, allows for more focus on research, and enables earlier completion.

The existing *MSc in Chemistry* program is a research-based MSc that has been in place since the early days of UVic. Like most other MSc Chemistry programs in Canada, the principal output is a research thesis describing experiments, computations or theory, and their interpretation at a standard comparable to published research, i.e., "It provides evidence of some new contribution to the field of existing knowledge or a new perspective on existing knowledge. [Graduate Calendar]." Most such work ends up in whole or part in the peer-reviewed literature, and expeditious publication of that work contributes to success in job applications in research-based positions, e.g., in the pharmaceutical or other industries, in scholarships and awards, and in applications for PhD level programs at prestigious institutions. Bringing work to a publishable stage involves a significant amount of training in multiple techniques and experience with interpretation, which often determines the length of the degree. Our Honours students spend two terms on a research project, which involves significant time on safety training and gaining experience with modern research instruments and techniques, but often is insufficient to bring the work to a publishable stage. This *Accelerated MSc* stream will allow them

to focus on this objective, with less coursework, to facilitate a faster degree completion.

Although this is a continuation of existing work, the MSc work must stand on its own as a research achievement. An example might be an Honours student who prepares a new class of molecules projected to have important catalytic properties. The Honours project might prepare six new molecules in this class, with characterization of each to prove that they are the intended molecules. The MSc work might then be testing that these molecules work as catalysts, e.g., testing them under 144 different reaction conditions and doing other experiments that prove the mechanism of catalysis, writing the MSc thesis about the catalysis, and publishing a paper that combines the Honours and MSc parts of the work. (In this real example, the work was done by two students: the MSc student was first author on the paper and the Honours student was relegated to second author. The supervisor estimates the MSc component for an incoming honours student could have been done in 4 terms.)

In the second, MSc, phase of the work, the UVic students have the unique advantage that they have already completed much of the UVic-specific safety and instrument training. For example, every student using compressed gases must attend a safety course, and then the supervisor is required to do hands-on testing of the student. Likewise all major instruments have training that the student must undergo, with sign-off by a department technologist or supervisor before they can use the instrument alone.

The chemistry department offers cross-listed undergraduate fourth year / graduate courses, and these comprise the main way of satisfying the 1.5 unit “graduate lecture requirement” of the MSc program (Three smaller 0.5 unit graduate modules can also be used to satisfy this requirement, but the timetabling of these can be sporadic.) Our honours students are required to take 6 units of these courses (their choice), and cannot take the same course again at the graduate level. This means that when they enter the MSc program they almost certainly have already taken the courses that are most relevant to their subdiscipline, e.g., organic chemistry, and which are most relevant to their research. They are then forced to take MSc coursework that is less relevant to their research. They are uniquely disadvantaged in this respect, since students from other institutions who may have completed undergraduate courses that are similar are nonetheless permitted to take UVic graduate (crosslisted) versions of these courses. Students in the accelerated option will be exempt the 1.5 unit lecture coursework.

UVic Honours students also take the 1.5 unit undergraduate CHEM 405 course on Professional Development and Societal Engagement. Approximately one third of this course are lectures that focus on professional development. There is no grading associated with this component of the course. Currently, at MSc level they will have to take, again, CHEM 505 (0.5 units credit with COM/F/N grading), which contains similar content. This content is new (Chem 405 started in 2020) and unusual in science programs so most incoming students will not have been exposed to it. We believe it is important enough that all students should take it, which has the unfortunate consequence that current Uvic students entering the regular MSc need to take it again. In order to facilitate four-term completion of the research project for the accelerated students, they will be exempt from repeating attendance at these lectures.

The accelerated MSc students will graduate with a different number of credits in their degree than the regular MSc students, but will reach the same final standard of research thesis. This principle is well accepted for PhD programs, where students entering with an MSc may have different requirements from those entering with BSc degrees, e.g., in three of the science departments at UVic. The focus is on building the quality of the researcher to the level required by the credential, and coursework plays a secondary role.

There may be honours students from other institutions who have research and fourth-year course experience equivalent to UVic honours students, and deserve a similar course exemption. Such students who believe that their honours research is directly relevant to their proposed UVic research may make their case to the department, and may be admitted to the program.

Students who complete their honours programs at the usual time at the end of a spring term may enter the *Accelerated MSc Option* in the summer term immediately after graduation, and then complete the program at the end of the following summer term. These students will apply for the program in the fall term prior to completing their honours degree.

Students in the *Accelerated Option* will normally be required to complete the MSc degree in four terms. Students who fail

to complete in this time may continue in the regular MSc program but will normally be required to take the exempted courses. Such students who take the regular sequence will find courses available in their fifth (fall) term.

Students who wish to transfer to the PhD program may do so under the existing rules, and will then need to meet the same requirements as other PhD students.

This program is aligned with UVic's desire to "advance research excellence and impact", and the general thrust within the Faculty of Science to increase the number of graduate students and reduce their time to degree completion. The "Graduate Recruitment, Retention and Success Implementation Committee" (GRRIC), as part of UVic's Strategic Enrolment Management plan considered "Tactic 5.6.1: Work to identify and implement, where appropriate, pathways from honours/undergrad to graduate programs. This tactic is designed to explore a strategy practiced by several of our competitors, whereby they offer a clear pathway to graduate studies to their 4th-year Honours and Majors student" [Email, John Dower to Science Grad Advisors, 2020-06-18]. The department's 2017 Strategic plan (currently being updated) has two relevant initiatives: (1) Enhancing recruiting activities at the graduate level, both nationally and internationally, and (5) To promote and facilitate the completion of a BSc degree in Chemistry within 4 years, an MSc degree within 2 years and a PhD degree within 4 years.

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

Graduates of the *Accelerated Option for the Chemistry MSc program* have the same research skills and academic qualifications as those in the regular program. In our existing MSc program, past students have been successful in proceeding to PhD, or working in the private sector. Aside from the intrinsic benefits of achieving the same credential in a shorter time, a short MSc that leads to publications improves the chances of acceptance into competitive and prestigious PhD programs.

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

The areas of research are the same as for the regular MSc, and we expect that the students in the accelerated stream will work in same research groups as current MSc students. Accelerating the progress of students enables more students to graduate in the same time period, within the existing research capacity of the research groups.

From a teaching perspective, this is a reduction in student numbers taught, and so does not require additional teaching capacity.

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

Yes. The permission of the department will be required for admission to the program, to ensure that the student-supervisor combination has reasonable chance of success in the reduced timeframe. That is, admission is not automatic for all honours students. The other admission requirements are the same as for the regular program, which are the standard admission requirements for the Faculty of Graduate Studies. Our Honours students would typically meet the FGS admission requirements (and must do so to enter the program). The endpoint thesis and research methods are the same

F. Curriculum design (Include draft curriculum as Appendix)

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

<p>Regular</p> <p>0.5 units CHEM 505 – Research methods and professional development.</p> <p>1.0 units – CHEM 509 seminar</p> <p>1.5 units lecture credits</p> <p>1.5 units discussion course (CHEM 670 or 680)</p> <p>14.5 units MSc thesis (CHEM 599)</p>	<p>Accelerated</p> <p>1.0 units – CHEM 509 seminar</p> <p>1.5 units discussion course (CHEM 670 or 680)</p> <p>14.5 units MSc thesis (CHEM 599)</p>
--	--

All courses presently exist. Current version of Quali submission is attached.

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

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

Since the intent is rapid graduation, students will likely not take Co-op work terms. However, as in the regular program, Co-op work terms are an option. In such a case, the existing procedure for extending the degree time limit applies, that is, the 4-term time limit is extended to account for the co-op work terms, up to 3 extra terms [Graduate Calendar].

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

No.

Identify the program learning outcomes.

Unchanged from the regular stream, as described in the MSc thesis program requirements section of the graduate calendar.

Provide anticipated times to completion.

Four terms. (That is, completion of all requirements by the end of the fourth term, with the option of the one-month extension allowed under the Completion Postponement Fee Adjustment scheme.) Students who fail to complete in four terms will normally be required to complete in the regular program and take the exempted courses.

Describe any plans for international or indigenous opportunities or perspectives.

This is for UVic Honours students, and so is not applicable for international applicants. Opportunities for indigenous students or perspectives may be present in some research areas, as for the regular program.

Plans for integration of teaching and research.

No difference from the regular stream; no specific plans in this area.

G. Anticipated enrolment and student financial support plan

This is anticipated to attract 2-3 students per year in the first instance. Already, one student who has just been offered a position in our MSc has (together with their supervisor) expressed an interest in this program.

The overall capacity of the Department to take on graduate students does not depend on whether they are enrolled in the *Accelerated Option*, the regular MSc, or the PhD. As the *Accelerated Option* becomes more popular and enrolment increases, additional resources may be needed and will be sought through existing funding mechanisms, e.g., NSERC and CIHR funding. The program should lead to higher research impact, which will facilitate increased success in these competitions.

All Chemistry graduate students receive a guaranteed stipend (currently \$25,550, coming from TAs, the supervisor's research grants and graduate awards from FGS).

Since the program has completion in four terms, and 5 terms' fees are assessed in the regular program, we are requesting a non-standard tuition fee in which students pay only for 4 terms. (At SFU, students in both the regular and accelerated streams who complete in less than the standard 6 terms of program fees are charged only for terms in which they are present <https://www.sfu.ca/students/calendar/2019/fall/fees-and-regulations/tuition-fees/graduate.html#master>)

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

This program involves the same research activities as the regular stream, and reduced teaching requirements, so does not require additional resources from UVic.

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

The program will only take UVic students and so does not directly compete with other programs.

In terms of precedents, it is interesting that none of the Chemistry Department websites at the research intensive universities in BC (UBC Vancouver, Okanagan; SFU; UNBC) advertise such a program. However, SFU does have an accelerated masters program (<https://www.sfu.ca/gradstudies/apply/programs/accelerated-masters.html>) in which students take graduate courses during their undergraduate degree, which count toward both their BSc and MSc.

There are also varieties of accelerated programs at least at Waterloo, Queens, Ottawa, Western and Trent. Accelerated programs work in different ways, e.g., starting the grad program before the undergraduate program is complete, taking grad courses during undergraduate (sometimes with duplicate credit and sometimes not), or just as an alternative name for a non-thesis masters.

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



DEPARTMENT OF CHEMISTRY

DR. VANCE WILLIAMS

Professor and Chair
TEL: 778.782.4884
FAX: 778.782.5424
chemchr@sfu.ca (admin.)
vancew@sfu.ca (research)

MAILING ADDRESS

Department of Chemistry
Simon Fraser University
8888 University Drive
Burnaby, BC, V5A 1S6
Canada

January 11, 2022

Re: University Victoria Accelerated Chemistry M.Sc. Program

Dear. Professor Harrington,

I have reviewed the documentation that you supplied regarding the proposed Accelerated Chemistry M.Sc. Program at the University of Victoria. I am highly supportive of this program, which would allow students who have graduated with U. Vic. Chemistry Honours degrees enter a four-term M.Sc. program. This proposal provides an elegant solution to a problem faced by Chemistry undergraduates and their supervisors at many Canadian universities, including Simon Fraser University. Students often make significant progress on their Honours research projects but, due to time constraints, are unable to bring this work to a point where it is publishable. This proposal would facilitate students advancing their projects and getting publications, which positions them for future successes. For example, SFU Chemistry is much more likely to accept a U. Victoria student directly into the Ph.D. program with this M.Sc. degree than with just an Honours B.Sc.

Speaking from my experiences as a member of the Chemical Institute of Canada (CIC) Accreditation committee, I strongly believe that the option of the M.Sc. program makes the U. Vic. Honours degree much more attractive to prospective undergraduates considering studies at your university.

Sincerely,

A handwritten signature in blue ink that reads "Vance Williams".

Vance Williams,
Professor and Chair

MSC-CHEM Chemistry

InWorkflow | September 2022

Proposal Information

Workflow Status

> Curriculum and Calendar > Curriculum and Calendar

Sara Henderson - Review

Asia Longphee - Review

Brianna Bock - Review

Proposer

✓ **David Harrington (Submitter)**

Submitted 11-11-2021

✓ **David Harrington**

Submitted 1-18-2022

Proposal template attachment updated.

"Normally" added re length of program and exemptions

Academic Unit (Department of Chemistry) \\ Librarian

✓ **Monique Grenier**

Acknowledged 11-15-2021

Academic Unit (Department of Chemistry) \\ GR Curriculum committee attendee

✓ **Dave Berg**

Acknowledged 11-11-2021

✓ **David Harrington**

Acknowledged 2-4-2022

Have not yet got feedback from Senate

Planning - apparently proposal was tabled

— Dave Leitch

— Jeremy Wulff

✓ **Cathy Stacey**

Acknowledged 11-16-2021

CS

Academic Unit (Department of Chemistry) \\ GR Curriculum committee administrator

— Irina Paci

✓ **David Harrington**

Approved 11-11-2021

Academic Unit (Department of Chemistry) \\ Academic unit chair

Academic Unit (Faculty of Science) \\ Consultee

- ✓ **Valeria Bazan**
Acknowledged 11-17-2021
 - ✓ **Adam Monahan**
Acknowledged 11-17-2021
-

Faculty (Faculty of Science) \\ Pre-FCC reviewer

Faculty (Faculty of Science) \\ Faculty librarian

- ✓ **Kathleen Matthews**
Acknowledged 11-12-2021
-

Faculty (Faculty of Science) \\ GR Records Officer

- Bettina Mueller-Browne
-

Faculty (Faculty of Science) \\ GR Faculty Curriculum Committee Member

- Chris Nelson
 - Irina Paci
 - Ed Nissen
 - Adam Ritz
 - Marcelo Laca
 - ✓ **David Harrington**
Acknowledged 11-11-2021
 - ✓ **Rana El-Sabaawi**
Acknowledged 11-15-2021
-

Faculty (Faculty of Science) \\ GR Faculty Curriculum Committee Chair

- ✓ **Laura Cowen**
Approved 11-12-2021

Approved in October 2021 by the Faculty Curriculum Committee

- Valeria Bazan
-

Faculty (Faculty of Science) \\ FGS Coordinator

- ✓ **Yvonne Rondeau**
Approved 1-28-2022

(Curriculum and Calendar) \\ Curriculum and Calendar

- Sara Henderson
- Asia Longphee
- Brianna Bock

Faculty (Faculty of Science) \\ FCC Chair and FGS Coordinator

- ✓ **Laura Cowen**
Approved 2-4-2022
- ✓ **Yvonne Rondeau**
Approved 2-8-2022

(Curriculum and Calendar) \\ Curriculum and Calendar

Sara Henderson

Asia Longphee

Brianna Bock

(Curriculum and Calendar) \\ SCC Chair

Changes

- Catalog Activation Date
- Program Rules
- Effective Term
- Additional program requirements
- academicUnitUseOnlyRtf

Show All ▼

Rationale

Proposal Rationale ⓘ

The Chemistry Department will implement an Accelerated M.Sc Option for Chemistry honours students. These students may have the opportunity to continue their research work by completing an accelerated masters degree in 4 terms. For a normal undergraduate degree completing in April, the masters degree can start in the summer term and complete at the end of the

following summer term. Students will be exempt CHEM 505 and the 1.5 unit lecture course requirement of the masters degree, provided they complete and defend their work within 4 terms.

Effective Date of Change

Proposed

Effective Term

September 2022

Existing

Effective Term

January 2020

Type(s) of Program Change(s)

See Guide for Curriculum and Calendar Changes

Proposed Creation ⓘ	Change in name of program or credential ⓘ	Proposed Change of the required courses for a program ⓘ
Existing Creation ⓘ	Proposed A modification that significantly changes a program or credential's focus, content, structure, or requirements ⓘ	Yes
Reinstatement ⓘ	Yes	Existing Change of the required courses for a program ⓘ
Discontinuance ⓘ	Existing A modification that significantly changes a program or credential's focus, content, structure, or requirements ⓘ	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements ⓘ
	Suspension of admission, re-admission, or declaration in a program ⓘ	Change in the description of a program or credential not involving any change in program or credential requirements ⓘ
	Date Submitted to SCP	Other ⓘ
	Proposed Date Approved by SCP	
	2022/03/02	
	Existing	

Date Approved by SCP

Consultation

Consultation ⓘ

Yes

Select academic units to consult

Faculty of Science

Supporting Consultation Documentation

New Stream Template attached, and email confirming consultation with AVPAP

- AVPAP approval email.pdf
- ChemMSc-2022-01-18 with support letter.pdf
- ChemMSc-2022-03-02 with support letter.pdf

Program Information

Program Title ⓘ

Chemistry

Program Level

Graduate

Academic Unit(s) ⓘ

Department of Chemistry

Credential Type

Master of Science

Faculty ⓘ

Faculty of Science

General Information

This graduate program is offered by the Department of Chemistry. Contact information, faculty members and their areas of research and financial support information can be obtained from the Department of Chemistry calendar entry.

Requirements

Admission Requirements ⓘ

Admission requirements

The Chemistry department offers programs of study leading to the degrees of MSc and PhD. Complete admission requirements are supplied as part of the application package. Students accepted for admission are provided with a detailed outline of current policy and procedures for graduate study in the department. Based on past experience and performance, students may be permitted to enter either the MSc or PhD degree. For further information contact either the Graduate Admissions and Records Office or the Chemistry department at: chemgsec@uvic.ca.

Applications are accepted from students who have completed a baccalaureate degree in chemistry or its equivalent. In addition, students completing a baccalaureate degree at a non-Canadian institution may be required to submit Graduate Record Examination (GRE) General test scores; see the Department's website for details.

Some international applicants may be exempt from the English language test requirement. International applicants should review the international applicant (language proficiency) area of the graduate admissions website. Students admitted to Chemistry may still be required to complete additional English language courses in addition to their other course work.

1. Normally, students with a BSc in chemistry who achieved a minimum grade point of 5.0 during their last two years of upper-level courses will be eligible for admission to the MSc program. Admission decisions also consider other factors, such as reference letters, appropriate background in chemistry, and, when required, demonstration of English language proficiency.
2. Applicants who already hold a Master's degree in chemistry must have their application reviewed by the Department of Chemistry and the Faculty of Graduate Studies before being considered for the MSc program. Normally, applicants already holding an MSc in chemistry will only be considered for admission to the PhD program.

Application deadlines

Students are admitted to the MSc program in September, January, and May.

The application deadlines for **domestic students** are:

- September entry point: June 15
- January entry point: October 15
- May entry point: February 15

The application deadlines for **international students** are:

- September entry point: May 1
- January entry point: September 1
- May entry point: January 1

Admission Rules ⓘ

No Rules

Inherit From ⓘ

Inherited Description

No Parent Selected

Inherited Rules

No Parent Selected

Inherited Notes

No Parent Selected

Academic Regulations

Program Requirements**Program requirements**

Candidates for the MSc degree are required to complete at least 3 units of graduate courses in Chemistry. Substitution of appropriate courses from other departments may be made with the permission of the Chair, Supervisor, Graduate Adviser and Faculty of Graduate Studies. In addition to the course work completed early in the program, candidates are required to complete an MSc Thesis (CHEM 599). The normal course structure for an MSc program is:

Program Rules

- Complete all of the following
 - Complete all of:
 - CHEM505 - Research Methods and Professional Development in Chemistry (0.5)
 - CHEM509 - Seminar (1.0)
 - Complete 1 of:
 - CHEM670 - Property-Directed Synthesis Discussion (1.5)
 - CHEM680 - Reactivity, Dynamics and Spectroscopy Discussion (1.5)
 - Complete 1.5 units of:
graduate lecture courses. Substitution of an equivalent unit value course from another department or institution may be permitted with the permission of Chair, Supervisor, Graduate Adviser and Faculty of Graduate Studies.
 - Complete all of:
 - CHEM599 - MSc Thesis (14.5)

Notes

- Students are required to register in CHEM 509 and 599 throughout their degree.
- A graduate lecture course may be substituted for CHEM 670 or 680 when the latter are not offered.
- **Undergraduate University of Victoria Chemistry Honours students have the opportunity to continue their research work by completing an accelerated MSc degree in 4 terms. For a normal honours undergraduate degree completing in April, the MSc degree can start in the summer term and complete at the end of the following summer term. UVic Honours students will be exempt CHEM 505 and the 1.5 unit lecture course requirement of the MSc degree, provided they complete and defend their work within 4 terms. Students interested in this possibility should discuss this with their honours project supervisor in the fall before their undergraduate degree completion. Permission of the Department is required. Students from other institutions who have completed honours research projects directly related to their proposed research, and have equivalent fourth-year coursework may also be admitted to the program, at the discretion of the Department.**

Total units**Changes****Additional program requirements****Research**

As part of the admissions process, graduate students will be matched with a research supervisor by mutual agreement prior to the beginning of their studies. The program must be mutually agreed upon between the professor offering a placement and the student accepting that placement.

Supervisory committee

The research supervisor must name a Supervisory Committee as soon as a choice of project has been made. For the MSc degree, the Supervisory Committee shall consist of two or three chemistry department members including the supervisor.

Assessment of progress

The research progress of all graduate students is reviewed every term by their supervisor. In the event that the student's progress is deemed unsatisfactory, a meeting with the student's supervisory committee will be held at which the reasons for the unsatisfactory rating will be discussed. The expectation document for the next term should be written in consultation with the committee and should directly address the issues which were unsatisfactory in the previous term.

Once every year, a supervisory committee meeting will take place, where the student discusses their degree progress with the committee. A progress evaluation form is created as a result of the annual committee meeting.

Transfer from MSc to PhD

Graduate students in a Master's program who wish to transfer from the MSc to PhD program should first reach mutual agreement with their supervisor toward the end of their first year of study, after their first year's grades are available. Students who do not transfer within 16 months of first registering will normally be expected to complete a Master's degree.

The transfer decision is normally addressed as a part of the MSc student's first annual committee meeting.

If the Supervisory Committee decides in favour of transfer, it will advise the Graduate Adviser who will recommend to the Faculty of Graduate Studies that the transfer take place. The transfer takes effect from the start of the next academic term.

Program length

Normally, completion of an MSc degree in chemistry requires 24 to 30 months. **Normally, students enrolled in the Accelerated MSc Option must finish in 16 months otherwise the requirement waivers will be revoked.**

Additional Program Rules ⓘ

No Rules

Program Notes

Concentrations ⓘ

Code

Title

Inherited Course list

No Parent Selected

Other requirements ⓘ

Academic Advice ⓘ**Co-op Requirements ⓘ****Co-op requirements**

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for Master's students. Master's students complete two work terms (a work term consists of four months of full-time, paid employment). Students require permission from their academic adviser and graduate adviser, as well as the Co-op co-ordinator, to participate in the Co-op program. Interested students should contact the Chemistry Co-op office early in their first term. Students are also referred to General Regulations: Graduate Co-op.

Practicum/Work ⓘ**Academic Unit Use Only**

Changes

~~Validation~~ This complete is -the Carolyn same as the previous Kuali proposal, approved up to and including Faculty of Science Grad Advisory Committee. Earlier version was out of workflow and unfortunately the approvals need to be redone.

~~CHEM~~ 18-Jan - added "normally" and updated attachment to reflect version approved via email FGS /C&C council 17 January.



University
of Victoria

University
Secretary

MEMO

Date: March 14, 2022

To: Members of Senate

From: Carrie Andersen, University Secretary

Re: Regalia Design – Juris Indigenarium Doctor

As members of Senate may recall, the Juris Indigenarium Doctor (JID) program was approved for delivery by the Faculty of Law. The first group of students will graduate from the JID program in the Spring 2022. Graduates of this program will receive a degree not previously offered by the university; therefore, it is necessary to determine the regalia hood for this degree.

The Senate approved guidelines for regalia state that:

Bachelors

- *Hood: Aberdeen pattern (BA, BSC, and Bed, without neckband and finished with two cords rosettes; all others with mitred neckpiece), outside shell of silk taffeta in a solid colour, lined with identical material. Degree colours are as follows:*

BA: scarlet

BRA: green

BCom: burgundy

BMus: pink

BSc: gold

BSN: apricot

Bed: blue

BSW: citron

BCYC: turquoise

BEng: orange

BSEng: pale yellow

JD: blue-purple

Masters

- *Hood: similar in design and colour to the respective bachelors hoods, but with mitred neckpiece and a narrow band of black velvet one inch from edge of hood on the outside only. Others are:*

MASC: orange

MPA: russet

The hood was designed by Qwul'thylum (Dylan Thomas) at the request of Songhees Nation Chief Ron Sam. Qwul'thylum is a Coast Salish artist from the Lyackson First Nation. In his design, he has depicted Qeyux, a supernatural being from Salish legends who is often described as a mink or otter or fisher (depending on the region). Qeyux is often associated found in stories with Ka:als – the transformer. Ka:als was an important being that had the ability to transform the world around him, and often punished a person's indiscretions by transforming them into either stone or an animals. These two beings, for example, are central to Chief Jimmy Fraser's recount of the Legend of Camossung to anthropologist Wilson Duff in 1950. Legend involving Qeyux and Ka:als almost always involve themes of cultural rules, morality and retribution – all of which correspond well with the practice of law. The Indigenous Law Program is transforming the legal landscape, and as such, Hayls is a fitting representation of the program.

Consistent with the guidelines for regalia, it is recommended that the regalia hood for the JID be blue-purple. In addition, while there is no current Masters JID, if one is designed the regulations state that Masters degrees will have a “mitred neckpiece and a narrow band of black velvet one inch from the edge of the hood on the outside only”. As a result, the submitted hood has been designed for any possible development in the JID credential.

After consultation with the Faculty of Law and the Convocation Committee, it is recommended that the regalia hood for the JID be purple-blue with a white silk screened Coast Salish design of Hayls, the transformer, as shown in the attached presentation.

Recommended motion:

That Senate approve the regalia hood for the Juris Indigenarium Doctor be blue-purple with a white Coast Salish design of Ka:als, the transformer, subject to minor changes by the artist.

