



The next open meeting of the Senate of the University of Victoria is scheduled for Friday, December 3, 2021 at 3:30 p.m. in the Michele Pujol Room, Student Union Building.

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

1. APPROVAL OF THE AGENDA ACTION

2. MINUTES ACTION

- a. November 5, 2021 (SEN-DEC 3/21-1)

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

3. BUSINESS ARISING FROM THE MINUTES

4. REMARKS FROM THE CHAIR

- a. President's report INFORMATION

5. CORRESPONDENCE

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

- i. Semi-annual report (SEN-DEC 3/21-2) INFORMATION

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

- a. Senate Committee on Academic Standards - Dr. Yasmine Kandil, Chair

- i. Proposed revisions to the Graduate Academic Calendar - Admission as a Mature Student (SEN-DEC 3/21-3) ACTION

Motion: That Senate approve the revisions as outlined in the memo “Proposed Revisions to the Graduate Academic Calendar – Admission as a Mature Student” effective the May 2022 Graduate Academic Calendar.

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

- i. Appointment to the 2021/2022 Senate Committee on Planning **ACTION**
(SEN-DEC 3/21-4)

Motion: That Senate approve the appointment to the 2021/22 Senate Committee on Planning for the term indicated in the attached document.

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

- i. New and Revised Awards **ACTION**
(SEN-DEC 3/21-5)

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:

- Commerce Student Society Community Engagement Award (New)
- Betty Moyls Memorial Award (Revised)
- Mina Hoorfar Award for Indigenous Students in Engineering and Computer Science (New)
- Mina Hoorfar Award for Women in Engineering and Computer Science (New)
- President's Entrance Scholarship (Revised)
- University of Victoria Entrance Scholarship (Revised)
- Active Earth Engineering Award for Indigenous Students in STEM (New)
- International Student Support Award (New)
- Faculty of Fine Arts Indigenous Annual Student Award (Revised)
- Nelson Family Award (Revised)
- Philip MacIntyre Memorial Scholarship in Nursing* (New)
- Denis & Pat Protti Scholarship* (Revised)
- Judy Payne Memorial Award (New)
- Kari Moore Award (New)
- Christopher Foundation Graduate Scholarship in the Visual Arts (New)
- Mosaic Forest Management Award in Indigenous Language Revitalization (New)
- Sanjeev Singh Parmar Memorial Scholarship* (Revised)
- Robertson Wiens Mathematics Bursary* (Revised)

** Administered by the University of Victoria Foundation*

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

- i. Proposal to discontinue the Professional Specialization Certificate in Teaching French Immersion (**SEN-DEC 3/21-6**) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Professional Specialization in Teaching French Immersion, as described in the document “Proposal to discontinue the Professional Specialization Certificate in Teaching French Immersion”.

- ii. Proposal to discontinue the Diploma in Child and Youth in Indigenous Communities (**SEN-DEC 3/21-7**) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Diploma in Child and Youth Care in Indigenous Communities, as described in the document “Child and Youth Care in Indigenous Communities (Diploma)-Delete from Calendar”.

- iii. Proposed changes to the Master of Arts in Child and Youth Care (**SEN-DEC 3/21-8**) **ACTION**

Motion: That Senate approve the proposed changes to the Master of Arts in Child and Youth Care, as described in the document “School of Child & Youth Care MA Program Renewal & Name Change: Child, Youth, Family & Community Studies”.

- iv. Proposal to change the name of the Master in Arts in Child and Youth Care (**SEN-DEC 3/21-9**) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposed name change to the Master of Arts in Child and Youth Care, as described in the document “School of Child & Youth Care MA Program Renewal & Name Change: Child, Youth, Family & Community Studies”.

7. PROPOSALS AND REPORTS FROM FACULTIES

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

9. OTHER BUSINESS

- a. Presentation by UVic Libraries – update on Decolonization and Reconciliation **INFORMATION**

10. ADJOURNMENT



Meeting of Senate
November 5, 2021

MINUTES

An open meeting of the Senate of the University of Victoria was held on November 5, 2021 at 3:30 p.m. in the Michele Pujol Room, Student Union Building.

1. APPROVAL OF THE AGENDA

Motion: (S. Hundza/H. Hallgrimsdottir)
That the agenda be approved as circulated.

CARRIED

2. MINUTES

a. October , 2021

Motion: (J. Salem/R. Hancock)
That the minutes of the open session of the meeting of the Senate held on October 1, 2021 be approved and that the approved minutes be circulated in the usual way.

CARRIED

3. BUSINESS ARISING FROM THE MINUTES

There was no business arising from the minutes.

4. REMARKS FROM THE CHAIR

a. President's Report

President Kevin Hall thanked everyone for their warm welcome as he neared the end of his first year at the university. He was excited to note the strong position of the institution and his beginning work on a new strategic vision.

Dr. Hall reported on the recent announcement of the new Chancellor, Marion Buller. He was honoured she would join our university to advance our commitment to truth, respect and reconciliation and to embed Indigenous ways of knowing and being into all aspects of the university.

Dr. Hall also noted the three candidates for Vice-President Academic and Provost that were provided for open presentations.

Regarding the return to campus, Dr. Hall mentioned that the university remains one of the safest, low-risk communities on the island. There have been a very small number of individual cases but not a single transmission on campus this term. He noted that this was likely due to the extremely high vaccination rate among our students, faculty and staff and the layers of additional protection on campus. As of the end of

October, 96% of employees and 94% of students have completed their vaccine declaration. Declarations are being subject to audit, and weekly asymptomatic testing is mandatory for the small percentage who are not fully vaccinated or prefer not to disclose. Compliance with testing is audited as well. Finally, Dr. Hall reported that the Public Health Office had recently extended the mask mandate in indoor public spaces with no given expiration date.

Dr. Hall congratulated the university on the recent Maclean's 2022 University Rankings in which the University of Victoria is Canada's #1 Comprehensive University, tied with Simon Fraser University, and 14th overall.

Regarding the priority of climate action for the university, Dr. Hall noted the current 26th United Nations Climate Change Conference and the need to spotlight leadership and expertise at our institution on climate and sustainability. He mentioned that the University of Victoria has a small delegation of scholars in Glasgow.

In terms of news from Ottawa, Dr. Hall announced that two UVic alumni were named to the new cabinet following the September 2021 election. He also reported meetings with various funding agencies, partners, alumni, and European Union ambassadors while in Ottawa.

Dr. Hall congratulated the following recent award recipients:

- 2021 City of Victoria Honorary Citizens
 - Carey Newman, Impact Chair in Indigenous Studies
 - Jillian Roberts, Associate Professor, Educational Psychology and Leadership Studies
- Order of Service to Indigenous Education, World Indigenous Nations Higher Education Consortium
 - Asiyah Robinson, recent Science alumni
- Onowa McIvor, Professor of Indigenous Education
- Paul Whitinui, Professor of Exercise Science, Physical & Health Education

Dr. Hall also promoted the upcoming 4th annual 5-Days of Action from November 15-19, 2021 as an opportunity for our community to come together and to highlight our shared commitment to end discrimination, harassment, and sexualized violence. He also noted the UVic Global Days from November 15-19, 2021, with a series of in-person and virtual events that celebrate our globally-orientated vision for the future of the planet.

b. United Way Presentation

Allana Lindgren, UVic United Way Campaign Co-Chair, presented on the 2021 United Way Campaign. She mentioned the goal for the year is to increase awareness and participation.

5. CORRESPONDENCE

There was no correspondence.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Agenda and Governance

i. Appointment to the 2021/2022 Senate Committee on University Budget

Helen Kurki introduced an appointment to the Senate Committee on University Budget. There were no questions.

Motion: (H. Kurki/H. Hallgrimsdottir)

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

CARRIED

b. Senate Committee on Awards

i. 2021/2022 Annual Report

Charlotte Schallié noted the annual report for information. There were no questions

ii. New and Revised Awards

Dr. Schallié introduced the new and revised awards. She noted that the Active Earth Engineering Award for Indigenous Students in STEM award had been pulled for further consideration.

One member asked for clarification regarding the Robert Herchak Graduate Scholarship in Ukrainian Studies. Lori Nolt, Director of Student Awards and Financial Aid, explained the terms of the award.

Another Senator asked why the Undergraduate Award in Indigenous Language Revitalization did not include the Certificate in Indigenous Language Revitalization (CILR). Ms. Nolt responded that this insertion would need more consultation with the donor of the award. It was agreed that this would be brought back for Senate's approval if a revision was made.

Motion: (G. McDonough/S. Hundza)

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

- Yvonne Allen Cancer Research Scholarship (Revised)
- Ronald Lou-Poy Entrance Scholarship (Revised)
- Richard Gilhooley and Karen Ockelton Scholarship* (New)
- Native Northwest Reconciliation Award (New)
- First Open Heart Society of B.C. Scholarship (New)
- Doug Tate Men's Rugby Award* (Revised)
- James H. Coward Award* (Revised)
- Dr. Ken and Barbara Thornton Award* (Revised)
- Robert Herchak Graduate Scholarship in Ukrainian Studies* (New)
- Undergraduate Award in Indigenous Language Revitalization (New)

- Jennifer van Dyk Memorial Women's Field Hockey Award* (New)
- Blake, Cassels and Graydon Entrance Bursary (New)
- Active Earth Engineering Award for Indigenous Students in STEM (New)
- Graduate Scholarship in Indigenous Language Revitalization (New)

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CARRIED

c. Senate Committee on Learning and Teaching

i. Guidelines for Summer Term 2022 Courses

Alexandra D'Arcy introduced the Guidelines for Summer Term 2022 Courses. Elizabeth Adjin-Tettey, Associate Vice-President Academic Planning, noted that these guidelines were for the 2022 Summer Session, an extension of the Winter Session Guidelines approved earlier. In response to questions regarding consultation, she reminded Senators of the current working group on course modalities and the consultation underway with members of the campus community.

A Senator asked if there would be an option for in-person assessment with an online course option. Dr. Adjin-Tettey noted the different course codes and the Online Assessment Room (OAR).

Other members remarked that the notification for wait-listed students was cumbersome and many students were negatively affected. Dr. Hall stated that this would be investigated for improvements.

Motion: (A. D'Arcy/B. Leacock)

That Senate approve, and recommend to the Board of Governors that it also approve, the "Guidelines for Summer terms 2022 courses."

CARRIED

ii. Revisions to the Calendar to maintain consistency with the Freedom of Information and Protection of Privacy Act (FIPPA)

Dr. D'Arcy noted that this item was removed for further revision.

d. Senate Committee on Planning

i. Proposal to establish a Minor in Indigenous Community Development and Governance

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

Motion: (E. Kelly/R. Hancock)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Minor in Indigenous Community Development and Governance, as described in the document "Indigenous Community Development and Governance Minor Program Proposal", and that approval be withdrawn should the program not be offered within five years of the granting of approval.

CARRIED

ii. Proposal to establish a Professional Specialization Certificate in Indigenous Community Development and Governance

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

Motion: (R. Hancock/J. Salem)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Professional Specialization Certificate in Indigenous Community Development and Governance, as described in the document “Indigenous Community Development and Governance: Professional Specialization Certificate Proposal”, and that approval be withdrawn should the program not be offered within five years of the granting of approval.

CARRIED

iii. Proposal to discontinue the Combined Major in Hispanic and Italian Studies

Dr. Adjin-Tetty introduced the proposal.

One member asked for clarification on Senate procedures regarding approval of the proposal.

Another Senator noted that there were multiple students who expressed regret regarding the discontinuation of Hispanic and Italian Studies and the sense that the program was not adequately supported for success.

Motion: (A. Lepp/A. Brolo)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Combined Major in Hispanic and Italian Studies, as described in the document “Discontinuance of the Combined Major in Hispanic and Italian Studies”.

CARRIED

iv. Proposal to renew the Centre for Advanced Materials and Related Technology (CAMTEC) as an Approved UVic Research Centre

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

Motion: (P. Loock/M. Hoofar)

That Senate approve the proposal to renew the approved centre status for the Centre for Advanced Materials and Related Technologies (CAMTEC) for the five year period January 1, 2022 through December 31, 2026, as described in the memorandum dated September 22, 2021.

CARRIED

7. PROPOSALS AND REPORTS FROM FACULTIES

a. Faculty of Human and Social Development

i. Constitution and Operating Structure

Helga Hallgrimsdottir, Dean of the Faculty of Human and Social Development, introduced the interim constitution and operating structure. She noted that this was first such document for the Faculty.

A Senator noted a few editorial revisions which Dr. Hallgrimsdottir accepted.

Another Senator asked if there was an intention to exclude students, particularly online students, from voting on specific issues. In response, Dr. Hallgrimsdottir noted the process in which the document was created and how wording had been taken from other Faculty constitutions. She explained the limited instances in which students would not vote, such as deciding on the faculty's collective agreement. She noted the limitation to online student participation and would look to advise on this in future revisions to the document.

The Senator asked for a motion to refer the constitution and operating structure document back to the Faculty to address the issues identified (D. Foster and S. Holland). Senators discussed the ramifications of a delay to the document and the reason for the current wording. The motion was defeated.

Motion: (H. Hallgrimsdottir/D. Mucina)
That Senate approve the *Faculty of Human and Social Development Constitution and Operating Structure*.

CARRIED

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

a. Enrolment update

Tony Eder, Executive Director, Academic Resource Planning, provided enrollment highlight updates in a presentation for Senate.

One Senate member asked how to access the most recent enrollment data. Dr. Eder noted that this was provided in a formal report approved by the Board of Governors, and he was pleased to provide this information for the Senator.

Referring to the initiatives by the Strategic Enrollment Management (SEM) working groups, another member asked if the total graduate enrolment had been exceeded in the last two years and if the university still intended to target this population. Mr. Eder explained that the institution's intention was to remain the same size but confirmed that graduate student enrolment would still target strategic research areas.

9. OTHER BUSINESS

a. Update on Aspiration 2030

Lisa Kalynchuck, Vice-President Research and Innovation, and Joaquin Trapero, Director Strategic Research Initiatives, presented the new Research and Creative Works Strategy, Aspiration 2030.

b. Updates to Art Collections Policy (BP3310)

Mary Jo Hughes, Director of University Victoria Legacy Art Galleries, introduced the proposed update.

A Senator asked if there had been more comprehensive consultation with the Art History and Visual Studies department regarding the Williams Legacy Chair in Modern and Contemporary Arts of the Pacific Northwest. This member also noted that the name stated in the policy, "History in Art", would need to be updated to "Art History and Visual Studies". This Senator asked for a motion to defer the proposed update until more consultation and revisions were completed (E. Kelly/S. Holland). This motion passed.

Another Senator asked if there was knowledge of money laundering in the art world. Ms. Hughes confirmed she was aware of this issue and followed the university's gift guidelines.

Motion: (A. Lindgren/J. Clarke)

That Senate approve, and recommend to the Board of Governors that it also approve, the updates to the Art Collections Policy (BP 3310), effective November 23, 2021.

TABLED

c. Proposed amendment to the Senate Rules and Procedures

Dr. Hall introduced the proposed amendment to the Senate Rules and Procedures introduced by a member of Senate. He explained that the motion before Senate was to approve a referral to the Senate Committee on Agenda and Governance for consideration.

David Foster, Student Senator, commented on his proposal.

One Senate member asked Mr. Foster to clarify the proposed election process. Mr. Foster noted that this was a recommendation that the committee may not take in full but that this was an attempt to prevent any preferential treatment.

Motion: (D. Foster/S. Holland)

That Senate approve the attached notice of amendment to the Rules to Govern Senate Procedures, "Increasing Student Representation on the Senate Committee on Agenda and Governance" be submitted for study and recommendation by the Senate Committee on Agenda and Governance and subsequent consideration at a future meeting of the Senate.

CARRIED

There being no other business the meeting was adjourned at 5:23 p.m.

Senate Meeting November 5, 2021				SEN-DEC 3/21-1
Name	In Attendance	Regrets		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
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		<input checked="" type="checkbox"/>	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
Hier, Sean	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Hicks, Robin	<input checked="" type="checkbox"/>		Dean, Faculty of Graduate Studies	Ex officio
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	<input checked="" type="checkbox"/>		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
Kuehne, Valerie		<input checked="" type="checkbox"/>	Vice-President Academic and Provost	Ex officio
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	<input checked="" type="checkbox"/>		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-Provost	By Invitation
Li, Alex	<input checked="" type="checkbox"/>		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			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
Rogers, Shelagh		<input checked="" type="checkbox"/>	Chancellor	Ex officio
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
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
Smith, Brock	<input checked="" type="checkbox"/>		Peter B. Gustavson School of Business	Elected by the Faculty
St. Clair, Ralf	<input checked="" type="checkbox"/>		Dean, Faculty of Education	Ex officio
Struchtrup, Henning	-		Faculty of Engineering	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	-		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
Wylie, Jaxxen	<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

MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

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

Chancellor: Shelagh Rogers

President and Vice-Chancellor: Kevin Hall, Chair

Vice-President Academic & Provost: Valerie Kuehne

Vice-President Research and Innovation: Lisa Kalynchuk

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

Dean of Education: Ralf St. Clair

Dean of Engineering and Computer Science: 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 Hallgrimsdottir, Vice-Chair

Acting Dean of Law: Val Napoleon

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)
	Henning Struchtrup (31/12/21)
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

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



Office of the Vice-President Finance and Operations
Office of the Vice-President Academic and Provost

MEMO

University
of Victoria

Date: November 11, 2021

To: Carrie Andersen
University Secretary

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

RE: SEMI-ANNUAL REPORT TO SENATE ON CAMPUS DEVELOPMENT

Please find attached the semi-annual report to Senate on campus development for its December 3, 2021 meeting.

A handwritten signature in blue ink, reading "Valerie Kuehne".

Valerie Kuehne
Vice-President Academic and Provost

A handwritten signature in black ink, reading "Kristi Simpson".

Kristi Simpson
Acting Vice-President Finance and Operations

University
of Victoria**Semi-Annual Report to Senate on Campus Development**

Executive Summary

Progress continues on major capital projects on campus. The construction of the Student Housing and Dining Project is progressing well. Building 1's concrete and mass timber structural elements are complete, with building envelope and interior fit-out advancing. Building 2's structure is now at Level 4 of 11, and building envelope work is due to commence in December 2021. Building 1 is on schedule to be completed in August 2022 and Building 2 in the spring of 2023. Construction on the West Campus Greenway is proceeding in coordination with the Student Housing and Dining landscaping detail and is expected to be complete in the winter of 2021/2022.

The university is in the construction document stage for an addition to the Engineering & Computer Science Building (ECS) and a separate High Bay Research and Structures Laboratory to support the government-funded Faculty of Engineering and Computer Science expansion. Broad campus community engagement was completed last year and a Development Variance Permit application has been approved by the District of Oak Bay over the summer. Funding support has been announced by the BC Government and construction is expected to commence in 2022.

The university is in the design development stage for a new National Centre for Indigenous Laws within an addition to the Fraser Building. Broad campus community engagement was completed last year and a Development Variance Permit application was approved by the District of Oak Bay over the summer. Construction is expected to commence in 2022.

In partnership with BC Transit, upgrades are being planned at the existing UVic Transit Exchange in front of the Bookstore. The proposed schematic design for the upgrades includes improvements to safety, site circulation and new bus shelters, as well as the addition of two new bus bays along Finnerty Road. Three bus stops along Ring Road will also be upgraded to improve safety and functionality.

The Campus Vibrancy pilot project was completed this fall. The goal of the project was to provide opportunities for casual gathering, conversation and collaboration in outdoor campus areas by adding movable tables, chairs, tents and Wi-Fi to underutilized outdoor spaces. This pilot project was accelerated and modified in response to the need for additional outdoor areas due to the COVID-19 pandemic. The revitalized outdoor areas of campus have been well received and well utilized.

1.0 Student Housing and Dining Project

The construction of the Student Housing and Dining Project is progressing well. Building 1 concrete and mass timber structural elements are complete, with building envelope and interior fit-out progressing well. Building 2 structure is now at Level 4 of 11, and building envelope work is due to commence in December 2021. This project includes a total of 783 beds (621 net new) and a new 600-seat dining hall. Two new 225-seat lecture theatres and conference space are also included. In addition to providing much needed housing to our students, the project supports the university's sustainability goals. Both buildings are designed to the Passive House standard, which focuses on energy and greenhouse gas emission reductions from building operations. Building 1 is on schedule to be completed in August 2022 and Building 2 in the spring of 2023.

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

2.0 West Campus Greenway

Construction is proceeding on the West Campus Greenway, between Gordon Head Road and Ring Road. This section of the Campus Greenway will separate cyclists and pedestrians in a safe, active transportation corridor, as per the Campus Cycling Plan, and will provide plaza spaces, benches and other amenities to increase campus vibrancy. The Campus Greenway is planned to be the primary east-west active transportation pathway across the campus between Gordon Head Road and Sinclair Road. This project is being coordinated with the Student Housing and Dining landscape improvements to implement the Campus Greenway design directions on that site.

More information: uvic.ca/campusplanning/current-projects/campusgreenway/

3.0 Engineering and Computer Science Expansion

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

The ECS addition is proposed as a six-storey addition to the building. The proposed addition has been thoughtfully considered with respect to its context, matching the height and orientation of the existing building while presenting an active and engaging frontage on Ring Road.

The proposed HBRSL includes materials and geotechnical laboratories. The building is identified by its 12-metre clear high bay area that is utilized for structural materials testing.

The addition to ECS and the adjacent HBRSL will provide the space required to support an expansion of the civil engineering program and incremental growth within the Faculty of Engineering and Computer Science. The project will allow the Faculty to continue to meet student demand, work toward meeting the current and anticipated labour market demand for program graduates, and enhance their research profile. The proposed design is consistent with university planning policies for a compact campus connected to active transportation infrastructure.

Broad campus community engagement was completed last year, and a Development Variance Permit application was approved by the District of Oak Bay. Provincial government funding support of \$64.8 M toward the project was announced in July. Construction is expected to commence in 2022.

More information: uvic.ca/engineeringexpansion

4.0 National Centre for Indigenous Laws

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

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

Broad campus community engagement was completed last year, and a Development Variance Permit application was approved by the District of Oak Bay. The project team is continuing to develop the design and has begun preparing construction documents. The project has received funding from the federal and provincial governments and the Law Society of British Columbia. Construction is expected to commence in 2022.

More information: uvic.ca/fraserexpansion

5.0 UVic Transit Exchange

The university is working with BC Transit to refurbish the northwest side of the transit exchange near the Bookstore to be consistent with the 2014 upgrades in front of the Student Union Building. The upgrade will refresh existing bus bays and provide two additional bus laybys on Finnerty Road. The project also includes upgrades to the existing transit stops on Ring Road to accommodate two buses lengthwise and new bus shelters.

6.0 Campus Vibrancy Project

The goal of this project was to provide opportunities for casual gathering, conversation and collaboration in outdoor campus areas by adding movable tables, chairs, tents and Wi-Fi to underutilized outdoor spaces. These spaces, selected for their locations adjacent to primary campus pedestrian routes and existing food outlets, were improved through the provision of bright and functional furniture. This pilot project was accelerated and modified in response to the need for additional outdoor areas due to the COVID-19 pandemic. The revitalized outdoor areas of campus have been well received and well utilized by students and other members of the university community.



University
of Victoria

Senate Committee on
Academic Standards

MEMO

Date: November 4, 2021

To: Senate

From: Senate Committee on Academic Standards

Re: **Proposed revisions to the Graduate Academic Calendar – Admission as a Mature Student**

At its meeting on November 4, 2021, the Senate Committee on Academic Standards reviewed the proposed revisions to the attached Faculty of Graduate Studies admission requirement. At this same meeting, the committee approved the proposal.

Recommended Motion:

That Senate approve the revisions as outlined in the memo "Proposed Revisions to the Graduate Academic Calendar – Admission as a Mature Student" effective the May 2022 Graduate Academic Calendar.

/attachment

Respectfully submitted,

2021/2022 Senate Committee on Academic Standards

Yasmine Kandil (Chair), Faculty of Fine Arts

Elizabeth Adjin-Tettey, Acting Associate Vice-President Academic Planning

Sophia Crabbe, Student Senator

Marran Dodds, UVSS representative

Erin Donald, GSS representative

Steve Evans, Associate Dean, Faculty of Graduate Studies, VPAC's designate

Andrea Giles, Executive Director, Coop Education & Career Services

Nicole Greengoe, Registrar

Robert Hancock, Faculty of Social Sciences

Sandra Hundza, Faculty of Education

Sabrina Jackson, Associate Registrar

Nicole Kent, Student Senator

Martha McGinnis, Faculty of Graduate Studies

Devi Mucina, Faculty of Human and Social Development

Tania Muir, Division of Continuing Studies

Julio Navarro, Faculty of Science

Andrew Newcombe, Faculty of Law

Sorin Rizeanu, Peter B. Gustavson School of Business

Henning Struchtrup, Faculty of Engineering

Diana Varela, Associate Dean, Academic Advising (Faculties of SCIE, SOSC and HUM)

Alivia Wang, Convocation Senator

Ada Saab (Secretary), Associate University Secretary



Memorandum

To: Yasmine Kandil, Chair, Senate Committee on Academic Standards
From: Robin Hicks, Dean, Faculty of Graduate Studies
Date: October 19, 2021

Re: Revision to the Policy for Admission as a Mature Student

The Faculty of Graduate Studies at the University of Victoria has general admission standards designed to recruit applicants who have demonstrated that they can meet the rigours of study at the graduate level. However, the Faculty does recognize that these general admission standards may not reflect the ability of all applicants, and offers conditional waivers to some of these requirements upon the request of the academic unit.

The first two minimum general and academic requirements listed in the UVic Graduate Calendar are:

1. *a four-year baccalaureate degree (or equivalent degree from another country) from a recognized institution.*
2. *a grade point average of 5.0 (B) in the work of the last two years (30 units) leading to the bachelor's degree.*

The most common waivers to these requirements available to the academic units are documented in the Calendar, and include: Admission without a baccalaureate degree with 15 years of relevant life experience, Admission with a GPA below 5.0, and Admission as a mature student. The latter is intended for students who have achieved a four-year baccalaureate degree with a GPA well below 5.0 (so as not to qualify for a waiver of the GPA requirement) who have, nevertheless, at least 4 years relevant experience that demonstrates their potential to succeed in graduate school.

The existing policy for Admission as a Mature Student was written at a time when it was most common for students to enter university from secondary school, and required relevant experience "since completion of their degree". However, it is now quite common for students to gain several years of relevant experience before embarking on their undergraduate studies. Further, it is recognized that 'relevant' experience may not always stem from a professional environment.

As the policy stands, below left, years of relevant experience gained (gained inside or outside a professional environment) before the completion of undergraduate studies cannot be used as part of a rationale for a mature student waiver. The Faculty of Graduate Studies seeks to amend this policy, below right, so that all years of relevant experience may be so used.

Admission as a mature student	Admission as a mature student
Four years after completion of a baccalaureate degree as defined above, applicants whose grade point average is below 5.0 (B) but have four years	<u>Applicants with a baccalaureate degree as defined above and whose grade point average is below 5.0 (B) but who normally have at least four</u>

<i>relevant professional experience since completion of their degree may be admitted to a certificate, diploma, or Master's program as mature students provided they are recommended by the academic unit. Submission of a complete resumé is required to determine eligibility as a mature student. Such recommendations must be approved by the Dean of Graduate Studies.</i>	<i>years' relevant experience may be admitted to a certificate, diploma, or Master's program as mature students provided they are recommended by the academic unit. Submission of a complete resumé is required to determine eligibility as a mature student. Such recommendations must be approved by the Dean of Graduate Studies.</i>
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University
of Victoria

Senate Committee on
Agenda and Governance

MEMO

Date: November 19, 2021

To: Senate

From: Senate Committee on Agenda and Governance

Re: **Appointment to the 2021/2022 Senate Committee on the Planning**

The Senate Committee on Agenda and Governance nominations sub-committee met on November 19, 2021 to consider an appointment to the 2021/22 Senate Committee on Planning. The proposed new appointment is bolded in the attached document.

Recommended Motion

That Senate approve the appointment to the 2021/22 Senate Committee on Planning for the term indicated in the attached document.

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*

Valerie Kuehne, 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

/attachment

2021 – 2022 Senate Committee on Planning

Name	Faculty or Department	Term
Elizabeth Adjin-Tettey (NS) (Chair)	A/Associate Vice-President Academic Planning	(ex officio)
Jie Zhang (NS)	Peter B. Gustavson School of Business	2024 (2021)
Graham McDonough (S)	Education	2022 (2016)
Cindy Holder (NS)	Humanities	2022 (2019)
Adam Con (S)	Fine Arts	2022 (2019)
Abdul Roudsari (NS)	Human & Social Development	2022 (2016)
Ralf St. Clair (S)	Dean	2022 (2014)
Rustom Bhiladvala (S)	Engineering	2023 (2020)
Michelle Lawrence (NS)	Law	2024 (2021)
Alex Brolo (S)	Science	2024 (2021)
Eva Baboula (NS)	Graduate Studies	2024 (2021)
TBD (NS)	Medical Sciences	2024 (2021)
Jo-Anne Clarke (S)	Continuing Studies	2023 (2017)
Nilanjana Roy (NS)	Social Sciences	2024 (2021)
Christine Todd (S)	Student Senator	2022 (2021)
TBD (NS)	Student Representative (UVSS)	2022 (2021)
Matthew Koch (S)	President's nominee	(ex officio)
Nicole Greengoe (NS)	Registrar	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Rishi Gupta (NS)	Vice-President Academic and Provost's designate	(ex officio)
Cynthia Milton (NS)	Vice-President Research and Innovation's designate	(ex officio)
Robin Hicks (S)	Dean, Faculty of Graduate Studies	(ex officio)
Ada Saab (NS)	Associate University Secretary	(ex officio)
Sandra Duggan (Secretary)	Office of the Vice-President Academic and Provost	

(S) – Senator
(NS) – non Senator



Date: November 17, 2021

To: Senate

From: Senate Committee on Awards

Re: **New and Revised Awards**

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

- Commerce Student Society Community Engagement Award (New)
- Betty Moyls Memorial Award (Revised)
- Mina Hoorfar Award for Indigenous Students in Engineering and Computer Science (New)
- Mina Hoorfar Award for Women in Engineering and Computer Science (New)
- President's Entrance Scholarship (Revised)
- University of Victoria Entrance Scholarship (Revised)
- Active Earth Engineering Award for Indigenous Students in STEM (New)
- International Student Support Award (New)
- Faculty of Fine Arts Indigenous Annual Student Award (Revised)
- Nelson Family Award (Revised)
- Philip MacIntyre Memorial Scholarship in Nursing* (New)
- Denis & Pat Protti Scholarship* (Revised)
- Judy Payne Memorial Award (New)
- Kari Moore Award (New)
- Christopher Foundation Graduate Scholarship in the Visual Arts (New)
- Mosaic Forest Management Award in Indigenous Language Revitalization (New)
- Sanjeev Singh Parmar Memorial Scholarship* (Revised)
- Robertson Wiens Mathematics Bursary* (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

Yvonne Rondeau, 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~~

Commerce Student Society Community Engagement Award (New)

Three awards of \$1,000 each are given to undergraduate Bachelor of Commerce students who are active volunteers in one or more campus-based activities focusing on equity, diversity and inclusion and have encouraged others to engage in this activity. As the intent of this award is to recognize an individual who is volunteering their time in support of activities focused on equity, diversity and inclusion, students doing either course-related volunteer or paid work in this area are not eligible.

Applicants must submit a letter (maximum 500 words) outlining these activities and how they have shared this knowledge with the Peter B. Gustavson community to the Administrative Director of the Bachelor of Commerce program by May 15. Graduating students are eligible for this award. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business.

Betty Moyls Memorial Award (Revised)

An award is given to a transferring or continuing undergraduate student specializing in vocal performance in the Bachelor of Music program. Preference is for students with demonstrated financial need. Approval of the recipient is made by the Senate Committee on Awards upon the recommendation of the School of Music.

Mina Hoorfar Award for Indigenous Students in Engineering and Computer Science (New)

One award of \$1,000 is given to an entering, transferring or continuing Indigenous undergraduate student in the Faculty of Engineering and Computer Science with demonstrated financial need. Part-time students (minimum 6.0 units) are eligible.

Applicants must submit a letter (maximum 400 words) reflecting on:

- how they see their degree empowering them to help others and their community and,
- how a degree in engineering and computer science will help solve or contribute to solving global challenges

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

Mina Hoorfar Award for Women in Engineering and Computer Science (New)

One award of \$1,000 is given to a woman undergraduate student entering, transferring or continuing in the Faculty of Engineering and Computer Science with demonstrated financial need. Part-time students (minimum 6.0 units) are eligible.

Applicants must submit a letter (maximum 400 words) reflecting on:

- how they see their degree empowering them to help others and their community and,
- how a degree in engineering and computer science will help solve or contribute to solving global challenges.

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

President's Entrance Scholarship (Revised)

Scholarships of ~~\$3,000 or \$4,000~~ each are awarded to academically outstanding students with high academic standing entering the University of Victoria directly from Canadian secondary schools. Eligible students must either be Canadian citizens or Canadian permanent residents or entering from a Canadian secondary school.

University of Victoria Entrance Scholarship (Revised)

Scholarships are ~~A~~awarded to academically outstanding students with high academic standing who are entering ~~UVic~~ the University of Victoria directly from Canadian secondary schools. Eligible students must either be Canadian citizens or Canadian Permanent Residents or entering from a Canadian secondary school.

Active Earth Engineering Award for Indigenous Students in STEM (New)

One award is given to an entering, continuing or transferring Indigenous undergraduate student in either the Faculty of Engineering and Computer Science or the Faculty of Science who have a strong interest in pursuing studies in Science(s), Technology, Engineering, and/or Math (STEM). The student must have demonstrated community involvement and must submit a letter of reference (maximum 400 words) outlining their leadership skills in one or more of the following areas: community involvement, leadership, academic performance, athletics, innovation and creativity. Community can include schools, neighbourhoods, teams and/or Nations.

Preference will be given in the following order:

1. members of the Songhees Nation or Esquimalt Nation
2. members of nations governed by the WSÁNEĆ Leadership Council
3. members of Pauquachin, Malahat, T'Sou-ke and Sc'ianew First Nations
4. students from any First Nation on Vancouver Island or the Lower Mainland
5. Indigenous students from any region in Canada

The award will be given on a rotating basis, beginning with the Faculty of Science. If there is no eligible candidate in the designated faculty, an eligible candidate from the other faculty may be nominated. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science or the Faculty of Science.

International Student Support Award (New)

One or more awards, of at least \$1,000 each, are given to entering or continuing international undergraduate students who have demonstrated financial need. Part-time students (minimum of 6.0 units) are eligible.

Faculty of Fine Arts Indigenous Annual Student Award (Revised)

One or more awards, of at least \$1,000 each, are given to entering or continuing Indigenous undergraduate students in the Faculty of Fine Arts with demonstrated financial need. In-course students with a GPA of 6.0 or higher in the previous year of study are eligible for this award. Entrance students must meet the minimum GPA requirement for an entrance scholarship.

Nelson Family Bursary Award (Revised)

One or more awards are given ~~bursaries are awarded~~ to entering or continuing undergraduate international students from sub-Saharan Africa with demonstrated financial need. Preference will be given to students in the Faculty of Human and Social Development.

Philip MacIntyre Memorial Scholarship in Nursing* (New)

One or more scholarships are awarded to academically outstanding Masters students in the School of Nursing who have an interest in palliative care nursing. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Nursing.

Denis & Pat Protti Scholarship* (Revised)

One or more scholarships are awarded to academically outstanding graduate students entering or continuing who have completed a minimum of one term in a Health Informatics Graduate program in the School of Health Information Science ~~who are either on-campus or in the distance-based program~~. Students may reapply each year they are in the program. Application forms may be obtained from the School of Health Information Science and must be submitted to the School by June 30th. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Health Information Science.

Judy Payne Memorial Award (New)

One or more awards, of at least \$1,000 each, are given to undergraduate students who are:

- a declared minor/general, major or honours student in the Latin American Interdisciplinary Studies Program or the Latin American Literary and Cultural Studies Program, and
- enrolled in the upcoming Summer Session or Winter Session, or who were registered in the previous academic Winter Session, in a Latin American Studies Experiential Learning class.

Part-time student are eligible (min. 6.0 units). Approval of the recipient(s) is made by the Senate Committee on Awards upon the recommendation of the Faculty of Humanities.

Kari Moore Award (New)

One or more awards are given to undergraduate students pursuing a Major or Minor degree in Slavic Studies and who has demonstrated their interest in Ukrainian Studies by taking courses, writing research papers or producing creative projects in this area. Part-time (minimum 6.0 units) and graduating students are eligible for this award. Approval of the recipients(s) is made by the Senate Committee on Awards upon the recommendation of the Department of Germanic and Slavic Studies.

Christopher Foundation Graduate Scholarship in the Visual Arts (New)

One or more scholarships are awarded to academically outstanding graduate students in the Department of Visual Arts. 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.

Mosaic Forest Management Award in Indigenous Language Revitalization (New)

One award of \$1,000 is given to an Indigenous undergraduate student 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 (BEEd ILR) who is developing their own language proficiency and has a strong record of contributing to their community through their use of indigenous language in their work. Preference will be given to students from Vancouver Island Nations.

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 to their community through the use of indigenous

language. Part-time students (minimum 3.0 units) are eligible for this award. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Education.

Sanjeev Singh Parmar Memorial Scholarship* (Revised)

One or more scholarships are awarded to undergraduate students in the Faculty of Law who are living with or have overcome a physical medical challenge. Preference will be given to students who have demonstrated academic excellence and have an interest in corporate law. Applicants must submit a letter (maximum 500 words) outlining their physical medical challenge to the Dean's Office, Faculty of Law, by June 1 ~~March 31st~~. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

Robertson Wiens Mathematics Bursary* (Revised)

One or more bursaries are awarded to undergraduate students entering second, third or fourth year in the Department of Mathematics and Statistics. ~~who are entering their fourth year of study.~~ Preference is for students entering fourth year, second preference is for students entering third year.



University
of Victoria

Senate Committee on
Planning

MEMO

Date: November 17, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposal to discontinue the Professional Specialization Certificate in Teaching French Immersion**

At its meeting on November 4, 2021, the Senate Committee on Planning considered the proposal to discontinue the Professional Specialization Certificate in Teaching French Immersion.

The Professional Specialization Certificate in Teaching French Immersion was designed to meet the growing need in the province of BC for French Immersion teachers and to ensure they had the knowledge and skills required to be successful in a second language classroom environment. However, the program has been operating with a structural deficit despite efforts to bolster student recruitment.

Recognizing there continues to be a strong demand for French Immersion education in K-12 schools, the Division of Continuing Studies, through support from the Ministry of Education has recreated a series of French Immersion Teacher Professional Development Workshops.

The following motion is recommended:

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Professional Specialization in Teaching French Immersion, as described in the document "Proposal to discontinue the Professional Specialization Certificate in Teaching French Immersion".

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 (on leave)
Ms. Sandra Duggan (Secretary)

Dr. Lisa Kalynchuk
Dr. Valerie S. Kuehne
Dr. Michelle Lawrence
Dr. Graham McDonough
Dr. Cynthia Milton
Dr. Abdul Roudsari
Dr. Nilanjana Roy (on leave)
Ms. Ada Saab
Dr. Ralf St. Clair
Ms. Christine Todd
Dr. Jie Zhang

UNIVERSITY OF VICTORIA

Proposal to discontinue the Professional Specialization Certificate in Teaching French Immersion

Dean's Name: Jo-Anne Clarke	Signature Dean: Original signed by Jo-Anne Clarke
Contact Name and Number: Tania Muir - 250.721.8462	
Date approved by Dean of Education, Ralf St. Clair:	Signature: Original signed by Ralf St. Clair
Date approved by Dean of Humanities, Annalee Lepp:	Signature: Original signed by Annalee Lepp
Date approved by Senate Committee on Continuing Studies: October 12, 2021	Dean or Committee Chair: Original signed by Jo-Anne Clarke





October 6, 2021

TO: Elizabeth Adjin-Tetty, Acting Associate Vice-President Academic Planning
Chair, Senate Committee on Planning

FROM: Tania Muir, Director, Language, Arts and Culture, Division of Continuing Studies

CC: Annalee Lepp, Dean, Faculty of Humanities; Ralf St. Clair, Dean, Faculty of Education; Todd Milford, Chair, Department of Curriculum and Instruction; Hélène Cazes, Chair, French Department; Jo-Anne Clarke, Dean, Division of Continuing Studies.

RE: Recommendation to Discontinue the Professional Specialization Certificate in Teaching French Immersion (PSC in TFI)

The Professional Specialization Certificate in Teaching French Immersion (PSC in TFI) was developed in 2004 by the Division of Continuing Studies (DCS) in partnership with the Faculty of Education and the Department of French. Originally a non-credit credential, in 2009 the program was approved as a credit program to allow teachers to use their learning towards a salary reclassification through the BC Teacher Qualification Service (TQS). As a 4-course credit certificate program, this PSC was designed to meet the growing need in the province of BC for French Immersion (FI) teachers and to ensure they had the knowledge and skills required to be successful in a second language classroom environment.

While the PSC in TFI was set-up as a cost-recovery program, the program has been operating with a structural deficit. Instruction, operating and administrative costs exceed tuition and program application fees collected and thus the program has been continuously subsidized financially from other areas of the Division. As part of the 2016 program review, the Senate Committee on Continuing Studies (SCCS) recommended that the program implement program application targets of 25 applications per year to ensure that the program would be financially sustainable moving forward (prior to this time the program had substantial net loss of -\$50,000 to -\$75,000 annually). Despite efforts to bolster student recruitment and get the program to a positive net income return, the program has been unsuccessful in meeting the proposed targets. In 2019, the SCCS recommended the application portal for the program be suspended.

During the review of the program, a number of barriers were identified which prohibit the PSC from meeting both its financial targets, as well as meeting the educational needs of working professionals in the field. These include:

- Admission requirements are prohibitive;
- Blended delivery modality does not offer flexibility to either in-service or pre-service teachers;
- There is a disconnect between the need for higher language proficiency within the school districts vs the focus on immersion teaching methodology in lieu of language proficiency in the program;

- The competitive landscape has changed as new programming is being developed by different institutions and organizations with federal and provincial funding;
- The above challenges, coupled with lack of financial incentive and lack of ability to use the program to move up the TQS scale, contribute to an overall lack of incentive for teachers to register in the program.

Enrollment and graduation information:

Enrollment information:

Calendar year	2015	2016	2017	2018	2019	2020
Program Applications	10	25*	12	7	10	Portal closed

*Applications in 2016 increased due to redesigned marketing efforts, increased interactions with the Advising Office in the Faculty of Education, and increased contact with interested potential students, leading to a spike in pent-up demand for the program, after which applications normalized.

There have been a total of 85 program graduates since the inception of the program. All learners within the PSC in TFI have now been supported in the completion of courses toward their credential. While FRAN 475 Modern French is no longer offered, the remaining three courses in the PSC (EDCI 475 Principles in Teaching French Immersion, EDCI 476 Organization and Instruction in French Immersion, and EDCI Designs for Learning) are still available. These courses can be offered on an individual basis to pre-service teachers as electives within their program, to in-service teachers as professional development, or as building blocks for future program developments.

While the format and approach of the PSC in TFI was not successful in meeting the professional development needs for FI teachers in the province, there continues to be a strong demand for FI education in K -12 schools throughout the province. There is a deficit of qualified teachers, as well as a high attrition rate for teachers who may not have the resources and support to be successful teaching in an immersion environment.¹ Following consultation with stakeholders from the school districts, Department of French, and the Department of Curriculum and Instruction at the University of Victoria, the Division of Continuing Studies approached the Ministry of Education in 2019 with the vision to create a French Immersion Teacher Mentorship Program that would provide the required support and resources required by those entering the field.² The Ministry of Education has been exceptionally supportive of the implementation of mentorship programs indicating, “mentoring is

¹ In 2004, the Canadian Teachers' Federation (CTF) estimated teacher turnover at approximately 30 % in the first five years of service. Teachers who do not feel effective or do not receive adequate support in the first years leave French Immersion or abandon teaching in favour of other professions

Some of the most significant challenges faced by beginning teachers include isolation, reality shock, inadequate resources and support, lack of time for planning and interaction with colleagues, difficult work assignments, unclear and inadequate expectations, intergenerational gap, dealing with stress, lack of orientation and information about the school system

² According to the authors of a Pan-Canadian report on French immersion teacher attrition (Karsenti, T., Collin, S., Villeneuve, S., Dumouchel, G., & Roy, N. (2008), the number one recommendation is to put in place a **mentoring system** in schools where new teachers are hired by setting up collaboration spaces between experienced teachers and new teachers. This way, new teachers can more readily exchange ideas with and benefit from the advice of their more experienced peers.

key to supporting teacher's professional learning, both their formative years and throughout their career."

Funding was provided to the Division of Continuing Studies in 2020/21 to support the development of a series of [French Immersion Teacher Professional Development Workshops](#). The workshop series, developed in collaboration with partners from School District #63 (Saanich), was designed to:

- Identify and address the unique challenges of teaching in immersion environments;
- Enhance the skills required to teach in immersion environments;
- Integrate tools to remain resilient when faced with immersion-based teaching challenges;
- And develop a community of practice by collaborating and sharing with colleagues across the province in a safe environment.

The first phase of the program was a success with an average of 25 registrations per session. Subsequently, the Ministry of Education approved funding to support development for two additional years.

In this next phase of development in 2021/22, the Division of Continuing Studies has committed to develop a new [Mentorship Program](#) focused on the recruitment and training of mentors within the province. The program pairs experienced FI teachers with those newer to the profession to provide mentoring, professional connections and training workshops. The goal is to create a circle of support for FI teachers to re-energize their practice through the sharing of knowledge, best practices, guidance and practical resources as well as to develop a community of practice by accessing the skills and knowledge of—and collaborating and sharing with—colleagues across the province, in a safe environment.



University
of Victoria

Senate Committee on
Planning

MEMO

Date: November 17, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposal to discontinue the Diploma in Child and Youth Care in Indigenous Communities**

At its meeting on November 4, 2021, the Senate Committee on Planning considered the proposal to discontinue the Diploma in Child and Youth Care in Indigenous Communities.

The original delivery of the Child and Youth Care in Indigenous Communities (Diploma) was considered successful, the School has not been unable to secure partners, funding, faculty or administrative resources to offer the program again.

The following motion is recommended:

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Diploma in Child and Youth Care in Indigenous Communities, as described in the document "Child and Youth Care in Indigenous Communities (Diploma)-Delete from Calendar".

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 (on leave)
Ms. Sandra Duggan (Secretary)

Dr. Lisa Kalynchuk
Dr. Valerie S. Kuehne
Dr. Michelle Lawrence
Dr. Graham McDonough
Dr. Cynthia Milton
Dr. Abdul Roudsari
Dr. Nilanjana Roy (on leave)
Ms. Ada Saab
Dr. Ralf St. Clair
Ms. Christine Todd
Dr. Jie Zhang



UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

*[Child and Youth Care in Indigenous
Communities (Diploma)-Delete from Calendar]*

Submitted by:	Name and title	Email
Contact person	Shanne McCaffrey	smccaffr@uvic.ca
Dean or designate	Helga Kristín Hallgrímsdóttir, PhD	hsddean@uvic.ca

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	
Departmental approval	December 4 th 2020
Faculty Curriculum Committee approval	September 20 th 2021
Faculty Council* approval *or equivalent Faculty voting body	September 28 th 2021

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 – Jessica Mussell	August 23 rd 2021
Executive Director, Co-operative Education and Career Services	N/A
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	IP
Indigenous Academic and Community Engagement	April 13 th 2021



*[Child and Youth Care in Indigenous Communities
(Diploma) - Delete from Calendar]*

PROPOSAL (up to 4,000 words plus appendices)

A. Identification of the change

Name, Location, Academic units
(Faculties, departments, or schools)

Delete: [Child and Youth Care in Indigenous Communities \(Diploma\)](#)

School of Child and Youth Care
Human and Social Development

Anticipated implementation date of
change

January 2022

Name, title, phone number and e-mail
address of contact person

Jessica Ball, Undergraduate Program Chair

School of Child and Youth Care

Jessica Ball jball@uvic.ca, 250-658-3126

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

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

The [Child and Youth Care in Indigenous Communities \(Diploma\)](#) was offered once between 2008/09 and 2010/05 through a partnership between the UVic School of Child and Youth Care and the Kwakiutl, Gwa'sala-Kakwaxda'xw Nation, Quatsino and Klemtu/Ktasoo Nations. The diploma development and delivery were funded by a Ministry of Advanced Education, Aboriginal Special Projects Fund (2008/09). The last student to graduate from this program was 2010/05. The program was considered successful with approximately twelve students graduating and many remaining in their home community to practice. Some students went on to complete their full Bachelor of Child and Youth Care degree with the School of Child and Youth Care. Following the initial delivery, the project lead, Shanne McCaffrey, explored the possibility of offering the [Child and Youth Care in Indigenous Communities \(Diploma\)](#) with new community partnerships. These efforts were unsuccessful.

There are no current students enrolled and seeking this qualification. We do not foresee any change in this situation. As the program has been moribund for many years, there is no current relationship to programs in Human and Social Development.

The diploma program did align with the UVic Indigenous plan. The Bachelor of Child and Youth Care program renewal, however, has created new opportunities to support and attract Indigenous students within the Bachelor of Child and Youth Care. We have strengthened our Indigenous specialization by adding CYC 355, "All my relations" to the Indigenous Specialization course requirements. We are collaborating on the HSD 460 Special Topics course: *ŁE,ŁÁNEK TFE TENEW*, Land, language, and practices of wellness and we are adding two circle courses to support Indigenous student learning: CYC 105 *ŠELEJSET XENEN OX ET TFE ŠW ÍY*, NONETs Sage and CYC 305 *ŠELEJSET XENEN OX ET TFE ŠW ÍY*, NONETs Cedar

As noted above, while the original delivery of the [Child and Youth Care in Indigenous Communities \(Diploma\)](#) was considered successful, we have not been unable to secure partners, funding, faculty or administrative resources to offer the program again. On recommendation from our recent program review and with the support of our dean, we have recently reduced the number of courses in our Bachelor of Child and Youth Care degree to align with a reasonable curriculum workload for the size of our faculty. Reviving and re-offering the diploma courses would reverse this good

work. The school is now requesting the removal of the Child and Youth Care in Indigenous Communities (Diploma) from our UVic Calendar entry.

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

Not required

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

We do not have the faculty complement to support this program.

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

This program was offered once 200809 to 2010 and sunsetting the program does not have an impact on current policies. There are no current students enrolled and seeking this qualification. We do not foresee any change in this situation. As the program has been moribund for many years, there is no current relationship to programs in Human and Social Development.

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

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

Not Required.

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

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

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

Identify the program learning outcomes.

Provide anticipated times to completion.

Describe any plans for international or indigenous opportunities or perspectives.

Plans for integration of teaching and research.

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

Not Required.

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

Not Required.

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

Please see attached email.

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

Appendix A – Approval from Robina Thomas

From: Robina Thomas, IACE Executive Director
Date: Tue, Apr 13, 2021 6:17 PM
To: Jessica Ball;
Cc: scycdir;Christine Shelton;
Subject:Re: Consultation regarding sun setting two CYC diploma programs
Good Evening

I have read the rationale for discontinuing the two CYC diploma programs and support the School's decision to sunset these programs.

Robina Thomas

From: Jessica Ball <jball@uvic.ca>
Date: Wednesday, February 10, 2021 at 11:10 PM
To: "Robina Thomas, IACE Executive Director" <iacedir@uvic.ca>
Cc: scycdir <scycdir@uvic.ca>, Christine Shelton <cshelton@uvic.ca>
Subject: Consultation regarding sun setting two CYC diploma programs

Dear Robina

I am writing to you on behalf of the School of Child and Youth Care with reference to a vote by the School Community Council to formally discontinue the [Child and Youth Care in Indigenous Communities \(Diploma\)](#) and the [International Child and Youth Care \(Professional Specialization Certificate\)](#). In keeping with the process outlined on the Office of the Vice-President Academic and Provost website (<https://www.uvic.ca/vpacademic/resources/howto/plan-academic/>) I am contacting you to consult on the process to formally sunset these two diploma programs.

The CYC Diploma in Indigenous Communities is no longer viable due to lack of base-funding, lack of faculty leadership for it, and lack of administrative resources. The last student to graduate from this program was in 2010. There are no current students enrolled and no residents of BC or applicants to SCYC seeking this qualification. We do not foresee any change in this situation.

While we are no longer offering this diploma program, we have been able to strengthen our Indigenous specialization by adding CYC 355, "All my relations" to our CYC courses, collaborating on the HSD 460 Special Topics course: ŁE,ŁÁNEK TFE TENEW, Land, language, and practices of wellness, and adding two circle courses to support Indigenous student learning: CYC 105 ŠELEJSET XENEN OX ET TFE ŠW ÍY, NONETs Sage and CYC 305 ŠELEJSET XENEN OX ET TFE ŠW ÍY, NONETs Cedar. The School Community Council has also voted to discontinue the International Child and Youth Care program (Professional Specialization Certificate Program). This program was originally associated with the Early Childhood Development Virtual University program led by Dr. Alan Pence. Dr. Alan Pence was the only faculty member associated with this diploma and has been retired for a few years. The last graduate received their certificate in 2010. There are no current students enrolled or seeking this qualification. No current faculty are interested in reviving this diploma program. We appreciate you taking the time to review this decision-making and provide any feedback we may wish to consider. If you approve of these changes could you please sign the attached Program Change Forms at your earliest convenience and return it to me by email attachment? Many thanks!

All my relations,
Jessica Ball, Professor and Undergraduate Program Committee Chairperson

From: Jessica Mussell <jmussell@uvic.ca>
Date: Monday, August 23, 2021 at 4:24 PM
To: Christine Shelton <cshelton@uvic.ca>
Cc: Shanne McCaffrey <smccaffr@uvic.ca>
Subject: RE: SCYC proposal to remove Child and Youth Care in Indigenous Communities (Diploma) from the UVic academic calendar

Hi Chris,

No concerns on the proposed change from the Library's point of view. While this diploma may be removed, there are still lots of Indigenous-focused courses in the calendar and our library collection is strong in that area, so any materials we may have purchased for this diploma will still be put to good use not only for CYC, but social work, and other programs in HSD.

Regards,
Jessica



Jessica K Mussell, BA (Psys), MLIS
(she/her)
Distance Learning and Research Librarian
Liaison to the Schools of Child & Youth Care, Nursing,
Social Work, and Health Information Science
McPherson Library Room A215
University of Victoria
ləkʷəŋən & WSÁNEĆ Territories
Box 1800 STN CSC, Victoria, BC, Canada V8W 3H5
currently working remotely
email: jmussell@uvic.ca
<http://www.uvic.ca/library>

From: Christine Shelton
Sent: Monday, August 23, 2021 4:15 PM
To: Jessica Mussell <jmussell@uvic.ca>
Cc: Shanne McCaffrey <smccaffr@uvic.ca>
Subject: SCYC proposal to remove Child and Youth Care in Indigenous Communities (Diploma) from the UVic academic calendar

Hello Jessica:

SCYC is proposing to remove the Child and Youth Care in Indigenous Communities (Diploma) from our Academic Calendar entry. As part of the process we are required to consult with you. The last graduate of the program was in 201005. There are no active students in this program. Do you have any concerns or suggestions regarding this proposed change from the point of view of the library?

Chris

Christine Shelton
BCYC Program Manager
School of Child and Youth Care
University of Victoria



University
of Victoria

Senate Committee on
Planning

MEMO

Date: November 17, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposed changes to the Master of Arts in Child and Youth Care**

At its meeting on November 4, 2021, the Senate Committee on Planning considered the proposed changes to the Master of Arts in Child and Youth Care.

The proposed changes are in direct response to following recommendations outlined in an External Program Review in 2018:

- To enhance the relevance of the CYC Master of Arts program in meeting labour market needs in relevant communities of practice, including employment in the human services, academia and research.
- To create a strong articulation between research and practice.
- To enhance relationships with professional associations and employers in ways that offer advantage and pathways to professional practice for our graduates.
- To ensure that the recruitment and retention goals of the Master of Arts program enhance and meet the goals of the University's Indigenous Plan and the International Plan.
- To continue to focus on the recruitment of a diverse student body, that represents the diversity of the communities and organizations served by our graduates.
- To enhance and stabilize the practice opportunities available to graduate students to advance their professional development with strong linkages between research and practice.
- To bring average completion times of the Master of Arts program closer to University of Victoria norms.

The following motion is recommended:

Motion: That Senate approve the proposed changes to the Master of Arts in Child, Youth, Family and Community Studies, as described in the document "School of Child & Youth Care MA Program Renewal & Name Change: Child, Youth, Family & Community Studies".

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 (on leave)
Ms. Sandra Duggan (Secretary)

Dr. Lisa Kalynchuk
Dr. Valerie S. Kuehne
Dr. Michelle Lawrence
Dr. Graham McDonough
Dr. Cynthia Milton
Dr. Abdul Roudsari
Dr. Nilanjana Roy (on leave)
Ms. Ada Saab
Dr. Ralf St. Clair
Ms. Christine Todd
Dr. Jie Zhang

UNIVERSITY OF VICTORIA

School of Child & Youth Care Master of Arts Program Renewal & Name Change

Child, Youth, Family & Community Studies

Dean's Name and Date of consultation with AVPAP:	Dean signature:
Name of contact person:	Dr. Alison Gerlach
Email & phone of contact person:	alisongerlach@uvic.ca (250)721-8550
Date approved by Department: June 18, 2021	Chair/Director signature: Original signed by Doris Kakuru
Date approved by Faculty: September 28, 2021	Associate Dean signature:
Date approved by Graduate Studies: OCTOBER 15, 2021	Dean signature: Original signed by Robin Hicks
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments	Signature of line authority
Date of Consultation with Co-operative Education Program and Career Services (if applicable)	Executive Director signature:
Date of Consultation with Indigenous Academic and Community Engagement	Executive Director signature:



Child, Youth, Family & Community Studies

PROPOSAL (up to 4,000 words plus appendices)

A. Identification of the change

Name, Location, Academic units (Faculties, departments, or schools)	Faculty of Human and Social Development, School of Child and Youth Care
Anticipated implementation date of change	May 2022
Name, title, phone number and e-mail address of contact person	Dr Alison Gerlach, Assistant Professor & Graduate Program Chair, School of Child and Youth Care alisongerlach@uvic.ca 250-721-8550

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

History of the Master of Arts Program in Child & Youth Care (SCYC) – The School’s Master’s program was established in 2002 and the first cohort of students was accepted in September 2003.

Current Context & Strengths - The School of Child and Youth Care underwent an External Program Review in 2018. The review panel noted that School of Child and Youth Care offers one of the few graduate programs in Child and Youth Care nationally and that the School of Child and Youth Care is a national leader in decolonizing and Indigenizing graduate education and that its leadership merited significant attention from the University, given SCYC’s alignment with the university’s Strategic Research Plan, Strategic Framework and Indigenous Plan. As the External Review panel noted, School of Child and Youth Care research-stream faculty are highly productive and have a strong record of attracting research funding. Recent faculty renewal efforts have resulted in more diverse faculty which is bringing new energy, ideas and approaches to pedagogy, while also making more pressing the need to reframe the Master of Arts program so that it reflects current faculty research and practice expertise and interests. We have seen an increase in Indigenous student applications to our graduate programs and the Master of Arts continues to attract strong candidates who have had good success in SSHRC competitions speaking to a strong research mentorship culture in the school.

Pressing Challenges - The External Review identified several pressing challenges, including high supervisory loads of research-stream faculty, long completion times of Master of Arts students and a lack of clarity in the articulation between the research and professional education branches. The external review panel noted that research faculty were “at a breaking point”; graduate students were at risk of “stalling out” in the program and a pressing need for a values-based discussion in articulating the goals and mission of the graduate program.

Master of Arts Program Renewal Mandate - Our renewal plan is focused on addressing the issues raised by the 2018 External Review. Specific goals include:

- (1) To enhance the relevance of the CYC Master of Arts program in meeting **labour market needs in relevant communities of practice**, including employment in the human services, academia and research.
- (2) To create a **strong articulation between research and practice**.

- (3) To enhance relationships with professional associations and employers in ways that offer advantage and **pathways to professional practice** for our graduates.
- (4) To ensure that the recruitment and retention goals of the Master of Arts program **enhance and meet the goals of the University's Indigenous Plan and the International Plan.**
- (5) To continue to focus on the recruitment of a **diverse student body**, that represents the diversity of the communities and organizations served by our graduates.
- (6) To **enhance and stabilize the practice opportunities** available to graduate students to advance their professional development with strong linkages between research and practice.
- (7) To bring average **completion times** of the Master of Arts program closer to University of Victoria norms.

In addition, the vision of our program is key to articulating our Master of Arts program's identity, which contributes to the creation of program-level outcomes and establishes the overall focus of the curriculum. **Our School's current vision and value statements** provide a clear vision for our Master of Arts program at this time:

The School of Child and Youth Care at the University of Victoria is a vibrant and diverse academic program that is dedicated to supporting child, youth, family and community wellbeing through relevant, cutting-edge research and interdisciplinary scholarship; effective advocacy and leadership; high quality and innovative teaching; a strong and dedicated focus on practice; and a commitment to social justice in local, national and international contexts.

We are committed to addressing the most pressing issues facing children, youth and families today, and welcome theoretical frameworks and practice traditions that challenge exclusionary constructions of children, youth, and families. Student learning is a top priority and we place a strong emphasis on supporting Indigenous student success through culturally responsive teaching and support. Reflecting the values of our field, we recognize the importance of creating a culture of learning, mutual respect, and accountability.

We remain committed to our 2017 statement of solidarity and remain dedicated to "dismantling white supremacy, anti-Semitism, colonial violence, racism, misogyny, ableism, homo/transphobia, and cultural and religious xenophobia, through our curriculum, teaching, research, and professional practices."

All changes to our Master of Arts program need to advance the Calls to Action of the Truth and Reconciliation

Commission (TRC). All of the Calls to Action on education, child welfare, health, language and culture and justice are relevant to our Master of Arts program, and central to the School's Indigenous Initiatives and much of the scholarship of faculty. The feedback and suggestions from a 'Building Reconciliation Forum' at UVic in 2018 align with the current vision, values, aspirations and drivers of our Master of Arts renewal, including restructuring programs to be more supportive of the learning goals of Indigenous communities, creating greater access to postsecondary education for Indigenous students, ensuring that Indigenous students see themselves reflected in what they study, tapping into an Indigenous Advisory Circle, and creating more experiential learning experiences.

Our proposed changes also advance many of the goals and actions outlined in **UVic's Indigenous Plan**, including creating a warm, welcoming and respectful learning environment and sense of place for Indigenous students and faculty, ensuring that our program is meeting Indigenous student and community needs, Indigenizing curricula in order to enable students to gain knowledge of Indigenous epistemologies and histories, and promoting internationalization of Indigenous research by enhancing relations with Indigenous communities around the world.

In 2020-21, with 11 research faculty, the School engaged in a comprehensive process of program renewal that involved the following consultation process:

- Faculty consultation included an online survey, two online straw polls, four graduate forums and multiple discussions at the Graduate Program Committee and School Community Council from Sept 2020- May 2021.
- Student consultation included an online survey (Oct 2020) and detailed email feedback from Master of Arts alumni (March 2021).
- Adjunct and emeritus professors – an online survey in October 2020.
- Jurisdictional scan of allied programs in Canada and internationally (Oct-Nov 2020).
- Jurisdictional scan of all graduate programs in HSD at UVic (Oct-Nov 2020).

- Historical review and synthesis of historical documentation of previous graduate program faculty surveys and minutes from graduate faculty retreats dating back to 2013. (Oct-Nov 2020).
- Consideration of the multiple drivers as highlighted by the 2018 External Review and also the Calls to Action of the Truth and Reconciliation Commission (TRC) of Canada and the United Nations Sustainable Developmental Goals.

The consultation process aimed to identify core values, knowledges and skills that responded to the 2018 External Review and the mandate of the Master of Arts program renewal, and were responsive to the evolving nature of working with children, youth, families and communities in diverse local, national and global contexts. All program changes have been formally voted on and approved by the SCYC Graduate Program Committee and the School Community Council between September 2020 -July 2021.

Program name change – ‘Child, Youth, Family and Community Studies’ – After much discussion faculty agreed to renaming the Master of Arts program in response to alumni feedback on the limitations of a graduate degree in Child and Youth Care, a more accurate reflection of the scope of the Master of Arts program, the expertise of the research faculty and the diverse forms of research and practice undertaken by students in diverse family and community contexts. The inclusion of families and communities is also more responsive to the needs of Indigenous students and in line with our program renewal mandate, which promotes the inclusion of BIPOC communities and the principles of reconciliation outlined in the UVic Indigenous Plan. The field of “child and youth care” is less recognized internationally, and the new name facilitates internationalization in recruitment and pedagogical approaches. It broadens and solidifies our appeal to diverse students and expands professional and future academic opportunities for our graduates, which is crucial to recruitment and retention.

Our Students – Many of the students entering our Master of Arts program have work and/or caregiving responsibilities and want/have to stay in their home communities. In moving the program primarily online, it is anticipated that it will be attractive to students who want/need to stay in and contribute towards their home communities.

Comparable Programs in Canada – The proposed changes bring program requirements more in line with allied Master of Arts thesis programs in Canada - the Master of Arts in Child and Youth Care at Ryerson, in Child & Youth Studies at Mount St Vincent and at Brock, and in Child Studies at Concordia - all of which require from six to eight core courses, in addition to a thesis.

Graduate Programs within HSD – The changes bring our Master of Arts program more in line with the Master of Arts in Community Development in Public Administration, Master’s in Social Work and Master’s in Public Health, which all require relevant work experience, have online components and six required courses plus electives. A key distinguishing feature of our Master of Arts program is the focus on research and advanced practice knowledge and skills that support the health and wellbeing of children, youth, families and communities.

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

Program changes are informed by and responsive to the 'Competencies in the BC Public Service' sector, including the 'Behavioural Competencies'¹ that apply to all supervisors, managers and staff and 'Aboriginal Relations Behavioral Competencies'² which are well aligned with our School's mission statement, clear commitment to addressing issues of social injustice, advancing the goals of the TRC and self-determination, having BIPOC knowledges and perspectives in all syllabi and creating a safe and respectful learning environment for BIPOC learners and faculty.

Program changes are also responsive to the results of a survey of current Master of Arts students and alumni in Fall 2020. Their feedback converges with the recurring themes identified in the graduate program historical documents, including: lack of course cohesion, decolonizing approaches in content and pedagogy and knowledge to practice translation. Suggestions to improve the Master of Arts program included more content on decolonizing the content and teaching, improving knowledge to practice translation, focus on more practical skills, more support and orientation for students to understand the thesis writing journey and better connections between programs and agencies in the local youth and family serving community and the Child and Youth Care academic community. The program renewal also responds to additional in-depth written feedback from 10 Master of Arts alumni, with advanced practice/leadership experience in diverse organizational and community contexts, on the values, knowledges, and skills, which they perceived as being relevant to current practice and to better align with labour market and student, client and practitioner needs.

Our proposed changes to the Master of Arts program are also aligned with the findings of a 2018 report by the Canadian Association for Graduate Studies³, which notes that graduate education needs to address contemporary challenges by providing increased opportunities for interdisciplinary education and research, teamwork, training in professional skills and experiential learning and research.

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

The changes are well aligned with and draw on the strengths of our research faculty, who engage with a wide range of complex and interconnected social, economic and environmental structural inequities impacting the wellbeing and human rights of diverse groups including BIPOC, LGBTQ2+, newcomer and disabled children and youth and their families and communities.

¹ Behavioural Competencies in the BC Public Service that apply to all supervisors, managers and staff:

<https://www2.gov.bc.ca/gov/content/careers-myhr/all-employees/career-development/competencies-in-the-bc-public-service>.

² Aboriginal Relations Behavioural Competencies: https://www2.gov.bc.ca/assets/gov/careers/for-job-seekers/about-competencies/aboriginal_relations_behavioural_competencies_quick_guide.pdf

³ Source: <https://gradstudents.carleton.ca/wp-content/uploads/CAGS-Dissertation-Task-Force-Report-1.pdf>

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

Admission Policies – To better meet labour market needs and ensure a strong articulation between research and advanced practice, admission into the program will require a minimum of 2 years (3,000 hours) relevant human services experience concurrent with/after an undergraduate degree and two supporting references. Paid or volunteer human services experience can include, but is not limited to, work in areas such as early years, child, youth and family work, health, education, social justice, child welfare, community development and/or policy/advocacy and activist work. The Graduate Program Committee will also refine admission policies and procedures to support the admission of equity-seeking groups.

Student Evaluation - All research faculty will pilot the use of a Graduate Student Progress Review form with each graduate student they are supervising by the end of August 2021 and provide feedback at that time to inform a School of Child and Youth Care form and new policy for the renewed Master of Arts program.

Supervisory Load – The graduate program will make increased use of adjunct faculty as departmental committee members and aspire to a maximum of 8 active graduate student primary supervisees per faculty member in order to reduce faculty supervisory load as recommended by the 2018 External Academic Review.

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

Program learning outcomes. New collaboratively developed program level outcomes build on faculty strengths, distinguish our Master of Arts program in Canada, advance the goals of UVic's Indigenous Plan and International Plan, are supportive of the interests of a diverse study body and provide a cohesive roadmap for curriculum revisions and a more integrated program of study. **By the end of the Master of Arts program, graduates will be able to demonstrate:**

1. Knowledge of decolonial, critical and justice-oriented approaches to research, practice and leadership in diverse local, national and global contexts for the purposes of promoting child, youth, family and community well-being.
2. Respect for and commitment to the wellbeing, resurgence and self-determination of Indigenous nations globally, with responsibilities to local First Peoples.
3. Ethical, strengths-based, relational approaches to working with diverse children, youth, families and communities, and ability to respond to intersecting forms of historical and ongoing structural and systemic exclusion based on race, gender, sexuality, class, ability, and citizenship, among others.
4. Capacity for responsive and collaborative leadership, advocacy, activism and systems-level change in preparation for leadership roles in diverse human service sectors that serve children, youth and families (including organizations, government, private, not-for-profit, community, other).
5. Knowledge and application of diverse research methods, methodologies and knowledge mobilization approaches that reflect multiple contexts, knowledges and research paradigms.

Revised Master of Arts program requirements will consist of 10.5 units of core courses (instead of current 13.5 units) with the 4.5 units of thesis or project remaining unchanged (see Appendix A). To advance the goals of UVic's Indigenous Plan, Indigenous students will have the option of replacing two core courses with Indigenous-centred courses:

Revised core courses:

CYC 541 - Decolonial, Critical and Justice-oriented Theories in CYFCS
 CYC 546 - Global Practices for Human and Social Change
 CYC 553 - Practicum in CYFCS
 CYC 558 - Applied Research Seminar

New core courses:

CYC 544 - Research Design and Knowledge Mobilization
 CYC 550 - Program Planning, Policy, Advocacy and Leadership
 CYC 586 - Advanced Land-based Approaches in CYFCS

Revised practicum – In order to meet labour market needs, foster a strong articulation between research and practice and pathways to advance professional practice and leadership, students will be required to complete 9 units of courses prior to starting a practicum and the practicum course will move away from grading as ‘incomplete/complete’ to a graded course for greater accountability with practicum sites.

In addition, the 1.5 unit required practicum will increase from 165 to 200 hours to reflect focus on advanced practice and have stronger and more explicit linkages with core courses. There will be two courses offered during an intensive on-campus summer institute which will provide enhanced experiential learning opportunities – a revised advanced practice course, CYC 546: Global Practices for Human and Social Change and a new advanced practice course, CYC 568: Advanced Land-based Approaches in CYFCS.

Does the program design include plans for distance education delivery? If yes, provide details. -A shift from on-campus delivery to primarily on-line delivery format with one on-campus summer institute will help to recruit a diverse student body by making the program more attractive for students who cannot relocate to Victoria. This shift may also attract and benefit international students who wish to stay in their home countries and contribute towards the field of CYFC Studies in ways that would directly benefit their own communities and nations. Faculty teaching experiences during COVID have shown how, with the right tools, online graduate learning can be successful and effective.

Provide anticipated times to completion. It is important to note that the majority of our Master of Arts students have key caregiver and/or work responsibilities, which can have an impact on their studies. From 2004 to 2016, 57% of our Master of Arts students completed their degree in 2-4 years. During this same timeframe, 20% of Master of Arts students took 5 years or more to complete, with the remaining 23% having left the program with no credential achieved. The statistics available from Institutional Analysis do not disaggregate full- and part-time students.

The goal of the Master of Arts program renewal is to increase the percentage of full-time students completing in three years to 65% and in four years to 70% in line with FGS targets. Part-time students will take an additional year to complete their core courses. The proposed program changes are also intended to reduce the rate of attrition by removing elective requirements, moving to a primarily online course delivery, integrating the completion of thesis/project components (e.g., literature review) into coursework and developing clear and streamlined parameters for the thesis/project (See Appendix B for summary of completion rates).

Describe any plans for international or Indigenous opportunities or perspectives. Program changes advance the Calls to Action of the TRC on education, child welfare, health, language and culture and justice. The feedback and suggestions from a ‘Building Reconciliation Forum’⁴ at UVic in 2018 align with the mandate of our Master of Arts renewal, including restructuring programs to be more supportive of the learning goals of Indigenous communities, creating greater access to postsecondary education for Indigenous students, ensuring that Indigenous students see themselves reflected in what they study and creating more experiential learning experiences. Our changes also advance UVic’s Indigenous Plan, including creating welcoming and respectful learning environments and sense of place for Indigenous students and faculty, ensuring that our program meets Indigenous student and community needs, and Indigenizing curricula so that students gain knowledge of Indigenous epistemologies and histories. Foregrounding the UN Sustainable Developmental Goals (SDGs) in the revised syllabus aligns with UVic’s Strategic Framework and provides a distinguishing feature of our renewed program that will equip future CYFC leaders with the knowledge and skills to contribute towards actions to advance the SDGs, including equitable access to basic needs, gender equality, inclusion and equity in diverse national and global contexts.

Plans for integration of teaching and research. A strong focus of the revisions is a greater integration of research, theory and practice. The needs, perspectives and realities of children, youth and their families and communities are central to the curriculum; and the socio-political realities of children and youth are understood as contexts for their care and development. The proposed revisions also better reflect and align with faculty’s community-engaged research and scholarship, which will be highlighted throughout the program through guest lectures and colloquia by research faculty.

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

This new primarily online format supports the goal of increasing the annual intake of students from 10-15 students/year to 15-20 students/year primarily within Canada and with a small percentage of international students, who are motivated to stay in and contribute towards their home communities. The online delivery format also supports the School's ongoing goal of reaching target FTEs of 60 with no required additional resources.

What about student financial support plan?

Students receive financial support through our annual FGS base budget funding, which we fully allocate each year to the maximums allowed under FGS funding guidelines. Our FGS base budget funding will increase as our annual intakes go up and increase our 3-year rolling averages in the funding allotment formula. We have a number of internal graduate donor awards, which we award to our eligible students, as well as nominating as many as possible for UVic graduate donor awards for which they are eligible. Faculty supervisors encourage and support their students to apply for CGS-M scholarships in their first year, and the Child and Youth Care graduate office connects applicants with application supports provided by the FGS Scholarships Office. Students have opportunities for teaching assistantships in our undergraduate program every term. Faculty members also hire our students for research assistantships whenever possible.

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

No additional faculty or staff resources are required.

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

There are currently no post-secondary institutions in BC that offer related graduate programs.

There are several allied Master's programs within Canada that we included in our jurisdictional scan, and from which we have received letters of support (See Appendix C):

- Brock University – Child and Youth Studies
- Ryerson University – Child and Youth Care
- Concordia University – Child Studies
- Mount St Vincent University – Child and Youth Study

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

We have letters of support (see Appendix C) from the two Units in HSD that are most aligned with our School:

- Indigenous Governance
- School of Social Work

We also have letters of support (see Appendix C) from community and government organizations that have a relationship with our graduate program as practicum sites:

- Victoria Immigrant and Refugee Centre Society
- Family Services of Greater Victoria

⁴ Source: <https://www.uvic.ca/buildingreconciliation/assets/docs/2018-brf-report.pdf>



Memorandum

To: Dr. Elizabeth Adjin-Tettey, Acting Associate Vice-President Academic Planning

Cc: Dr. Alison Gerlach, School of Child and Youth Care
Dr. Lorelei Newton, School of Nursing
Ms. Carolyn Swayze, Coordinator, Faculty of Graduate Studies
Ms. Sandra Duggan, Administrative Assistant to the Associate VP Academic Planning

From: Dr. Robin Hicks, Dean, Faculty of Graduate Studies

Re: Curriculum Change Motions Passed at Faculty of Graduate Studies Council, October 15, 2021

Date: October 22, 2021

The following motion was passed at the Faculty of Graduate Studies Council meeting on October 15, 2021. I am requesting that this item goes forward for consideration at the Senate Committee on Planning meeting on November 3, 2021.

1. **School of Child & Youth Care MA Program Changes**

Guest: Dr. Alison Gerlach

MOTION: THAT the Faculty of Graduate Studies Council approve and recommend the proposed changes to the MA in Child and Youth Care, as presented, to the Senate Committee on Planning.

2. **School of Nursing Post MN Nurse Practitioner Stream**

Guest: Dr. Lorelei Newton

MOTION: THAT the Faculty of Graduate Studies Council approve and recommend the proposed changes to the Post MN Nurse Practitioner Stream in Nursing, as presented to the Senate Committee on Planning.



Department of Child and Youth Studies

Brock University
1812 Sir Isaac Brock Way
St. Catharines, ON
L2S 3A1 Canada
T 905 688 5550 x3835
F 905 641 2509

Memorandum

Date: June 28, 2021
To: Caroline Green, School of Child and Youth Care
From: J. McNamara, Chair, Department of Child and Youth Studies
Re: Support for UVic

The Child and Youth Studies Department at Brock University has reviewed the renewed Child, Youth, Families and Community Studies program at the University of Victoria. The Child and Youth Studies program at Brock was impressed with the renewed program's proposed changes and fully supports the program as it progresses forward.

From: [Tara Collins](#)
To: [Caroline Green](#)
Cc: [Judy Finlay](#)
Subject: Re: Seeking support for UVic's revised CYC Master's program
Date: July 22, 2021 2:57:56 PM
Attachments: [image001.png](#)

Dear Caroline,
 Judy and I have the following comments about your proposed MA program renewal. Given the tight timeline, we offer the following comments by email.

- We compliment your exceptionally good approach to your renewal. Child and youth care has evolved in the field of practice and academia needs to keep pace and honour those changes as we train students who are in or entering that field. Community agencies and government programs are expecting a different level of professionalization and responsiveness to children and youth in the context of their families and community. Interdisciplinary practice is now required of CYCs as they assume a more equitable position at those tables. We acknowledge the role of advocacy among diverse research methods as a tool for knowledge mobilization, change making and innovation.
- We agree that interrupting the development/maintenance of westernized institutional structures, policy and practice that are colonial, racist and anti Indigenous is important in order to create safe, supportive spaces for all students.
- We applaud the centring and integrating of Indigenous resurgence, well being and self determination particularly given the compelling events and circumstances confronting Canada and the world.
- The primary online format would be valuable to support program accessibility.
- Successful completion of a thesis will benefit from stronger linkages in courses, given the other program demands and the one-year timeline for full-time students for program completion.
- We query the lack of attention given to Anti Black and Anti Asian racism, power and resistance in the documents that we received.
- We also wonder if a part-time program option would be available for some students.

We hope that this feedback will be helpful as you move forward with your proposal. Best wishes with your next steps.

Yours sincerely,
 Tara and Judy

--

Tara M. Collins, Ph.D. (She/her), Associate Professor & Graduate Prog. Director, School of Child & Youth Care, Ryerson University; Graduate Program Faculty: [Immigration & Settlement Studies](#), [Early Childhood Studies](#), & Policy PhD Studies; & Hon. Assoc. Professor, Children's Institute, Univ. of Cape Town, South Africa

[Int'l & Canadian Child Rights Partnership: ryerson.ca/iccrp](#)

Toronto is in the 'Dish With One Spoon Territory', from a treaty between the Anishinaabe, Mississaugas & Haudenosaunee peoples. I am grateful to work on this land.

Collins, T.M., Gharabaghi, K., Caruana, S., Cherry, S., & Marciano-Henry, R. (2021). From Procedural Child Rights Education to a Relational Child Rights-Based Practice Model, *Scottish Journal of Residential Child Care*, 20(1): 1-20, https://www.celcis.org/files/2716/1468/4801/2021_Vol_20_No_1_Collins_T_From_Procedural_Child_Rights_Education.pdf.

Collins, T., Rizzini, I. & Mayhew, A. (2021), Fostering global dialogue: Conceptualisations of children's rights to participation and protection, *Children & Society*, 35(2): 295-310. <https://doi.org/10.1111/chso.12437>

Collins, T.M., Sinclair, L., Zufelt, V. (2020). Children's Rights to Participation and Protection: Examining Child and Youth Care College Curricula in Ontario, *Child & Youth Services*, DOI: 10.1080/0145935X.2020.1790352.

Collins, T.M., Jamieson, L., Wright, L.H.V., Rizzini, I., Mayhew, A., Narang, J., Tisdall, E.K.M., Ruiz-Casares, M. (2020). Involving child and youth advisors in academic research about child participation: The Child and Youth Advisory Committees of the International and Canadian Child Rights Partnership, *Children and Youth Services Review*, 109, Article 104569, 1-9, DOI: [10.1016/j.childyouth.2019.104569](https://doi.org/10.1016/j.childyouth.2019.104569)

September 26, 2021.

Donna Jeffery, PhD, Acting Director School of Child & Youth Care
Alison Gerlach, PhD, Graduate Advisor, School of Child & Youth Care
University of Victoria
PO Box 1700 STN CSC, Victoria BC
Canada V8W 2Y2

re: Renewal of MA program at University of Victoria

Dear Drs. Jeffrey and Gerlach,

I am writing this message of support for the renewal of your MA program. Having read the proposed changes – including the program’s critical reframing to focus on decolonial and social justice oriented theories, as well as its expansion in scope to include the inextricable impact of families and communities in the experiences of children and youth (reflected in the proposed program name change from “Child and Youth Care” to “Child, Youth, Family and Community Studies”) – I find that the planned changes of the renewal to be sensitive to a more diverse, global and culturally sensitive landscape of education.

As an allied MA program in Child Studies at Concordia University in Montreal, Quebec, we recognize the need to respond to systemic forms of exclusion across societies and community settings, including schools. For instance, we have just established a Canada Research Chair in Social Justice and Early Childhood Education. The direction that your proposed renewal is taking at the University of Victoria is inspiring and well-needed.

In terms of the specific program changes proposed – more diversity in student admissions, support for students of diversity through greater online offerings, course options for Indigenous students, streamlining of coursework, and stronger ties between coursework and practicum – these are well-planned, realistic and coherent with the philosophical direction of the renewed program.

On behalf of the MA Child Studies program at Concordia University, I am pleased to give Drs. Jeffrey and Gerlach our full support for their renewed MA program. If you have any further questions, please feel free to contact me at sandra.chang-kredl@concordia.ca or (514) 848-2424, extension 8632.

With regards,

Original signed by Sandra Chang-Kredl

Sandra Chang-Kredl, Ph.D.
Graduate Program Director, MA Child Studies
Department of Education
Concordia University
Montreal, Quebec, Canada



*Office of Professional and
Graduate Studies*

Donna Jeffery, PhD
Acting Director
School of Child & Youth Care

Alison Gerlach, PhD
Graduate Advisor
School of Child & Youth Care

Dear Dr. Jeffery & Dr. Gerlach,

Thank you for sending a description of the proposed revision to the Master's program within the School of Child and Youth Care at the University of Victoria. My current role as Dean of Professional and Graduate Studies and Professor of Child & Youth Studies at Mount Saint Vincent University provides an appropriate perspective for commentary on this revision.

Let me begin by noting the new name and the connection to the School's logo. The name itself recognises not only the enlarged focus for the degree and is consistent with similar changes across the country. Students will be able to find themselves and their interests within the environment created by this new name.

The revised program lists the following outcomes that encourage students to create an awareness of contemporary issues and emergent directions. Comparing the course descriptions with these outcomes should provide an assessment of the revised program.

“1. Knowledge of decolonial, critical and justice-oriented approaches to research, practice and leadership in diverse local, national and global contexts for the purposes of promoting child, youth, family and community well-being.

2. Respect for and commitment to the wellbeing, resurgence and self-determination of Indigenous nations globally, with responsibilities to local First Peoples.

3. Ethical, strengths-based, relational approaches to working with diverse children, youth, families and communities, and ability to respond to intersecting forms of historical and ongoing structural and systemic exclusion based on race, gender, sexuality, class, ability, and citizenship, among others.

4. Capacity for responsive and collaborative leadership, advocacy, activism and systems-level change in preparation for leadership roles in diverse human service sectors that serve children,

youth and families (including organizations, government, private, not-for-profit, community, other).

5. Knowledge and application of diverse research methods, methodologies and knowledge mobilization approaches that reflect multiple contexts, knowledges and research paradigms.”

The updated theory course (CYC541) will allow the students to create an understanding of modern ways of knowing in this field. Such an update is essential and the topics in the calendar entry are comprehensive. The integration of the thesis literature review into each course will permit the students to contextualize the theories and the thesis topics. I believe this integration will make the connection easily appreciated by the students.

An EDIA focus appears in most courses. The inclusion of culturally relevant methodology in the two research courses is necessary to keep the connection between thesis and course work and available to the students. These courses also develop the knowledge translation skills that are so necessary these days.

The practicum requirement will provide an interaction between community, families, youth, and children in a real and transparent manner. The range of opportunities provide opportunities for engagement.

The remaining courses enable the students to bring a variety of perspectives to the outcomes supported by this degree. The Global Practices, Theory, Programming, and Land-based Approaches bring completion to the practice emphasis.

In sum, I find the packaging of the revised program will lead to an increased registration for graduate level students. The content is modern and responsive to the directions taken by current scholars. The online courses will enable students to engage with their community while completing the degree which is certainly a benefit to the student and the community.

All the best in creating this new degree. You have the foundation for solid graduate program.

Sincerely,

Original signed by Kim Kienapple

Kim Kienapple, PhD
Dean of Professional and Graduate Studies
Mount Saint Vincent University

From: [IGOV Director](#)
To: [Caroline Green](#)
Subject: RE: Seeking support for CYC revised Master's program
Date: May 28, 2021 12:48:34 PM

Good afternoon Caroline,

I have reviewed and it looks great. We are 100% in support.

Sala Kahle,
Devi

From: Caroline Green <greenc@uvic.ca>
To: IGOV Director <igovdir@uvic.ca>
Subject: Seeking support for CYC revised Master's program

Dear Dr. Mucina,

We would like to respectfully ask if you could provide your support, by replying to this email, for our renewed Master's program, which we are planning on launching in 2022. This is the first substantive change we have made to this program since its inception in 2002 and, with an influx of new research faculty in recent years, we are excited to update and strengthen this program by increasing the linkages between decolonial, critical and justice-oriented theoretical approaches and practice, leadership and research in diverse contexts with increasing opportunities for experiential and land-based learning. We are proposing to shift from on-campus delivery to an online delivery format, with two courses on campus in an intensive summer institute at the end of the first year. We are also proposing a name change from 'Child and Youth Care' to 'Children, Youth, Families and Community Studies'. Our rationale and further details about our proposed changes are outlined in the attached letter and Appendix A. Appendix B (also attached) provides a summary of current and proposed revised or new courses.

Your time in reviewing this information is greatly appreciated, and we look forward to hearing from you, if possible by June 15th.

Warm regards ~

Alison

Alison Gerlach, MSc(OT), PhD
Assistant Professor & Graduate Program Advisor
School of Child & Youth Care
University of Victoria
Coast Salish Territories
T 250-721-8550



Faculty of Human & Social Development | School of Social Work
Human & Social Development Building Room B302 PO Box 1700 STN CSC Victoria BC V8W 2Y2 T
250-721-8036 | F 250-721-6228 | socw@uvic.ca |

June 22, 2021

Acting Director
And
Alison Gerlach, Graduate Advisor
School of Child and Youth Care
University of Victoria

Renewal of MA Program, Children, Youth, Family and Communities

Yowitz!

Thank you for inviting me as a reviewer for your proposed planning of a renewed MA program for School of Child and Youth Care. I have reviewed documents provided to me regarding renewal of your MA program, inclusive of values with a commitment to address well-being for children, youth, families and communities. In your documents you indicate that in order to facilitate change, your school will incorporate or rather, draw on decolonial, critical and justice-oriented theoretical frameworks to inform practice and research in order to address exclusionary practices and/or policies that impact children, their families and their communities. I write in support of these necessary theoretical and philosophical changes for your program with efforts to transform praxis that would enhance the lives and well-being for all children!

In your letter you state, in collaboration with faculty, alumni, students and emeriti, you identify the necessity of a formal MA program change to "Child, Youth, Family and Community Studies" of which reflects intersectionality, diverse approaches/methods of Decolonial, critical and justice-oriented knowledge and theoretical frameworks. In this, you state your program change 'situates children and youth as extricable from their families and communities'! With such changes to your graduate program, I can envision students working with communities who are knowledgeable of diverse practices and an ability to recognize child, family and community diversity.

I want to acknowledge your program change which is also depicted in your program logo by Coast Salish artist, Dylan Thomas entitled "Community Wellness Drum". The essence and meaning of the Logo illustrating 'four human figures that represent families, relationships, culture and communities that forms a protective border when in balance around the centre and symbolizing the security created when communities work in a harmonious manner'. In my review, this Logo epitomizes the essence of caring for children, families and communities by protecting them from invasive or harmful laws, policies and practices. I see in your program objectives that the goals or vision is to teach your students to learn and practice by way of knowing decolonization, critical social justice and I would add, learning and/or unlearning notions of self-reflexivity.

Your MA program change required extensive collaboration and co-development to transform existing courses into new courses which reflect knowledge of decolonial and critical and justice-oriented approaches; respect and commitment to wellbeing, resurgence and self-determination at a global level, ethics of practice, research and relational praxis; advocacy and activism and knowledge of diverse research methods. I also note that in an effort to increase Indigenous and BIPOC students, your program change includes the transition from on-campus learning to distance education, with the requirement of two intensive courses. The change from required on campus to distance education will benefit students for sure and in this model, based on our own experience as school of Social Work, there are more post-secondary opportunities for students who work in their communities, who have children or other situations that prevent them to move to Victoria for full time studies. I do support this change, and also recommend that there are resources available for distance education students so that they do not feel isolated from your program or our university.

As you state in your letter, this recommended transformation includes: stronger linkages between decolonial critical and justice-oriented theoretical approaches and practice; opportunities for experiential and land-based learning and a transformed approach to research! You also indicate strengthen knowledge about diverse histories and the implications for current practices and your goals or objectives are to better understand historical accounts in order to teach justice-oriented program for Children, Youth, Families and Communities.

In closing, I highly recommend the program change identified by School of Child and Youth as this change strengthens knowledge of decolonial and justice-oriented knowledge, theory and praxis. With such a transformation, students who graduate will improve their relational work that is necessary to decolonize and bring justice to families and communities.

Best of Luck in your program change, I will you all the best!

Respectfully,

Original signed by Kundoqk, Jacquie Green

Kundoqk, Jacquie Green
Director/Associate Faculty
Social Work



From: [David](#)
To: [Caroline Green](#)
Subject: RE: Seeking support for UVic's revised CYC Master's program
Date: May 25, 2021 4:59:45 PM

Hello Alison and Donna:

Thanks for requesting my consideration and support for the program name-change as well as the re-orientation of the curriculum to consider decolonized perspectives.

As the leader of a newcomer settlement agency it occurs to me that we approach decolonization from several positions. Many of our clients are indigenous peoples in their countries. They are often leaving societies where their own indigenous communities are under historical attack. Each continent has many indigenous communities that are besieged by the mainstream. There are many countries that have suffered heavily under historical European colonial rule and the hang-over of centuries of cultural and economic oppression lives on in unequal north-south economic relationship and practices of international aid that are designed more to assist the donors corporate interests than communities living in scarcity. We are also part of the continuation of the "settler" history of Canada. This history has never been to the significant advantage of Indigenous peoples of Canada, and in many ways has led to some very unhappy outcomes. Our settlement sector has been criticized for not being proactive in de-colonizing our old practices.

VIRCS welcomes your refreshed approach as we also consider how we should practice in creating fairer local communities and instilling legacies of understanding when people first arrive and learn how to best contribute to Canada.

David Lau, VIRCS Executive Director



Address as of September 2017
1004 North Park Street
Victoria, BC V8 T 1C6

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Fax: 250-386-4301

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Allen and Loreen
Vandekerkhove Foundation



Appendix C - Letters of Support

August 15, 2021

Dr. Alison Gerlach
Graduate Advisor
School of Child and Youth Care
University of Victoria

Dear Dr. Gerlach,

I am delighted to provide unreserved support for your revised Master's program. The proposed changes reflect the knowledge and understanding of the need to address the issues that require our attention and respect. The establishment of new approaches and practices will align and compliment brilliantly the already existing program that reflects the high quality and integrity for which the Masters program is well known.

It is of paramount importance for the new program name to more accurately reflect the scope of the program and it does so perfectly. We know in our own work how important it is to see the individual in a broader context and to employ an holistic approach with clients and their families. It is an integral part of a student's learning to understand the historical, political, social and geographical contexts which have shaped our lives.

As professionals, educators, mentors, supervisors and students and members of a civilized and just society, it behooves us all to identify, address and make changes that reflect our values and do so in a thoughtful and respectful way.

The students in the "Child, Youth, Family and Community Studies" program will be very fortunate indeed to have the opportunity to learn, engage in critical thinking, challenge what should be challenged and make a significant contribution to their profession and to the broader community. The program level outcomes proposed appear to have been meticulously researched and designed and clearly reflect the comprehensive nature of the program, its goals and objectives. The research and consultation process clearly reflects critical thought, professional integrity and ongoing commitment to the students and their learning.

I very much support the proposed modifications to program delivery and ensuring equitable and easier access to learning. On-line learning has its own challenges but access is the key.

Sincerely,

Original signed by Jane Taylor Lee
Jane C. Taylor Lee, MACP, CCC

Executive Director and Clinical Supervisor
Family Services of Greater Victoria



University
of Victoria

Senate Committee on
Planning

MEMO

Date: November 17, 2021

To: Senate

From: Senate Committee on Planning

Re: Proposed name change to the Master of Arts in Child and Youth Care

At its meeting on November 4, 2021, the Senate Committee on Planning considered the proposal to change the name of the Master of Arts in Child and Youth Care.

The proposal to change the name of the Master of Arts in Child and Youth Care is in response to alumni feedback on the limitations of a graduate degree in Child and Youth Care, a more accurate reflection of the scope of the Master of Arts program, the expertise of the research faculty, and the diverse forms of research and practice undertaken by students in diverse family and community contexts. The inclusion of families and communities is also more responsive to the needs of Indigenous students and in line with the School's program renewal mandate. It broadens and solidifies the School's appeal to diverse students and expands professional and future academic opportunities for the School's graduates.

The following motion is recommended:

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposed name change to the Master of Arts in Child and Youth Care, as described in the document "School of Child & Youth Care MA Program Renewal & Name Change: Child, Youth, Family & Community Studies".

Respectfully submitted,

2021-2022 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair
Dr. Evanthia 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 (on leave)
Ms. Sandra Duggan (Secretary)

Dr. Lisa Kalynchuk
Dr. Valerie S. Kuehne
Dr. Michelle Lawrence
Dr. Graham McDonough
Dr. Cynthia Milton
Dr. Abdul Roudsari
Dr. Nilanjana Roy (on leave)
Ms. Ada Saab
Dr. Ralf St. Clair
Ms. Christine Todd
Dr. Jie Zhang

UNIVERSITY OF VICTORIA

School of Child & Youth Care Master of Arts Program Renewal & Name Change

Child, Youth, Family & Community Studies

Dean's Name and Date of consultation with AVPAP:	Dean signature:
Name of contact person:	Dr. Alison Gerlach
Email & phone of contact person:	alisongerlach@uvic.ca (250)721-8550
Date approved by Department: June 18, 2021	Chair/Director signature: Original signed by Doris Kakuru
Date approved by Faculty: September 28, 2021	Associate Dean signature:
Date approved by Graduate Studies: OCTOBER 15, 2021	Dean signature: Original signed by Robin Hicks
Date approved by Senate Committee on Planning	AVPAP signature:
Resource Commitments	Signature of line authority
Date of Consultation with Co-operative Education Program and Career Services (if applicable)	Executive Director signature:
Date of Consultation with Indigenous Academic and Community Engagement	Executive Director signature:



Child, Youth, Family & Community Studies

PROPOSAL (up to 4,000 words plus appendices)

A. Identification of the change

Name, Location, Academic units (Faculties, departments, or schools)	Faculty of Human and Social Development, School of Child and Youth Care
Anticipated implementation date of change	May 2022
Name, title, phone number and e-mail address of contact person	Dr Alison Gerlach, Assistant Professor & Graduate Program Chair, School of Child and Youth Care alisongerlach@uvic.ca 250-721-8550

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

History of the Master of Arts Program in Child & Youth Care (SCYC) – The School’s Master’s program was established in 2002 and the first cohort of students was accepted in September 2003.

Current Context & Strengths - The School of Child and Youth Care underwent an External Program Review in 2018. The review panel noted that School of Child and Youth Care offers one of the few graduate programs in Child and Youth Care nationally and that the School of Child and Youth Care is a national leader in decolonizing and Indigenizing graduate education and that its leadership merited significant attention from the University, given SCYC’s alignment with the university’s Strategic Research Plan, Strategic Framework and Indigenous Plan. As the External Review panel noted, School of Child and Youth Care research-stream faculty are highly productive and have a strong record of attracting research funding. Recent faculty renewal efforts have resulted in more diverse faculty which is bringing new energy, ideas and approaches to pedagogy, while also making more pressing the need to reframe the Master of Arts program so that it reflects current faculty research and practice expertise and interests. We have seen an increase in Indigenous student applications to our graduate programs and the Master of Arts continues to attract strong candidates who have had good success in SSHRC competitions speaking to a strong research mentorship culture in the school.

Pressing Challenges - The External Review identified several pressing challenges, including high supervisory loads of research-stream faculty, long completion times of Master of Arts students and a lack of clarity in the articulation between the research and professional education branches. The external review panel noted that research faculty were “at a breaking point”; graduate students were at risk of “stalling out” in the program and a pressing need for a values-based discussion in articulating the goals and mission of the graduate program.

Master of Arts Program Renewal Mandate - Our renewal plan is focused on addressing the issues raised by the 2018 External Review. Specific goals include:

- (1) To enhance the relevance of the CYC Master of Arts program in meeting **labour market needs in relevant communities of practice**, including employment in the human services, academia and research.
- (2) To create a **strong articulation between research and practice**.

- (3) To enhance relationships with professional associations and employers in ways that offer advantage and **pathways to professional practice** for our graduates.
- (4) To ensure that the recruitment and retention goals of the Master of Arts program **enhance and meet the goals of the University's Indigenous Plan and the International Plan.**
- (5) To continue to focus on the recruitment of a **diverse student body**, that represents the diversity of the communities and organizations served by our graduates.
- (6) To **enhance and stabilize the practice opportunities** available to graduate students to advance their professional development with strong linkages between research and practice.
- (7) To bring average **completion times** of the Master of Arts program closer to University of Victoria norms.

In addition, the vision of our program is key to articulating our Master of Arts program's identity, which contributes to the creation of program-level outcomes and establishes the overall focus of the curriculum. **Our School's current vision and value statements** provide a clear vision for our Master of Arts program at this time:

The School of Child and Youth Care at the University of Victoria is a vibrant and diverse academic program that is dedicated to supporting child, youth, family and community wellbeing through relevant, cutting-edge research and interdisciplinary scholarship; effective advocacy and leadership; high quality and innovative teaching; a strong and dedicated focus on practice; and a commitment to social justice in local, national and international contexts.

We are committed to addressing the most pressing issues facing children, youth and families today, and welcome theoretical frameworks and practice traditions that challenge exclusionary constructions of children, youth, and families. Student learning is a top priority and we place a strong emphasis on supporting Indigenous student success through culturally responsive teaching and support. Reflecting the values of our field, we recognize the importance of creating a culture of learning, mutual respect, and accountability.

We remain committed to our 2017 statement of solidarity and remain dedicated to "dismantling white supremacy, anti-Semitism, colonial violence, racism, misogyny, ableism, homo/transphobia, and cultural and religious xenophobia, through our curriculum, teaching, research, and professional practices."

All changes to our Master of Arts program need to advance the Calls to Action of the Truth and Reconciliation

Commission (TRC). All of the Calls to Action on education, child welfare, health, language and culture and justice are relevant to our Master of Arts program, and central to the School's Indigenous Initiatives and much of the scholarship of faculty. The feedback and suggestions from a 'Building Reconciliation Forum' at UVic in 2018 align with the current vision, values, aspirations and drivers of our Master of Arts renewal, including restructuring programs to be more supportive of the learning goals of Indigenous communities, creating greater access to postsecondary education for Indigenous students, ensuring that Indigenous students see themselves reflected in what they study, tapping into an Indigenous Advisory Circle, and creating more experiential learning experiences.

Our proposed changes also advance many of the goals and actions outlined in **UVic's Indigenous Plan**, including creating a warm, welcoming and respectful learning environment and sense of place for Indigenous students and faculty, ensuring that our program is meeting Indigenous student and community needs, Indigenizing curricula in order to enable students to gain knowledge of Indigenous epistemologies and histories, and promoting internationalization of Indigenous research by enhancing relations with Indigenous communities around the world.

In 2020-21, with 11 research faculty, the School engaged in a comprehensive process of program renewal that involved the following consultation process:

- Faculty consultation included an online survey, two online straw polls, four graduate forums and multiple discussions at the Graduate Program Committee and School Community Council from Sept 2020- May 2021.
- Student consultation included an online survey (Oct 2020) and detailed email feedback from Master of Arts alumni (March 2021).
- Adjunct and emeritus professors – an online survey in October 2020.
- Jurisdictional scan of allied programs in Canada and internationally (Oct-Nov 2020).
- Jurisdictional scan of all graduate programs in HSD at UVic (Oct-Nov 2020).

- Historical review and synthesis of historical documentation of previous graduate program faculty surveys and minutes from graduate faculty retreats dating back to 2013. (Oct-Nov 2020).
- Consideration of the multiple drivers as highlighted by the 2018 External Review and also the Calls to Action of the Truth and Reconciliation Commission (TRC) of Canada and the United Nations Sustainable Developmental Goals.

The consultation process aimed to identify core values, knowledges and skills that responded to the 2018 External Review and the mandate of the Master of Arts program renewal, and were responsive to the evolving nature of working with children, youth, families and communities in diverse local, national and global contexts. All program changes have been formally voted on and approved by the SCYC Graduate Program Committee and the School Community Council between September 2020 -July 2021.

Program name change – ‘Child, Youth, Family and Community Studies’ – After much discussion faculty agreed to renaming the Master of Arts program in response to alumni feedback on the limitations of a graduate degree in Child and Youth Care, a more accurate reflection of the scope of the Master of Arts program, the expertise of the research faculty and the diverse forms of research and practice undertaken by students in diverse family and community contexts. The inclusion of families and communities is also more responsive to the needs of Indigenous students and in line with our program renewal mandate, which promotes the inclusion of BIPOC communities and the principles of reconciliation outlined in the UVic Indigenous Plan. The field of “child and youth care” is less recognized internationally, and the new name facilitates internationalization in recruitment and pedagogical approaches. It broadens and solidifies our appeal to diverse students and expands professional and future academic opportunities for our graduates, which is crucial to recruitment and retention.

Our Students – Many of the students entering our Master of Arts program have work and/or caregiving responsibilities and want/have to stay in their home communities. In moving the program primarily online, it is anticipated that it will be attractive to students who want/need to stay in and contribute towards their home communities.

Comparable Programs in Canada – The proposed changes bring program requirements more in line with allied Master of Arts thesis programs in Canada - the Master of Arts in Child and Youth Care at Ryerson, in Child & Youth Studies at Mount St Vincent and at Brock, and in Child Studies at Concordia - all of which require from six to eight core courses, in addition to a thesis.

Graduate Programs within HSD – The changes bring our Master of Arts program more in line with the Master of Arts in Community Development in Public Administration, Master’s in Social Work and Master’s in Public Health, which all require relevant work experience, have online components and six required courses plus electives. A key distinguishing feature of our Master of Arts program is the focus on research and advanced practice knowledge and skills that support the health and wellbeing of children, youth, families and communities.

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

Program changes are informed by and responsive to the 'Competencies in the BC Public Service' sector, including the 'Behavioural Competencies'¹ that apply to all supervisors, managers and staff and 'Aboriginal Relations Behavioral Competencies'² which are well aligned with our School's mission statement, clear commitment to addressing issues of social injustice, advancing the goals of the TRC and self-determination, having BIPOC knowledges and perspectives in all syllabi and creating a safe and respectful learning environment for BIPOC learners and faculty.

Program changes are also responsive to the results of a survey of current Master of Arts students and alumni in Fall 2020. Their feedback converges with the recurring themes identified in the graduate program historical documents, including: lack of course cohesion, decolonizing approaches in content and pedagogy and knowledge to practice translation. Suggestions to improve the Master of Arts program included more content on decolonizing the content and teaching, improving knowledge to practice translation, focus on more practical skills, more support and orientation for students to understand the thesis writing journey and better connections between programs and agencies in the local youth and family serving community and the Child and Youth Care academic community. The program renewal also responds to additional in-depth written feedback from 10 Master of Arts alumni, with advanced practice/leadership experience in diverse organizational and community contexts, on the values, knowledges, and skills, which they perceived as being relevant to current practice and to better align with labour market and student, client and practitioner needs.

Our proposed changes to the Master of Arts program are also aligned with the findings of a 2018 report by the Canadian Association for Graduate Studies³, which notes that graduate education needs to address contemporary challenges by providing increased opportunities for interdisciplinary education and research, teamwork, training in professional skills and experiential learning and research.

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

The changes are well aligned with and draw on the strengths of our research faculty, who engage with a wide range of complex and interconnected social, economic and environmental structural inequities impacting the wellbeing and human rights of diverse groups including BIPOC, LGBTQ2+, newcomer and disabled children and youth and their families and communities.

¹ Behavioural Competencies in the BC Public Service that apply to all supervisors, managers and staff:

<https://www2.gov.bc.ca/gov/content/careers-myhr/all-employees/career-development/competencies-in-the-bc-public-service>.

² Aboriginal Relations Behavioural Competencies: https://www2.gov.bc.ca/assets/gov/careers/for-job-seekers/about-competencies/aboriginal_relations_behavioural_competencies_quick_guide.pdf

³ Source: <https://gradstudents.carleton.ca/wp-content/uploads/CAGS-Dissertation-Task-Force-Report-1.pdf>

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

Admission Policies – To better meet labour market needs and ensure a strong articulation between research and advanced practice, admission into the program will require a minimum of 2 years (3,000 hours) relevant human services experience concurrent with/after an undergraduate degree and two supporting references. Paid or volunteer human services experience can include, but is not limited to, work in areas such as early years, child, youth and family work, health, education, social justice, child welfare, community development and/or policy/advocacy and activist work. The Graduate Program Committee will also refine admission policies and procedures to support the admission of equity-seeking groups.

Student Evaluation - All research faculty will pilot the use of a Graduate Student Progress Review form with each graduate student they are supervising by the end of August 2021 and provide feedback at that time to inform a School of Child and Youth Care form and new policy for the renewed Master of Arts program.

Supervisory Load – The graduate program will make increased use of adjunct faculty as departmental committee members and aspire to a maximum of 8 active graduate student primary supervisees per faculty member in order to reduce faculty supervisory load as recommended by the 2018 External Academic Review.

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

Program learning outcomes. New collaboratively developed program level outcomes build on faculty strengths, distinguish our Master of Arts program in Canada, advance the goals of UVic's Indigenous Plan and International Plan, are supportive of the interests of a diverse study body and provide a cohesive roadmap for curriculum revisions and a more integrated program of study. **By the end of the Master of Arts program, graduates will be able to demonstrate:**

1. Knowledge of decolonial, critical and justice-oriented approaches to research, practice and leadership in diverse local, national and global contexts for the purposes of promoting child, youth, family and community well-being.
2. Respect for and commitment to the wellbeing, resurgence and self-determination of Indigenous nations globally, with responsibilities to local First Peoples.
3. Ethical, strengths-based, relational approaches to working with diverse children, youth, families and communities, and ability to respond to intersecting forms of historical and ongoing structural and systemic exclusion based on race, gender, sexuality, class, ability, and citizenship, among others.
4. Capacity for responsive and collaborative leadership, advocacy, activism and systems-level change in preparation for leadership roles in diverse human service sectors that serve children, youth and families (including organizations, government, private, not-for-profit, community, other).
5. Knowledge and application of diverse research methods, methodologies and knowledge mobilization approaches that reflect multiple contexts, knowledges and research paradigms.

Revised Master of Arts program requirements will consist of 10.5 units of core courses (instead of current 13.5 units) with the 4.5 units of thesis or project remaining unchanged (see Appendix A). To advance the goals of UVic's Indigenous Plan, Indigenous students will have the option of replacing two core courses with Indigenous-centred courses:

Revised core courses:

CYC 541 - Decolonial, Critical and Justice-oriented Theories in CYFCS
 CYC 546 - Global Practices for Human and Social Change
 CYC 553 - Practicum in CYFCS
 CYC 558 - Applied Research Seminar

New core courses:

CYC 544 - Research Design and Knowledge Mobilization
 CYC 550 - Program Planning, Policy, Advocacy and Leadership
 CYC 586 - Advanced Land-based Approaches in CYFCS

Revised practicum – In order to meet labour market needs, foster a strong articulation between research and practice and pathways to advance professional practice and leadership, students will be required to complete 9 units of courses prior to starting a practicum and the practicum course will move away from grading as ‘incomplete/complete’ to a graded course for greater accountability with practicum sites.

In addition, the 1.5 unit required practicum will increase from 165 to 200 hours to reflect focus on advanced practice and have stronger and more explicit linkages with core courses. There will be two courses offered during an intensive on-campus summer institute which will provide enhanced experiential learning opportunities – a revised advanced practice course, CYC 546: Global Practices for Human and Social Change and a new advanced practice course, CYC 568: Advanced Land-based Approaches in CYFCS.

Does the program design include plans for distance education delivery? If yes, provide details. -A shift from on-campus delivery to primarily on-line delivery format with one on-campus summer institute will help to recruit a diverse student body by making the program more attractive for students who cannot relocate to Victoria. This shift may also attract and benefit international students who wish to stay in their home countries and contribute towards the field of CYFC Studies in ways that would directly benefit their own communities and nations. Faculty teaching experiences during COVID have shown how, with the right tools, online graduate learning can be successful and effective.

Provide anticipated times to completion. It is important to note that the majority of our Master of Arts students have key caregiver and/or work responsibilities, which can have an impact on their studies. From 2004 to 2016, 57% of our Master of Arts students completed their degree in 2-4 years. During this same timeframe, 20% of Master of Arts students took 5 years or more to complete, with the remaining 23% having left the program with no credential achieved. The statistics available from Institutional Analysis do not disaggregate full- and part-time students.

The goal of the Master of Arts program renewal is to increase the percentage of full-time students completing in three years to 65% and in four years to 70% in line with FGS targets. Part-time students will take an additional year to complete their core courses. The proposed program changes are also intended to reduce the rate of attrition by removing elective requirements, moving to a primarily online course delivery, integrating the completion of thesis/project components (e.g., literature review) into coursework and developing clear and streamlined parameters for the thesis/project (See Appendix B for summary of completion rates).

Describe any plans for international or Indigenous opportunities or perspectives. Program changes advance the Calls to Action of the TRC on education, child welfare, health, language and culture and justice. The feedback and suggestions from a ‘Building Reconciliation Forum’⁴ at UVic in 2018 align with the mandate of our Master of Arts renewal, including restructuring programs to be more supportive of the learning goals of Indigenous communities, creating greater access to postsecondary education for Indigenous students, ensuring that Indigenous students see themselves reflected in what they study and creating more experiential learning experiences. Our changes also advance UVic’s Indigenous Plan, including creating welcoming and respectful learning environments and sense of place for Indigenous students and faculty, ensuring that our program meets Indigenous student and community needs, and Indigenizing curricula so that students gain knowledge of Indigenous epistemologies and histories. Foregrounding the UN Sustainable Developmental Goals (SDGs) in the revised syllabus aligns with UVic’s Strategic Framework and provides a distinguishing feature of our renewed program that will equip future CYFC leaders with the knowledge and skills to contribute towards actions to advance the SDGs, including equitable access to basic needs, gender equality, inclusion and equity in diverse national and global contexts.

Plans for integration of teaching and research. A strong focus of the revisions is a greater integration of research, theory and practice. The needs, perspectives and realities of children, youth and their families and communities are central to the curriculum; and the socio-political realities of children and youth are understood as contexts for their care and development. The proposed revisions also better reflect and align with faculty’s community-engaged research and scholarship, which will be highlighted throughout the program through guest lectures and colloquia by research faculty.

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

This new primarily online format supports the goal of increasing the annual intake of students from 10-15 students/year to 15-20 students/year primarily within Canada and with a small percentage of international students, who are motivated to stay in and contribute towards their home communities. The online delivery format also supports the School's ongoing goal of reaching target FTEs of 60 with no required additional resources.

What about student financial support plan?

Students receive financial support through our annual FGS base budget funding, which we fully allocate each year to the maximums allowed under FGS funding guidelines. Our FGS base budget funding will increase as our annual intakes go up and increase our 3-year rolling averages in the funding allotment formula. We have a number of internal graduate donor awards, which we award to our eligible students, as well as nominating as many as possible for UVic graduate donor awards for which they are eligible. Faculty supervisors encourage and support their students to apply for CGS-M scholarships in their first year, and the Child and Youth Care graduate office connects applicants with application supports provided by the FGS Scholarships Office. Students have opportunities for teaching assistantships in our undergraduate program every term. Faculty members also hire our students for research assistantships whenever possible.

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

No additional faculty or staff resources are required.

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

There are currently no post-secondary institutions in BC that offer related graduate programs.

There are several allied Master's programs within Canada that we included in our jurisdictional scan, and from which we have received letters of support (See Appendix C):

- Brock University – Child and Youth Studies
- Ryerson University – Child and Youth Care
- Concordia University – Child Studies
- Mount St Vincent University – Child and Youth Study

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

We have letters of support (see Appendix C) from the two Units in HSD that are most aligned with our School:

- Indigenous Governance
- School of Social Work

We also have letters of support (see Appendix C) from community and government organizations that have a relationship with our graduate program as practicum sites:

- Victoria Immigrant and Refugee Centre Society
- Family Services of Greater Victoria

⁴ Source: <https://www.uvic.ca/buildingreconciliation/assets/docs/2018-brf-report.pdf>

Memorandum

To: Dr. Elizabeth Adjin-Tettey, Acting Associate Vice-President Academic Planning

Cc: Dr. Alison Gerlach, School of Child and Youth Care
Dr. Lorelei Newton, School of Nursing
Ms. Carolyn Swayze, Coordinator, Faculty of Graduate Studies
Ms. Sandra Duggan, Administrative Assistant to the Associate VP Academic Planning

From: Dr. Robin Hicks, Dean, Faculty of Graduate Studies

Re: Curriculum Change Motions Passed at Faculty of Graduate Studies Council, October 15, 2021

Date: October 22, 2021

The following motion was passed at the Faculty of Graduate Studies Council meeting on October 15, 2021. I am requesting that this item goes forward for consideration at the Senate Committee on Planning meeting on November 3, 2021.

1. **School of Child & Youth Care MA Program Changes**

Guest: Dr. Alison Gerlach

MOTION: THAT the Faculty of Graduate Studies Council approve and recommend the proposed changes to the MA in Child and Youth Care, as presented, to the Senate Committee on Planning.

2. **School of Nursing Post MN Nurse Practitioner Stream**

Guest: Dr. Lorelei Newton

MOTION: THAT the Faculty of Graduate Studies Council approve and recommend the proposed changes to the Post MN Nurse Practitioner Stream in Nursing, as presented to the Senate Committee on Planning.



Department of Child and Youth Studies

Brock University
1812 Sir Isaac Brock Way
St. Catharines, ON
L2S 3A1 Canada
T 905 688 5550 x3835
F 905 641 2509

Memorandum

Date: June 28, 2021
To: Caroline Green, School of Child and Youth Care
From: J. McNamara, Chair, Department of Child and Youth Studies
Re: Support for UVic

The Child and Youth Studies Department at Brock University has reviewed the renewed Child, Youth, Families and Community Studies program at the University of Victoria. The Child and Youth Studies program at Brock was impressed with the renewed program's proposed changes and fully supports the program as it progresses forward.

From: [Tara Collins](#)
To: [Caroline Green](#)
Cc: [Judy Finlay](#)
Subject: Re: Seeking support for UVic's revised CYC Master's program
Date: July 22, 2021 2:57:56 PM
Attachments: [image001.png](#)

Dear Caroline,
 Judy and I have the following comments about your proposed MA program renewal. Given the tight timeline, we offer the following comments by email.

- We compliment your exceptionally good approach to your renewal. Child and youth care has evolved in the field of practice and academia needs to keep pace and honour those changes as we train students who are in or entering that field. Community agencies and government programs are expecting a different level of professionalization and responsiveness to children and youth in the context of their families and community. Interdisciplinary practice is now required of CYCs as they assume a more equitable position at those tables. We acknowledge the role of advocacy among diverse research methods as a tool for knowledge mobilization, change making and innovation.
- We agree that interrupting the development/maintenance of westernized institutional structures, policy and practice that are colonial, racist and anti Indigenous is important in order to create safe, supportive spaces for all students.
- We applaud the centring and integrating of Indigenous resurgence, well being and self determination particularly given the compelling events and circumstances confronting Canada and the world.
- The primary online format would be valuable to support program accessibility.
- Successful completion of a thesis will benefit from stronger linkages in courses, given the other program demands and the one-year timeline for full-time students for program completion.
- We query the lack of attention given to Anti Black and Anti Asian racism, power and resistance in the documents that we received.
- We also wonder if a part-time program option would be available for some students.

We hope that this feedback will be helpful as you move forward with your proposal. Best wishes with your next steps.

Yours sincerely,
 Tara and Judy

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Tara M. Collins, Ph.D. (She/her), Associate Professor & Graduate Prog. Director, School of Child & Youth Care, Ryerson University; Graduate Program Faculty: [Immigration & Settlement Studies](#), [Early Childhood Studies](#), & Policy PhD Studies; & Hon. Assoc. Professor, Children's Institute, Univ. of Cape Town, South Africa

[Int'l & Canadian Child Rights Partnership: ryerson.ca/iccrp](#)

Toronto is in the 'Dish With One Spoon Territory', from a treaty between the Anishinaabe, Mississaugas & Haudenosaunee peoples. I am grateful to work on this land.

Collins, T.M., Gharabaghi, K., Caruana, S., Cherry, S., & Marciano-Henry, R. (2021). From Procedural Child Rights Education to a Relational Child Rights-Based Practice Model, *Scottish Journal of Residential Child Care*, 20(1): 1-20, https://www.celcis.org/files/2716/1468/4801/2021_Vol_20_No_1_Collins_T_From_Procedural_Child_Rights_Education.pdf.

Collins, T., Rizzini, I. & Mayhew, A. (2021), Fostering global dialogue: Conceptualisations of children's rights to participation and protection, *Children & Society*, 35(2): 295-310. <https://doi.org/10.1111/chso.12437>

Collins, T.M., Sinclair, L., Zufelt, V. (2020). Children's Rights to Participation and Protection: Examining Child and Youth Care College Curricula in Ontario, *Child & Youth Services*, DOI: 10.1080/0145935X.2020.1790352.

Collins, T.M., Jamieson, L., Wright, L.H.V., Rizzini, I., Mayhew, A., Narang, J., Tisdall, E.K.M., Ruiz-Casares, M. (2020). Involving child and youth advisors in academic research about child participation: The Child and Youth Advisory Committees of the International and Canadian Child Rights Partnership, *Children and Youth Services Review*, 109, Article 104569, 1-9, DOI: [10.1016/j.childyouth.2019.104569](https://doi.org/10.1016/j.childyouth.2019.104569)

September 26, 2021.

Donna Jeffery, PhD, Acting Director School of Child & Youth Care
Alison Gerlach, PhD, Graduate Advisor, School of Child & Youth Care
University of Victoria
PO Box 1700 STN CSC, Victoria BC
Canada V8W 2Y2

re: Renewal of MA program at University of Victoria

Dear Drs. Jeffrey and Gerlach,

I am writing this message of support for the renewal of your MA program. Having read the proposed changes – including the program’s critical reframing to focus on decolonial and social justice oriented theories, as well as its expansion in scope to include the inextricable impact of families and communities in the experiences of children and youth (reflected in the proposed program name change from “Child and Youth Care” to “Child, Youth, Family and Community Studies”) – I find that the planned changes of the renewal to be sensitive to a more diverse, global and culturally sensitive landscape of education.

As an allied MA program in Child Studies at Concordia University in Montreal, Quebec, we recognize the need to respond to systemic forms of exclusion across societies and community settings, including schools. For instance, we have just established a Canada Research Chair in Social Justice and Early Childhood Education. The direction that your proposed renewal is taking at the University of Victoria is inspiring and well-needed.

In terms of the specific program changes proposed – more diversity in student admissions, support for students of diversity through greater online offerings, course options for Indigenous students, streamlining of coursework, and stronger ties between coursework and practicum – these are well-planned, realistic and coherent with the philosophical direction of the renewed program.

On behalf of the MA Child Studies program at Concordia University, I am pleased to give Drs. Jeffrey and Gerlach our full support for their renewed MA program. If you have any further questions, please feel free to contact me at sandra.chang-kredl@concordia.ca or (514) 848-2424, extension 8632.

With regards,

Original signed by Sandra Chang-Kredl

Sandra Chang-Kredl, Ph.D.
Graduate Program Director, MA Child Studies
Department of Education
Concordia University
Montreal, Quebec, Canada



*Office of Professional and
Graduate Studies*

Donna Jeffery, PhD
Acting Director
School of Child & Youth Care

Alison Gerlach, PhD
Graduate Advisor
School of Child & Youth Care

Dear Dr. Jeffery & Dr. Gerlach,

Thank you for sending a description of the proposed revision to the Master's program within the School of Child and Youth Care at the University of Victoria. My current role as Dean of Professional and Graduate Studies and Professor of Child & Youth Studies at Mount Saint Vincent University provides an appropriate perspective for commentary on this revision.

Let me begin by noting the new name and the connection to the School's logo. The name itself recognises not only the enlarged focus for the degree and is consistent with similar changes across the country. Students will be able to find themselves and their interests within the environment created by this new name.

The revised program lists the following outcomes that encourage students to create an awareness of contemporary issues and emergent directions. Comparing the course descriptions with these outcomes should provide an assessment of the revised program.

“1. Knowledge of decolonial, critical and justice-oriented approaches to research, practice and leadership in diverse local, national and global contexts for the purposes of promoting child, youth, family and community well-being.

2. Respect for and commitment to the wellbeing, resurgence and self-determination of Indigenous nations globally, with responsibilities to local First Peoples.

3. Ethical, strengths-based, relational approaches to working with diverse children, youth, families and communities, and ability to respond to intersecting forms of historical and ongoing structural and systemic exclusion based on race, gender, sexuality, class, ability, and citizenship, among others.

4. Capacity for responsive and collaborative leadership, advocacy, activism and systems-level change in preparation for leadership roles in diverse human service sectors that serve children,

youth and families (including organizations, government, private, not-for-profit, community, other).

5. Knowledge and application of diverse research methods, methodologies and knowledge mobilization approaches that reflect multiple contexts, knowledges and research paradigms.”

The updated theory course (CYC541) will allow the students to create an understanding of modern ways of knowing in this field. Such an update is essential and the topics in the calendar entry are comprehensive. The integration of the thesis literature review into each course will permit the students to contextualize the theories and the thesis topics. I believe this integration will make the connection easily appreciated by the students.

An EDIA focus appears in most courses. The inclusion of culturally relevant methodology in the two research courses is necessary to keep the connection between thesis and course work and available to the students. These courses also develop the knowledge translation skills that are so necessary these days.

The practicum requirement will provide an interaction between community, families, youth, and children in a real and transparent manner. The range of opportunities provide opportunities for engagement.

The remaining courses enable the students to bring a variety of perspectives to the outcomes supported by this degree. The Global Practices, Theory, Programming, and Land-based Approaches bring completion to the practice emphasis.

In sum, I find the packaging of the revised program will lead to an increased registration for graduate level students. The content is modern and responsive to the directions taken by current scholars. The online courses will enable students to engage with their community while completing the degree which is certainly a benefit to the student and the community.

All the best in creating this new degree. You have the foundation for solid graduate program.

Sincerely,

Original signed by Kim Kienapple

Kim Kienapple, PhD
Dean of Professional and Graduate Studies
Mount Saint Vincent University

From: [IGOV Director](#)
To: [Caroline Green](#)
Subject: RE: Seeking support for CYC revised Master's program
Date: May 28, 2021 12:48:34 PM

Good afternoon Caroline,

I have reviewed and it looks great. We are 100% in support.

Sala Kahle,
Devi

From: Caroline Green <greenc@uvic.ca>
To: IGOV Director <igovdir@uvic.ca>
Subject: Seeking support for CYC revised Master's program

Dear Dr. Mucina,

We would like to respectfully ask if you could provide your support, by replying to this email, for our renewed Master's program, which we are planning on launching in 2022. This is the first substantive change we have made to this program since its inception in 2002 and, with an influx of new research faculty in recent years, we are excited to update and strengthen this program by increasing the linkages between decolonial, critical and justice-oriented theoretical approaches and practice, leadership and research in diverse contexts with increasing opportunities for experiential and land-based learning. We are proposing to shift from on-campus delivery to an online delivery format, with two courses on campus in an intensive summer institute at the end of the first year. We are also proposing a name change from 'Child and Youth Care' to 'Children, Youth, Families and Community Studies'. Our rationale and further details about our proposed changes are outlined in the attached letter and Appendix A. Appendix B (also attached) provides a summary of current and proposed revised or new courses.

Your time in reviewing this information is greatly appreciated, and we look forward to hearing from you, if possible by June 15th.

Warm regards ~

Alison

Alison Gerlach, MSc(OT), PhD
Assistant Professor & Graduate Program Advisor
School of Child & Youth Care
University of Victoria
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June 22, 2021

Acting Director
And
Alison Gerlach, Graduate Advisor
School of Child and Youth Care
University of Victoria

Renewal of MA Program, Children, Youth, Family and Communities

Yowitz!

Thank you for inviting me as a reviewer for your proposed planning of a renewed MA program for School of Child and Youth Care. I have reviewed documents provided to me regarding renewal of your MA program, inclusive of values with a commitment to address well-being for children, youth, families and communities. In your documents you indicate that in order to facilitate change, your school will incorporate or rather, draw on decolonial, critical and justice-oriented theoretical frameworks to inform practice and research in order to address exclusionary practices and/or policies that impact children, their families and their communities. I write in support of these necessary theoretical and philosophical changes for your program with efforts to transform praxis that would enhance the lives and well-being for all children!

In your letter you state, in collaboration with faculty, alumni, students and emeriti, you identify the necessity of a formal MA program change to "Child, Youth, Family and Community Studies" of which reflects intersectionality, diverse approaches/methods of Decolonial, critical and justice-oriented knowledge and theoretical frameworks. In this, you state your program change 'situates children and youth as extricable from their families and communities'! With such changes to your graduate program, I can envision students working with communities who are knowledgeable of diverse practices and an ability to recognize child, family and community diversity.

I want to acknowledge your program change which is also depicted in your program logo by Coast Salish artist, Dylan Thomas entitled "Community Wellness Drum". The essence and meaning of the Logo illustrating 'four human figures that represent families, relationships, culture and communities that forms a protective border when in balance around the centre and symbolizing the security created when communities work in a harmonious manner'. In my review, this Logo epitomizes the essence of caring for children, families and communities by protecting them from invasive or harmful laws, policies and practices. I see in your program objectives that the goals or vision is to teach your students to learn and practice by way of knowing decolonization, critical social justice and I would add, learning and/or unlearning notions of self-reflexivity.

Your MA program change required extensive collaboration and co-development to transform existing courses into new courses which reflect knowledge of decolonial and critical and justice-oriented approaches; respect and commitment to wellbeing, resurgence and self-determination at a global level, ethics of practice, research and relational praxis; advocacy and activism and knowledge of diverse research methods. I also note that in an effort to increase Indigenous and BIPOC students, your program change includes the transition from on-campus learning to distance education, with the requirement of two intensive courses. The change from required on campus to distance education will benefit students for sure and in this model, based on our own experience as school of Social Work, there are more post-secondary opportunities for students who work in their communities, who have children or other situations that prevent them to move to Victoria for full time studies. I do support this change, and also recommend that there are resources available for distance education students so that they do not feel isolated from your program or our university.

As you state in your letter, this recommended transformation includes: stronger linkages between decolonial critical and justice-oriented theoretical approaches and practice; opportunities for experiential and land-based learning and a transformed approach to research! You also indicate strengthen knowledge about diverse histories and the implications for current practices and your goals or objectives are to better understand historical accounts in order to teach justice-oriented program for Children, Youth, Families and Communities.

In closing, I highly recommend the program change identified by School of Child and Youth as this change strengthens knowledge of decolonial and justice-oriented knowledge, theory and praxis. With such a transformation, students who graduate will improve their relational work that is necessary to decolonize and bring justice to families and communities.

Best of Luck in your program change, I will you all the best!

Respectfully,

Original signed by Kundoqk, Jacquie Green

Kundoqk, Jacquie Green
Director/Associate Faculty
Social Work



From: [David](#)
To: [Caroline Green](#)
Subject: RE: Seeking support for UVic's revised CYC Master's program
Date: May 25, 2021 4:59:45 PM

Hello Alison and Donna:

Thanks for requesting my consideration and support for the program name-change as well as the re-orientation of the curriculum to consider decolonized perspectives.

As the leader of a newcomer settlement agency it occurs to me that we approach decolonization from several positions. Many of our clients are indigenous peoples in their countries. They are often leaving societies where their own indigenous communities are under historical attack. Each continent has many indigenous communities that are besieged by the mainstream. There are many countries that have suffered heavily under historical European colonial rule and the hang-over of centuries of cultural and economic oppression lives on in unequal north-south economic relationship and practices of international aid that are designed more to assist the donors corporate interests than communities living in scarcity. We are also part of the continuation of the "settler" history of Canada. This history has never been to the significant advantage of Indigenous peoples of Canada, and in many ways has led to some very unhappy outcomes. Our settlement sector has been criticized for not being proactive in de-colonizing our old practices.

VIRCS welcomes your refreshed approach as we also consider how we should practice in creating fairer local communities and instilling legacies of understanding when people first arrive and learn how to best contribute to Canada.

David Lau, VIRCS Executive Director



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Appendix C - Letters of Support

August 15, 2021

Dr. Alison Gerlach
Graduate Advisor
School of Child and Youth Care
University of Victoria

Dear Dr. Gerlach,

I am delighted to provide unreserved support for your revised Master's program. The proposed changes reflect the knowledge and understanding of the need to address the issues that require our attention and respect. The establishment of new approaches and practices will align and compliment brilliantly the already existing program that reflects the high quality and integrity for which the Masters program is well known.

It is of paramount importance for the new program name to more accurately reflect the scope of the program and it does so perfectly. We know in our own work how important it is to see the individual in a broader context and to employ an holistic approach with clients and their families. It is an integral part of a student's learning to understand the historical, political, social and geographical contexts which have shaped our lives.

As professionals, educators, mentors, supervisors and students and members of a civilized and just society, it behooves us all to identify, address and make changes that reflect our values and do so in a thoughtful and respectful way.

The students in the "Child, Youth, Family and Community Studies" program will be very fortunate indeed to have the opportunity to learn, engage in critical thinking, challenge what should be challenged and make a significant contribution to their profession and to the broader community. The program level outcomes proposed appear to have been meticulously researched and designed and clearly reflect the comprehensive nature of the program, its goals and objectives. The research and consultation process clearly reflects critical thought, professional integrity and ongoing commitment to the students and their learning.

I very much support the proposed modifications to program delivery and ensuring equitable and easier access to learning. On-line learning has its own challenges but access is the key.

Sincerely,

Original signed by Jane Taylor Lee
Jane C. Taylor Lee, MACP, CCC

Executive Director and Clinical Supervisor
Family Services of Greater Victoria