University of Victoria | University Secretary

SENATE
Notice of
Meeting and Agenda

The next open meeting of the Senate of the University of Victoria is scheduled for Friday, March 4, 2022 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. February 4, 2022 **(SEN-MAR 4/22-1)**

Motion: That the minutes of the open session of the meeting of the Senate held on February 4, 2022 be approved and that the approved minutes be circulated in the usual way.

3. BUSINESS ARISING FROM THE MINUTES

a. Academic Important Dates – Consideration of Fall Reading Break **(SEN-MAR 4/22-2)** **INFORMATION**

4. REMARKS FROM THE CHAIR

a. President's Report **INFORMATION**

5. CORRESPONDENCE

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Academic Standards – Yasmine Kandil, Chair

i. Policy on academic integrity for non-credit courses **(SEN-MAR 4/22-3)** **ACTION**

Motion: That Senate approve the attached Policy on Academic Integrity for non-credit courses effective immediately.

ii. Temporary Revision to the Grounds for Academic Concession for the second term of the 2021/2022 Winter Session **ACTION**
(SEN-MAR 4/22-4)

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

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

i. Appointment to the 2021/2022 Senate Committee on Academic Standards **(SEN-MAR 4/22-5)** **ACTION**

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

c. Senate Committee on Awards – Charlotte Schallié, Chair

i. New and Revised Awards **(SEN-MAR 4/22-6)** **ACTION**

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

- Stephens Family Research Awards in Organic & Sustainable Food Systems (Revised)
- Crabtree Indigenous Legal Scholar Award (New)
- Presquito Murdoch Indigenous Law Award (New)
- Langford-Seaborne Award for Indigenous Students in Humanities* (New)
- Langford-Seaborne Award for Indigenous Students in Social Sciences* (New)
- Greg and Tanya Kuhn International Student Award (New)
- Steven P. Starkovich Promise Scholarship for Students in Physics & Astronomy (New)
- Steven P. Starkovich Opportunity Entrance Award for Indigenous Students (New)
- Stephen W. Long Award in Business (New)
- Dr. Mowafa Househ Entrance Scholarship (Revised)
- Iranian Student Undergraduate Memorial Scholarship* (Revised)

- Xa7limut (Ha-lay-mut) Jack Campo Indigenous Law Award (New)
- Enbridge Scholarship in Engineering and Computer Science (New)
- Enbridge Travel Award for Engineering and Computer Science Students (New)
- Alice Lough McLaggan Bursary* (New)
- Jennifer van Dyk Memorial Women's Field Hockey Award* (Revised)
- Beer-Knight Scholarship (New)
- Cindy Kung Memorial Award for Women in Health Information Science (New)
- Iranian Student Graduate Memorial Scholarship* (Revised)
- Audain Travel Award (New)
- British Columbia Environment Industry Association Indigenous Award (New)
- Eunice Lowe Award for Entrepreneurship Studies* (New)
- Jacob Kerr Scholarship (New)
- Raincoast Conservation Award (New)
- H.D. Sauvan Award* (New)
- Joyce Family Foundation Award for Indigenous Students* (Revised)

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

i. Proposal to discontinue the Graduate Diploma in International Child and Youth Care for Development **(SEN-MAR 4/22-7)** **ACTION**

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

ii. Proposal to reinstate the Community Governance Project and Thesis programs in the Indigenous Governance (IGOV) program **(SEN-MAR 4/22-8)** **ACTION**

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

iii. Proposed changes to the Bachelor of Arts in Health and Community Services, and proposal to change the name of the Bachelor of Arts in Health and Community degree to a Bachelor of Arts in Public Health degree **(SEN-MAR 4/22-9)** **ACTION**

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

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

iv. Proposed changes to the Master of Arts, Master of Science, and Doctor of Philosophy programs in Geography **(SEN-MAR 4/22-10)** **ACTION**

Motion: That Senate approve the proposed changes to the Master of Arts in Geography program, as described in the document "MA Geography".

Motion: That Senate approve the proposed changes to the Master of Science in Geography program, as described in the document "MSc Geography".

Motion: That Senate approve the proposed changes to the Doctor of Philosophy in Geography program, as described in the document "PhD Geography".

v. Proposal to change the programs in French to programs in French and Francophone Studies **(SEN-MAR 4/22-11)** **ACTION**

Motion: That Senate approve the proposal to change the programs in French to programs in French and Francophone Studies, as described in the memorandum dated January 21, 2022.

7. PROPOSALS AND REPORTS FROM FACULTIES

a. Peter B. Gustavson School of Business

i. Bylaw changes for Senate approval **(SEN-MAR 4/22-12)** **ACTION**

Motion: That Senate approve the revisions to the Peter B. Gustavson School of Business' Bylaws.

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

9. OTHER BUSINESS

a. 2021 Policy Annual Report **(SEN-MAR 4/22-13)** **INFORMATION**

b. Notice to amend the Senate Rules and Procedures **(SEN-MAR 4/22-14)** **INFORMATION**

c. Renewed UVic Parchment **(SEN-MAR 4/22-15)** **ACTION**

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

d. Academic Important Dates – June 2022 **(SEN-MAR 4/22-16)** **ACTION**

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

10. ADJOURNMENT

University of Victoria

Meeting of Senate
February 4, 2022

MINUTES

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

1. APPROVAL OF THE AGENDA

Kevin Hall advised that the item under his report, University Rankings, was removed from the agenda.

Motion: (S. Klein/B. Smith)
That the agenda be approved as amended.

CARRIED

2. MINUTES

a. January 7, 2022

Motion: (R. St. Clair/H. Hallgrímsdóttir)
That the minutes of the open session of the meeting of the Senate held on January 7, 2022 be approved and that the approved minutes be circulated in the usual way.

CARRIED

3. BUSINESS ARISING FROM THE MINUTES

Dr. Hall noted that an update on the 100% drop deadline information from the Vice-President Academic and Provost's office would be provided further in the meeting.

4. REMARKS FROM THE CHAIR

a. President's Report

Dr. Hall began by thanking Valerie Kuehne, Vice-President Academic and Provost, for her 23 years of leadership. He noted the lasting impact of her hard work as a key leader in building the university. Dr. Hall reminded Senate members that Dr. Kuehne's term was scheduled to end in 2020, but she had stayed on to provide continuity through the pandemic and the first year of his presidency. This willingness to remain during this challenging time shows her unwavering dedication to this campus and its community.

Dr. Hall welcomed Allana Lindgren as the new Dean of the Faculty of Fine Arts.

In terms of the ongoing strategic planning, Dr. Hall thanked Senators for their participation and announced the upcoming town hall on February 10, 2022. In addition, he noted the establishment of a strategic planning advisory committee made up of half internal and half external members who met for the first time in January.

Draft

Dr. Hall noted additional town halls, starting with the recent dialogue with David Lametti, Minister of Justice and Attorney General of Canada, and a number of UVic students.

UVic also hosted a town hall for the Honourable Murray Rankin, Minister of Indigenous Relations and Reconciliation and MLA for Oak Bay – Gordon Head and the Honourable David Eby, Attorney General and Minister Responsible for Housing. Both sessions had engaged conversations on important issues.

Dr. Hall announced that the university had established UVic KWENCH to support venture exploration and early-stage start-ups. He noted that one of KWENCH's first programs would focus on support for women exploring starting ventures. The services available through UVic KWENCH will include mentorship, workspace, access to subject matter expertise, direct connection to UVic and other networks, workshops and seminars.

In terms of Canada Research Chairs, some recent announcements included:

- Jaime Arredondo Sanchez Lira, Canada Research Chair in Substance Use and Health Policy Research
- Christina Hoicka, Canada Research Chair in Urban Planning for Climate Change
- Loren McClenachan, Canada Research Chair in Ocean History and Sustainability
- John Borrows, Canada Research Chair in Indigenous Law

Dr. Hall noted that February marks the start of Black History Month and the important opportunity to explore Black Canadians' historical and current contributions in our communities as well as nationally and internationally. He remarked on the great opportunity here at UVic to recognize the many achievements of Black faculty, staff and students and acknowledge that ongoing work is needed to support racial equity, diversity and inclusion.

Finally, in terms of recent awards, Dr. Hall announced that Afzal Suleman, CRC and Director of the Centre for Aerospace Research, had been elected to the American Institute of Aeronautics and Astronautics as Honorary Fellows and Fellows for his long and highly contributory career in aerospace. Stephanie Willerth, CRC and Acting Director of Biomedical Engineering, had been made a Fellow of the Canadian Society of Senior Engineers.

5. CORRESPONDENCE

There was none.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Academic Standards

i. University of Victoria Grading Report for 2020/2021

Yasmine Kandil introduced the report.

Tony Eder, Executive Director, Academic Planning and Resources, provided an overview of the report. In response to a question, Mr. Eder noted that COM and INC grades are removed from the grade point average and are not contributors to the overall numbers.

Draft

Another Senator asked how students could access this data. Mr. Eder confirmed that the enrolment portal was not open to students due to privacy concerns. However, at President Hall's request, his office is working on a data portal project that will provide more information, but in the same manner as the current portal.

Finally, a Senator asked whether the data showed grade inflation as noted in the media. Mr. Eder stated that grades have climbed but noted that much of this can be attributed to the most recent COVID grading options provided to students during the start of the pandemic.

b. Senate Committee on Awards

i. New and Revised Awards

Charlotte Schallié introduced the proposal. There were no questions.

Motion: (B. Smith/A. Lepp)
That Senate approve, and recommend to the Board of Governors that it also approve, the new and revised awards set out in the attached document:

- Faculty of Fine Arts Student Community Impact Award* (Revised)
- Nash Johnston LLP Scholarship in Evidence (Revised)
- Nash Johnston LLP Scholarship in Torts (Revised)
- Inuit Women Legal Scholar Award (New)
- Environmental Education Impact Award (New)
- George Lee Law Corporation Scholarship (New)
- Mastercard Award in Cyber Security (New)
- Bonnie and Ken Putt Award* (Revised)
- Mohamed & Prabha Ibrahim Undergraduate Scholarship in Chemistry* (Revised)
- Level Up Award presented by Codename Entertainment* (Revised)
- Hilder School of Music Award* (New)
- Chaney Award* (Revised)
- Speakman Award* (New)
- Arthur Whittingham Graduate Travel Scholarship* (New)
- Working for a Better World Award (New)

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CARRIED

c. Senate Committee on Curriculum

i. 2022/2023 Cycle 1 Curriculum Submissions

Adam Con introduced the proposal and thanked a number of people for the work done in putting together the calendar for each cycle.

Draft

In response to a Senator's question, Dr. Con confirmed that these approvals were only for the May 2022 calendar.

Motion: (A. Con/R. St. Clair)
That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the 2022-2023 academic calendar, effective May 1, 2022.

CARRIED

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

CARRIED

d. Senate Committee on Learning and Teaching

i. Proposed revisions to the academic calendars regarding management of personal information and disclosure of student personal information outside of Canada

Alexandra D'Arcy introduced the proposal. There were no questions.

Motion: (A. D'Arcy/H. Hallgrímsdóttir)
That Senate approve the revisions to the academic calendars as described in the memo "Revisions to the calendar regarding management of personal information and disclosure of student personal information outside of Canada", dated December 16, 2021.

CARRIED

ii. Proposed addition of Course Delivery Mode Definitions to the Academic Calendars

Dr. D'Arcy introduced the proposal. Elizabeth Adjin-Tettey, Acting Vice-President Academic Planning, outlined the framework for the calendar.

A Senator asked for clarification regarding the notation for instructors to provide such information to students in their syllabi before or at the start of the term. Dr. Adjin-Tettey confirmed that while it would be ideal to have this information for students before the beginning of the term, the language is meant to align with the expectation that syllabi are presented to students at the start of the term.

Motion: (A. D'Arcy/A. Lindgren)
That Senate approve the addition of Course Delivery Mode Definitions in the academic calendars as described in the memo "Course Delivery Modes Framework", dated December 21, 2021.

CARRIED

Draft

e. Senate Committee on Planning

i. Proposal to extend the Approved Centre Status for the Pacific Institute for Climate Solutions

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

Motion: (A. Con/M. Buller)
That Senate approve the proposal to extend the Approved Centre Status for the Pacific Institute for Climate Solutions for a 12-month period from March 31, 2023 to March 31, 2024, as described in the memorandum dated December 8, 2021.

CARRIED

ii. Proposal to change the name of the Department of French

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

Motion: (A. Lepp/M. Garcia-Barrera)
That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to change the name of the Department of French, as described in the document "Name Change for the Department of French to the Department of French and Francophone Studies".

CARRIED

iii. Proposal to discontinue the International Child and Youth Care Program Professional Specialization Certificate

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

Motion: (H. Hallgrímsdóttir/J. Clarke)
That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the International Child and Youth Care Program Professional Specialization Certificate, as described in the document "International Child and Youth Care program (Professional Specialization Certificate Program)".

CARRIED

7. PROPOSALS AND REPORTS FROM FACULTIES

There was none.

Draft

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

a. Renewal of Term Raincoast Chair in Applied Conservation Science

Susan Lewis, Acting Vice-President Academic and Provost, introduced the proposal. There were no questions.

> Motion: (S. Lewis/S. Hundza)
> That Senate approve, and recommend to the Board of Governors that it also approve, the renewal of the Raincoast Chair in Applied Conservation Science in the Department of Geography, Faculty of Social Sciences for a second five-year term commencing June 30, 2022.

CARRIED

b. Enrolment projections for 2022/23

Dr. Lewis introduced the proposal. Mr. Eder outlined the report's projections, and the targets set both by the government and the university internally. In response to a Senator's question, Mr. Eder explained the inclusion of international graduate students within the target metrics.

> Motion: (S. Lewis/R. St. Clair)
> That Senate approve, and recommend to the Board of Governors that it also approve, a recommended enrolment level of 18,548 FTE for the 2022/23 academic year, subject to revisions in the event of new information regarding mandated growth, funding levels, and/or application rates.

CARRIED

c. Policy Renewal Academic Accommodation and Access for Students with Disabilities (AC 1205) – for feedback

Dr. Lewis introduced the proposal for Senate's feedback. She noted that the working group is consulting with many areas on campus with many issues still under consideration.

The following issues and concerns were brought forward by Senators:

- the removal of the definition of a social model of disability
- the exclusion of non-credit learners
- the negative notion of undue hardship
- implementation challenges
- uneven procedures for resolving disagreements
- support for lab instructors and teaching assistants
- inability to access services for those with less means to obtain required documentation
- communication with students and faculty
- requirement to consult with those knowledgeable with disabilities
- support for instructors in making accommodations
- need to support students in the transition from K-12 system and post-secondary system

Notes were also provided to the working groups by a student member of the Society for Students with a Disability (SSD).

Draft

d. Update on the Recommendation to change the drop deadline for the second term of the 2021/2022 Winter Session

Dr. Lewis provided Senate with an update to the recommendation approved at the last meeting. There were no questions.

9. OTHER BUSINESS

a. Submission from Samuel Holland, Senator

Samuel Holland introduced the proposal.

Senators asked if there had been any consideration of the effect on recipients of scholarships and bursaries, or other domino effects. Mr. Holland noted that this proposal was only meant to be enacted in an extreme circumstance but agreed to table the motion to the Senate Committee on Academic Standards for more consideration of issues.

> Motion: (S. Holland/B. Smith)
> That the Senate approve the following:
> In the case of UVic changing classroom or exam formats during the 2022 Spring term after February 28th 2022, the date as noted in the Academic Important Dates as "Last day for withdrawing from full year and second term courses without penalty of failure" shall be changed to a Monday at least seven (7) days after the format change.

TABLED

b. Academic Important Dates

Ada Saab introduced the proposal, noting that the matter of the minimum number of days of the term in addition to the possible addition of the National Day for Truth and Reconciliation was will still under discussion with the Senate Committee on Agenda and Governance.

A Senate member asked if there was consideration to extend the Fall Reading Break for an entire week. Ms. Saab noted the extensive investigation on the extension of the Fall Reading Break in recent years. She said that this would be provided for Senators to understand the complexities of the matter.

Another Senator asked if the extra convocation days were included in the listing of dates. Ms. Saab noted that they would be incorporated at a future Senate meeting once these dates are established.

> Motion: (M. Laidlaw/S. Hundza)
> That Senate approve the Academic Important Dates for the period May 2023 through December 2023 for submission to the May 2022 undergraduate and graduate academic calendar publications.

CARRIED

There being no other business the meeting was adjourned at 4:57 p.m.

Draft

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

MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

Effective January 1, 2022

EX OFFICIO MEMBERS - University Act: Section 35 (2) (a-f)
Chancellor: Marion Buller
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: 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
Dean of Law: Susan Breau
Dean of Science: Peter Loock
Dean of Social Sciences: Lois Harder
University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES
- Section 35 (2) (g)

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

MEMBERS ELECTED BY THE FACULTY MEMBERS
- Sections 35 (2) (g)

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

MEMBERS ELECTED BY THE FACULTY MEMBERS *(continued)*

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

MEMBERS ELECTED FROM THE STUDENT SOCIETIES – 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-Tettey
Registrar: Nicole Greengoe
Associate University Secretary: Ada Saab

University of Victoria | University Secretary

MEMO

Date: February 16, 2022

To: Senate

From: Ada Saab, Associate University Secretary

Re: **Academic Important Dates – Consideration of Fall Reading Break**

At the February 4, 2022 meeting of Senate, during a discussion on the Academic Important Dates for the upcoming academic year, Senators inquired about the ability to adjust the Fall Reading Break to a full week rather than the current 3-day period.

During this discussion, it was agreed that an understanding of previous considerations of the issue would be useful for Senators. As such, please see the attached February 15, 2017 memo on the Proposal to Extend Fall Reading Break presented by the Senate Committee on Agenda and Governance to Senate at its March 3, 2017 meeting.

/attachment

University of Victoria | Senate Committee on Agenda and Governance

MEMO

Date: February 15, 2017

To: Senate

From: Senate Committee on Agenda and Governance

Re: **Proposal to Extend Fall Reading Break**

Summary

Since October 2015, the Senate Committee on Agenda and Governance has been considering a proposal to extend Fall reading break. Working through a sub-committee, the committee began by examining whether it was possible to extend Fall reading break within current academic and operational parameters. A report was delivered to Senate in October 2016 that it was not possible to make a recommendation within these parameters. The committee then began to explore alternative options, in particular scheduling examinations on Sundays, that would provide the necessary flexibility to continue consideration of the proposal. Between November 2016 and January 2017, the committee undertook a number of targeted consultations. Although continued support for extending Fall reading break was expressed, there was no clear support for scheduling examinations on Sunday, and a number of concerns were expressed regarding this option. As such, the committee has now determined that it is not possible to present a recommendation to extend Fall reading break at this time. The committee recommends maintaining the Fall reading break at a length of three days in conjunction with Remembrance Day.

Background

At the October 23, 2015 meeting of the Senate Committee on Agenda and Governance, the committee reviewed a request from the UVSS and GSS proposing the extension of Fall reading break (attached). Since that time, the committee has been working through a sub-committee to examine the issue.

The committee began its review of the issue by examining policies, principles and practices at UVic, as well as detailed information from universities across Canada. Preliminary consultations with administrative units were conducted, followed by a more fulsome consultation that included UVSS, GSS, Ombudsperson, Deans, Counselling Services, student members of Senate, Associate Vice-President Faculty Relations, Associate Vice-President Human Resources, Division of Student Affairs, and the Resource Centre for Students with a Disability. It was determined during the research and preliminary consultation phase that, because of the orientation program and other operational requirements, classes could not begin earlier in September. Furthermore, the length of the term cannot be shortened due to academic policy requirements. It was also determined (assuming the current exam scheduling principles were utilized) that the length of the exam period could not be shortened without compromising the university's ability to schedule exams in a way that is fair for students and takes into account special requests and requirements. The consultation request circulated during this phase presented specific options (with examples) for term start and end dates, number of days between examinations, and dates for the exam period. The feedback received during the consultation process was robust and varied. Although

support was expressed for the idea of extending Fall reading break, a number of concerns with the university's ability to do so within its scheduling constraints were raised. Specific concerns about a shortened December break were raised, and the impacts on both students and instructors were noted.

In Spring 2016, the committee determined that it was not possible to make a recommendation to extend Fall reading break within current academic and operational parameters. The option proposed to those consulted was not acceptable given the late end date for the December exam period. It was not possible to address this concern within the constraints of the university's current academic regulations and scheduling principles. The committee identified that it might be possible to propose an alternative option if the university were to hold exams on Sundays. It was noted that consideration of whether it would be possible or desirable to do so required thoughtful investigation and consultation. A report outlining the committee's work and its determination that a recommendation could not be finalized within current parameters was presented at the October 2016 Senate meeting.

Over the course of Summer 2016, the Senate Committee on Agenda and Governance undertook a preliminary investigation into the operational possibility of holding examinations on Sundays. It determined that scheduling examinations on Sundays could result in shortening of the examination period, which might make it possible to extend Fall reading break without impacting the current end date for the examination period.

In November 2016 Senate received a further update on the committee's consideration of a proposal to extend Fall reading break. At that time, Senate was asked whether the committee should engage in consultations on the issue of Sunday examinations in order to allow for continued review of the proposal. Senate members agreed that consultations regarding Sunday examinations should be undertaken. Between November 2016 and January 2017, the committee undertook these consultations with a number of groups and individuals, including UVSS, GSS, Deans, Chairs/Directors, Office of the Registrar, Student Affairs, Faculty Association, Ombudsperson and Senate.

Feedback was received from a wide range of groups and individuals expressing a variety of opinions. A review of the feedback indicated there was no overwhelming support for Sunday examinations and many of those who expressed support for Sunday examinations in principle cited academic and operational concerns. In addition, many respondents (including the UVSS and GSS) expressed support for an extended Fall reading break, but not if Sunday examinations are required to achieve this outcome. Other respondents felt students would accept Sunday examinations if this permitted extension of reading break. Comments included:

- The university already uses part of the weekend for examinations; no concerns with adding Sunday.
- If exams are scheduled on Sundays, this should be done with the goal of achieving a significant benefit (e.g. extended reading break). Sunday examinations should not be considered as an independent initiative and should be used only as required.
- Religious accommodations may be required for students. Religious accommodations are already requested on other days.
- Special requests and requests for religious accommodation from faculty members may increase.
- Sundays provide a consistent opportunity for students to rest, study or work.
- Scheduling exams on Sunday could result in a challenging exam schedule for

students. For example, students could have an increased number of exams on consecutive days because of the removal of a day off during the exam period.
- The positive mental health benefits associated with an extended Reading Break could be outweighed by the negative impact of changes to the exam period.
- Scheduling examinations on Sunday will condense the marking commitments for instructors and graduate students.
- There are labour relations considerations for faculty and staff (including graduate students) – overtime, rest and family time, financial implications.
- There are operational costs associated with Sunday examinations (e.g. food services, janitorial, facilities, RCSD).
- There will be an impact on RCSD. The demands on RCSD are already high.
- A detailed review of BC Transit services is required to ensure students can arrive and depart from Sunday examinations.

During the course of consultations regarding Sunday examinations, the region experienced extreme weather during the December examination period. University closure was considered, which would have resulted in cancellation of exams on one or more days. The committee was involved in discussions regarding potential closure as use of the Senate emergency protocol was contemplated. The committee agreed that sufficient flexibility should exist within the examination period for this purpose and that the university should develop formal policy or procedure to address university-wide cancellation of exams. Scheduling exams on Sundays would remove all flexibility from the current examination period, requiring any rescheduling of exams due to weather or other emergencies to occur after the end of the examination period.

Recommendation

Given that a number of concerns and considerations were raised regarding Sunday examinations and there was no strong support expressed in this regard, the committee does not recommend that the university pursue scheduling Sunday examinations at this time. As such, the committee has now determined that it is not possible to present a recommendation to extend Fall reading break. The committee recommends maintaining the Fall reading break at a length of three days in conjunction with Remembrance Day.

Respectfully submitted,
2016/17 Senate Committee on Agenda and Governance
Jamie Cassels, Chair
David Capson, Dean, Faculty of Graduate Studies
Lauren Charlton, Convocation Senator
John Durno, Library
Julia Eastman, University Secretary
Mark Gillen, Law
Robin Hicks, Science
LillAnne Jackson, Engineering
Valerie Kuehne, Vice-President Academic and Provost
Andrew Lemieux, Student Senator
Annalee Lepp, Humanities
Carrie Andersen (Secretary)

/Attachment

August 17, 2015

Attention: Senate Committee on Agenda and Governance
Re: Five Day Reading Break During Fall Semester

On behalf of the University of Victoria Students' Society and the Graduate Student Society, I would like to bring to your attention a matter of great concern to students. During the Fall Semester Reading Break at UVic, students are not given a sufficient amount of time to travel home or to get an adequate mental health break. As you know, students face a difficult transition period during their first year of university. Increasing the number of days during Reading Break would be an effective way for UVic to increase retention rates and to improve the mental health and well-being of students. Therefore, we would like to request that the Senate establish a committee to investigate establishing a five day reading break during the Fall Semester.

As a destination university with more than 70 percent of its students coming from outside of Greater Victoria, a week long reading break would provide students the opportunity to travel home and recuperate during the Fall Semester. And, for students that choose to stay in Victoria, this would allow them to recuperate and give them time to engage in campus and community activities. The creation of a week long break will create a healthier atmosphere at UVic that promotes student success. There is strong evidence to suggest that this is the case, given that five day reading breaks during the Fall Semester have been successfully established at many schools in Ontario, Manitoba, and Alberta.

We understand the logistical difficulties involved in this decision and want to be proactive and constructive as we engage you on this important issue. As such, we formally request that you strike a committee that includes student senators and representatives from UVic counselling services, the UVSS, and the GSS .

We have discussed this opportunity with the AVP Student Affairs Jim Dunsdon and he is supportive of working with us to investigate this opportunity.

We look forward to collaborating with you on this important issue.

Regards,
Bronte Renwick-Shields, UVSS Chairperson
Katrina Flanders, GSS Chairperson

University of Victoria | Senate Committee on Academic Standards

MEMO

Date: February 16, 2022

To: Senate

From: Senate Committee on Academic Standards

Re: **Policy on academic integrity for non-credit courses**

At the February 11, 2022, meeting, the Senate Committee on Academic Standards reviewed the attached proposal for a formal policy on academic integrity for non-credit courses. At this same meeting, the committee approved the proposal.

Recommended Motion:

That Senate approve the attached Policy on Academic Integrity for non-credit courses effective immediately.

/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
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

PREPARED FOR:	Senate
TOPIC:	Policy on academic integrity for non-credit courses
DATE:	February 15, 2022

The University of Victoria has a Policy on Academic Integrity for credit courses but there is no formal parallel policy for non-credit students. While the Division of Continuing Studies (DCS) follows the guidance outlined in the university policy, it is written for credit students; there are aspects that are not relevant and the language is confusing for non-credit adult learners. Further, the processes for appeals and records management does not reflect Continuing Studies administrative structures.

The proposed policy does not change the principles of academic integrity, definitions of what constitutes plagiarism or penalties. It outlines a parallel process for levels of authority and records management, and removes information that is not applicable (e.g. grad studies comments about thesis). Brad Weldon, our Chief Privacy Officer and Legal Council has reviewed the policy from a privacy perspective and did not identify any concerns (see attached email). The procedures assume that the university does not want additional workload to burden existing university committees, and the President. In some other post-secondary institutions, the final appeal for non-credit courses offered through continuing studies lies with the Dean of Continuing Studies.

We are aware that the existing Policy on Academic Integrity is currently under review and therefore this policy will need to be updated in parallel. We are submitting this document now in the absence of an existing policy to deal with an increasing volume of inquiries from learners and instructors in our online professional programs, which have increased during COVID.

Thank you in advance for your attention and consideration.

Best regards,

Jo-Anne Clarke
Dean, Division of Continuing Studies

Jo-Anne Clarke

To: Bradley Weldon
Subject: RE: Academic integrity for non-credit learners - consultation

From: Bradley Weldon
Sent: February 7, 2022 4:01 PM
To: Jo-Anne Clarke - Dean, DCS
Subject: RE: Academic integrity for non-credit learners - consultation

Hi Jo-Anne,

Thank you for sending this for my review. I have reviewed the memo and draft policy and do not have any privacy concerns.

Sincerely,

Brad

Bradley Weldon
Chief Privacy Officer and Legal Counsel
Office of the General Counsel
University of Victoria
T 250-472-5080
E bweldon@uvic.ca
www.uvic.ca/vpfo/departments/privacy

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

From: Jo-Anne Clarke - Dean, DCS <uvcsdean@uvic.ca>
Sent: January 31, 2022 2:24 PM
To: Bradley Weldon <bweldon@uvic.ca>
Subject: Academic integrity for non-credit learners - consultation

Hi Brad

Division of Continuing Studies is working on an academic integrity policy for non-credit learners. I am aware that a review of the current UVic academic integrity policy for credit studies is underway but it may take some time. There is some urgency to get something in place for Continuing Studies non-credit learners now and we will revise it along with the credit policy. We've experienced quite significant growth in our professional programs, particularly in business, which is great. The challenge is that we have had a higher incidence of academic integrity violations than normal, especially in online courses.

Attached is a draft of a parallel policy with track change so you can see the differences. I have also drafted a memo for SCAS that highlights what has changed. I am hoping to take this to SCAS for discussion in February and Ada has recommended that I check with you first, particularly in regards to the Records Management piece which resides in our own OASIS system.

I would appreciate your thoughts and feedback on this draft. If you have any questions, don't hesitate to let me know.

Cheers
Jo-Anne

Jo-Anne Clarke, PhD, MA, MCE
Dean

Office of the Dean
Division of Continuing Studies, University of Victoria
Tel 250-721-8456
Email uvcsdean@uvic.ca
Web continuingstudies.uvic.ca

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

Division of Continuing Studies Policy on Academic Integrity for Non-Credit Courses

Please note: This policy is for non-credit courses only. Students enrolled in a *credit course* need to follow the Policy on Academic Integrity for undergraduate and graduate programs, which is slightly different.

Principles of academic integrity

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that ~~students~~learners, instructors, teachers, ~~faculty members~~ and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service. Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community. This policy is designed to ensure that the university's standards are upheld in a fair and transparent fashion.

~~Students~~Learners are responsible for the entire content and form of their work. Nothing in this policy is intended to prohibit ~~students~~learners from developing their academic skills through the exchange of ideas and the utilization of resources available at the university to support learning ~~(e.g., The Centre for Academic Communication~~). ~~Students~~Learners who are in doubt as to what constitutes a violation of academic integrity in a particular instance should consult their course instructor.

Definitions

In this policy:

- "work" is defined as including the following: written material, laboratory work, computer work, computer code, assignments, research materials, research results, musical or art works, oral reports, audiovisual or recorded presentations, lesson plans, and material in any medium submitted to an instructor for grading purposes.
- "learner" refers to a student enrolled in non-credit courses offered through the Division of Continuing Studies.
- "Dean" is defined as the Dean of the Division of Continuing Studies. ~~a student's faculty and, in the case of graduate students, is defined as the Dean of Graduate Studies.~~
- "Program Director" is defined as the director of an academic program unit within the Division of Continuing Studies, e.g. Program Director of Language, Arts + Culture.
- "Program Coordinator" is defined as the coordinator of an academic program within the Division of Continuing Studies, e.g. Program Coordinator of Business and Management Programs.
- "Student Services" is defined as Student Services in the Division of Continuing Studies and does not refer to the Office of the Registrar for UVic.

- ~~"Chair" is defined as including the Chair or Director of a unit or, in the case of non-departmentalized faculties, the Dean.~~
- "instructor" is defined to include ~~instructors~~ teachers within the English Language Centre and instructors who teach in non-credit professional and community programs.~~and graduate supervisors~~.

Academic integrity violations

Academic integrity violations covered by this policy can take a number of forms, including the following:

Plagiarism

A ~~student~~ learner commits plagiarism when ~~he or she~~they:

- submit~~s~~ the work of another person in whole or in part as original work
- gives inadequate attribution to an author or creator whose work is incorporated into the learner's work, including failing to indicate clearly (through accepted practices within the discipline, such as footnotes, internal references and the crediting of all verbatim passages through indentations of longer passages or the use of quotation marks) the inclusion of another individual's work
- paraphrases material from a source without sufficient acknowledgment as described above

The university reserves the right to use plagiarism detection software programs to detect plagiarism in essays, term papers and other work.

Unauthorized use of an editor

An editor is an individual or service, other than the instructor or supervisory committee, who manipulates, revises, corrects or alters a learner~~student~~'s written or non-written work.

The use of an editor, whether paid or unpaid, is prohibited unless the instructor grants explicit written authorization. The instructor should specify the extent of editing that is being authorized.

Review by fellow ~~students~~learners and tutoring that do not include editing are normally permitted. In addition to consulting with their instructors, ~~students~~learners are encouraged to seek review of and feedback on their work that prompts them to evaluate the work and make changes themselves.

Multiple submission

Multiple submission is the resubmission of work by a ~~student~~ learner that has been used in identical or similar form to fulfill any academic requirement at UVic or another institution. ~~Students~~Learners who do so without prior permission from their instructor are subject to penalty.

Falsifying materials subject to academic evaluation

Falsifying materials subject to academic evaluation includes, but is not limited to:

- fraudulently manipulating laboratory processes, electronic data or research data in order to achieve desired results
- using work prepared in whole or in part by someone else (e.g., commercially prepared essays) and submitting it as one's own
- citing a source from which material was not obtained
- using a quoted reference from a non-original source while implying reference to the original source
- submitting false records, information or data, in writing or orally

Cheating on work, tests and examinations

Cheating includes, but is not limited to:

- copying the answers or other work of another person
- sharing information or answers when doing take-home assignments, tests or examinations except where the instructor has authorized collaborative work
- having in an examination or test any materials or equipment other than those authorized by the examiners
- accessing unauthorized information when doing take-home assignments, tests or examinations
- impersonating a student on an examination or test, or being assigned the results of such impersonation
- accessing or attempting to access examinations or tests before it is permitted to do so

~~Students~~Learners found communicating with one another in any way or having unauthorized books, papers, notes or electronic devices in their possession during a test or examination will be considered to be in violation of this policy.

Aiding others to cheat

It is a violation to help others or attempt to help others to engage in any of the conduct described above.

Procedures for dealing with violations of academic integrity

Procedures for determining the nature of alleged violations involve primarily the course instructor and the Program Coordinator~~Chair~~. Procedures for determining an appropriate penalty may also involve Program Directors, and the Dean~~s, the Vice-President Academic and Provost and, in the most serious cases, the President.~~.

Allegations

Alleged violations must be documented by the instructor, who must inform the ~~Chair~~Program Coordinator. The ~~Chair~~ Program Coordinator shall then inform the student in writing of the nature of the allegation and give the student a reasonable opportunity to respond to the allegation. Normally, this shall involve a meeting between the instructor, the ~~Chair~~Program Coordinator, the ~~student~~ learner and, if the ~~student~~ learner requests in advance, another party chosen by the ~~student~~ learner to act as the ~~student's~~ learner's adviser. If the ~~student~~ learner refuses to provide a response to the allegation or to participate in the process, the ~~Chair~~ Program Coordinator may proceed to make a determination.

Determining the nature of the violation

The ~~Chair~~ Program Coordinator shall make a determination as to whether compelling information exists to support the allegation.

Determining appropriate penalties

If there is compelling information to support the allegation, the ~~Chair~~ Program Coordinator shall contact ~~the Office of the Registrar~~ Student Services ~~-~~to determine if the ~~student's~~ learner's record contains any other confirmed academic integrity violations from non-credit studies with the Division of Continuing Studies~~.~~

If there is no record of prior violations, the ~~Chair~~ Program Coordinator shall make a determination with respect to the appropriate penalty, in accordance with this policy.

Referral to the ~~Dean~~Program Director

Where there have been one or more prior violations and the ~~Chair~~ Program Coordinator has determined that compelling information exists to support the allegation, the Program Coordinator~~Chair~~ shall forward the case to the ~~Dean~~ Program Director~~(or the Dean's designate. In the Faculties of Humanities, Science and Social Sciences, the designate may be the Associate Dean Academic Advising)~~. In situations where the ~~student~~ learner is registered in more than one ~~faculty~~academic program, the case will be forwarded to the ~~Dean~~ Program Director responsible for the course. The ~~Chair~~ Program Coordinator may submit a recommendation to the ~~Dean~~ Program Director with respect to a proposed penalty.

Letters of reprimand

Any penalty will be accompanied by a letter of reprimand which will be written by the authority (Program Coordinator, Program Director, Dean~~Chair, Dean, President~~) responsible for imposing the penalty. The letter of reprimand will be sent to the ~~student~~ learner and a copy shall be included in the record maintained by Student Services.

~~the Office of the Registrar~~.

Rights of appeal

~~Students~~Learners must be given the right to be heard at each stage, and have the right to appeal decisions in accordance with university policy, procedures and regulations. A ~~student~~ learner may:

- appeal a decision made by the ~~Chair~~ Program Coordinator to the Program Director ~~Dean~~ of the ~~faculty~~ academic program area in which the student is registered within 21 business days of the date of the ~~Chair's~~ Program Coordinator's decision.
- ~~appeal a decision made by the President~~ Program Director to the Dean within 21 business days of the date of the Program Director's decision. ~~under the provisions of section 61 of the University Act to the Senate Committee on Appeals in accordance with the Senate Committee on Appeals' Terms of Reference and Procedural Guidelines.~~
- appeal a decision made by the Dean under the provisions of section 61 of the University Act to the Senate Committee on Appeals in accordance with the Senate Committee on Appeals' Terms of Reference and Procedural Guidelines.
- Program Directors and the Dean~~Deans~~ who receive an appeal of the decision of a ~~Chair~~ Program Coordinator should attempt to make a finding with respect to the appeal within 21 business days. In the case of a successful appeal, any penalty will be rescinded.
- ~~under the provisions of section 61 of the University Act to the Senate Committee on Appeals in accordance with the Senate Committee on Appeals' Terms of Reference and Procedural Guidelines.~~
-

Penalties

Penalties for first academic integrity violation

In situations where a determination is made that a ~~student~~ learner has committed a first academic integrity violation, the following penalties will normally be imposed. ~~The penalties for violations relating to graduate dissertations, theses or final projects are different than those for other violations.~~

Plagiarism

Single or multiple instances of inadequate attribution of sources should result in a failing grade for the work. A largely or fully plagiarized piece of work should result in a grade of F for the course.

Unauthorized use of an editor

Unauthorized use of an editor should result in a failing grade for the work.

In situations where unauthorized use of an editor to extensively edit work results in a ~~student~~ learner submitting work that could be considered that of another person, penalties for plagiarism may apply.

Multiple submission without prior permission

If a substantial part of a piece of work submitted for one course is essentially the same as part or all of a piece of work submitted for another course, this should result in a failing grade for the assignment in one of the courses. If the same piece of work is submitted for two courses, this should result in a grade of F for one of the courses. The penalty normally will be imposed in the second (i.e., later) course in which the work was submitted.

Falsifying materials

If a substantial part of a piece of work is based on false materials, this should result in a failing grade for the work. If an entire piece of work is based on false materials (e.g., submitting a commercially prepared essay as one's own work), this should result in a grade of F for the course.

Cheating on exams

Any instance of impersonation of a ~~student~~ learner during an exam should result in a grade of F for the course for the ~~student~~ learner being impersonated, and disciplinary probation for the impersonator (if he/~~ or~~ she/they is a student). Isolated instances of copying the work of another ~~student~~ learner during an exam should result in a grade of zero for the exam. Systematic copying of the work of another ~~student~~ learner (or any other person with access to the exam questions) should result in a grade of F for the course. Any instance of bringing unauthorized equipment or material into an exam should result in a grade of zero for the exam. Sharing information or answers for take-home assignments and tests when this is clearly prohibited in written instructions should result in a grade of zero for the assignment when such sharing covers a minor part of the work, and a grade of F for the course when such sharing covers a substantial part of the work.

Collaborative work

In cases in which an instructor has provided clear written instructions prohibiting certain kinds of collaboration on group projects (e.g., ~~students~~learners may share research but must write up the results individually), instances of prohibited collaboration on a substantial part of the work should result in a failing grade for the work, while instances of prohibited collaboration on the bulk of the work should result in a grade of F for the course.

In situations where collaborative work is allowed, only the ~~student~~ learner(s) ~~or students~~ who commit the violation are subject to penalty.

~~**Violations relating to graduate dissertations, theses or final projects**~~

~~Instances of substantial plagiarism, falsification of materials or unauthorized use of an editor that affect a minor part of the student's dissertation, thesis or final project should result in a student being placed on disciplinary probation with a notation on the student's transcript that is removed upon graduation, and being required to rewrite the affected section of the dissertation, thesis or final project. While the determination of the nature of the offence will be made by the Chair, this penalty can only be imposed by the Dean.~~

~~Instances of plagiarism, falsification of materials or unauthorized use of an editor that affect a major part of the student's dissertation, thesis or final project should result in the student being placed on disciplinary probation with a notation on the student's transcript that is removed upon graduation, and rejection of the dissertation, thesis or final project, and the student being required to rewrite the work in its entirety. While the determination of the nature of the offence will be made by the Chair, this penalty can only be imposed by the Dean.~~

~~The penalties for violations relating to graduate dissertations, theses or final projects may apply where a violation occurs in submitted drafts, as well as in the final version of a dissertation, thesis or final project.~~

Particularly unusual or serious violations

In the case of a first-time violation that is particularly unusual or serious (e.g. falsification of research results), the ~~Chair~~ Program Coordinator may refer the case to the Dean, with a recommendation for a penalty more severe than those normally imposed for a first violation.

Penalties for second or subsequent academic integrity violation

Repeat violations

Any instance of any of the violations described above committed by a ~~student~~ learner who has already committed one violation, especially if either of the violations merited a grade of F for the course, should result in the ~~student~~ learner being placed on disciplinary probation. Disciplinary probation will be recorded on the learner~~student~~'s transcript. The decision to place

a ~~student~~ learner on disciplinary probation with a notation on the ~~student's~~ learner's transcript that is removed upon graduation can only be made by the Dean.

In situations where a ~~student~~ learner commits two or more major academic integrity violations, the ~~student~~ learner may be placed on disciplinary probation with a permanent notation on the ~~student's~~ learner's transcript. The decision to place a ~~student~~ learner on disciplinary probation with a permanent notation can only be made by the ~~Vice-President Academic and Provost~~Dean (or delegate), upon recommendation of the ~~Dean~~Program Director. In making this decision, the ~~Vice-President Academic and Provost~~Dean will consider factors such as the nature of the major violations, and whether there has been an interval between violations such that learning could have taken place.

If a ~~student~~ learner on disciplinary probation commits another violation, this should result in the ~~student's~~ learner's permanent suspension. This decision can only be taken by the ~~President~~Dean, on the recommendation of the ~~Dean~~Program Director.

~~In situations where a graduate student who has been placed on disciplinary probation after a first offence commits a second offence, the student should be subject to permanent suspension. This decision can only be taken by the President, on the recommendation of the Dean.~~

Non course-based penalties

If a ~~student~~ learner has withdrawn from a course or the university, or is not registered in a course associated with a violation, this policy must still be followed. If a determination is made that compelling information exists to support the allegation against a ~~student~~learner, a letter of reprimand and, if appropriate, a more serious penalty in this policy should be imposed, although no course-based penalty may be imposed.

Records management

Violations of academic integrity are most serious when repeated. Records of violations of this policy are kept to ensure that ~~students~~ learners who have committed more than one violation can be identified and appropriately sanctioned. Access to these records is restricted to protect ~~students'~~ learners' right to privacy.

Records

Records relating to academic integrity violations will be stored in the Division of Continuing Studies student registration system, OASIS, at a security level accessible only by designated staff from Student Services~~Office of the Registrar~~. ~~Chairs~~Program Coordinators, Program Directors, and the Dean ~~, Directors and Deans~~ (whichever is responsible for imposing the penalty) will report academic integrity violations and will forward all documentation relating to a violation to Student Services ~~the Office of the Registrar~~ once the decision regarding a violation

has been made. Records will only be kept in cases where it is determined that compelling information exists to support an allegation. In the case of a successful appeal, the record maintained by Student Services ~~the Office of the Registrar~~ will be removed.

Access to records

Only the Dean~~s~~, and designated member(s) of Student Services ~~the Registrar and the Directors of Undergraduate and Graduate Records~~ will have access to student records regarding academic integrity violations, and normally only to check for repeat violations. Access to records will not normally be granted to instructors, Program Coordinators, ~~Chairs,~~ or other staff. Program Coordinators may contact Student Services ~~Chairs may contact the Office of the Registrar~~ to determine if the ~~student's~~ learner's record contains any confirmed academic integrity violations.

i. In some special circumstances, there may be reasons why Dean or staff members ~~Deans or faculty members~~ need to have access to this information (e.g., character attestation for purposes of professional accreditation). If a ~~faculty~~ staff member intends to request access to ~~students~~learners' records for any such purpose, that purpose must be disclosed by the ~~faculty~~ staff member to ~~students~~learners.
ii. Deans, Program Directors and Program Coordinators ~~Deans and Chairs~~ may request aggregate information from Student Services ~~the Office of the Registrar~~ on numbers of violations for purposes of analysis, but in this case the information is to be provided without revealing personal information.

Records retention

The following retention periods apply to records relating to academic integrity violations:

i. First violations - 5 years after the final decision regarding the violation has been made.
ii. Second or subsequent violations where no permanent notation has been made on a ~~student's~~ learner's transcript - 5 years after the final decision regarding the violation has been made.
iii. Second or subsequent violations where a permanent notation has been made on a ~~student's~~ learner's transcript - permanent retention.

Notations on a ~~student's~~ learner's transcript will be removed upon graduation or maintained permanently, in accordance with the penalty imposed under this policy.

A ~~student~~ learner who has had a permanent notation imposed on ~~his or her~~their transcript may make an application to the ~~Vice-President Academic and Provost~~Dean to have the notation removed. This application may be made 10 years after the final decision regarding the violation has been made and must include compelling evidence to explain why the notation should be removed.

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University of Victoria | Senate Committee on Academic Standards

MEMO

Date: February 22, 2022

To: Senate

From: Senate Committee on Academic Standards

Re: **Temporary Revision to the Grounds for Academic Concession for the second term of the 2021/2022 Winter Session**

As Senators are aware, a motion was brought to the February 4, 2022, meeting of Senate, which proposed a flexible final drop deadline without penalty of failure (Appendix A). This motion was presented in anticipation of possible classroom or exam format changes after the Course Drop date of February 28 during the second term of the 2021/2022 Winter Session. The motion was tabled and forwarded to the Senate Committee on Academic Standards (SCAS) for consideration.

SCAS met on February 11 and 22, 2022 to discuss the motion. The committee considered the various options for both undergraduate and graduate students. In particular, sensitivity was paid to the rapid transition from in-person to fully online formats for the first (fall 2021) term's final exam period and beginning two weeks of the second (spring 2022) term, and the possible repercussions that this has had on some students' academic standing.

As a result of these discussions, and as outlined below, SCAS recommends a temporary revision to the undergraduate and graduate Academic Concession Regulations after the final deadline to withdraw from courses without academic penalty for year-long and second term courses of the 2021/2022 Winter Session. This temporary revision would add grounds to request a WE grade status for any course modality change for the duration of a course.

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

Current Regulations Under Consideration

The Senate Committee on Academic Standards was supportive of a proactive process that would help alleviate the potential stress of an unexpected pivot in course or exam modality from face-to-face (F2F) to fully online during the current 2021/2022 Winter Session. As outlined in the Senate document, which presented the many factors to be considered when contemplating a change in university deadlines (Appendix B), the committee also recognized that an already established process would streamline requests and ensure communication between students, staff and Faculties was clear, most especially during a time of disruption. This would ensure students making decisions to withdraw under extenuating circumstances could be supported in making informed decisions on the implications of a later withdrawal in areas such as scholarships and bursaries, student loans, study permits, and academic planning.

In the course of the discussion, the committee considered the Academic Concessions regulation in the academic calendars and examined the interim Guidelines for the spring term 2022 courses during the COVID-19 pandemic.

Considerations Related to Requests for Academic Concessions
A student may request to withdraw with extenuating circumstances (WE) from a course after the Academic Drop Deadline. Any approvals are provided by the Dean (or designate) of the Faculty in which the student is registered. It should be noted that approval of this request could possibly result in a student being assigned a standing of "Required to Withdraw" is if their sessional GPA falls below the university's minimum grade point average. Similarly, the current process for graduate students are for approval by the Faculty of Graduate Studies. Graduate students must retain continuity of registration or will be considered to have abandoned their program.

The committee recognized that there are no specified grounds for academic concessions in which an undergraduate or graduate student could request a course registration change due to a change in course modality. Currently, the grounds for academic concessions are meant for students whose academic performance is affected by injury, family or personal affliction, or illness.

Review of Guidelines for spring term 2022 courses during the COVID-19 pandemic
At a July 28, 2021, meeting, the Senate Committee on Agenda and Governance approved Guidelines for the spring term 2022 courses during the COVID-19 pandemic (Appendix C). These guidelines state that courses may move from fully in-person to fully online to address operational needs, including cases such as, but not limited to, medical or family status accommodations requests, workforce availability issues, student need, or pedagogical best practice.

As a result, after the February 28, 2022 deadline, considerations may be given to minimize potential negative impacts on students due to the mode of delivery changes. For instance, moving a F2F course to fully online and asynchronous (after students have already registered) may result in complaints from students that would need to be addressed at the unit and Faculty level.

Committee Observations
During the course of its review of current processes, SCAS determined a number of important factors which would be required under these circumstance:

1. Instructors should follow existing processes in which the Dean (or designate) would be made aware of course or exam modality changes within their Faculty;
2. Late academic drop requests are normally provided with the Withdrawn Under Extenuating Circumstances (WE) status to reflect that a substantial amount of the course was completed by the student before the drop was requested;
3. Requests for a WE status would only apply to courses and exams which change unexpectedly from a F2F or blended modality to a fully online format for the remainder of a course;
4. Consistent with the Regulation for Academic Concessions, students who complete their course(s) are not eligible to request a WE grade status due to an unexpected change in their course or exam modality;
5. A consistent and centralized practice is required for any university-wide change in formats in order to ensure there is a clear and expeditious process for students;
6. Courses for which a WE status has been approved as a consequence of modality changes after the February 28, 2022 deadline are not eligible for a tuition fee refund.

Committee Recommendation

Request for Academic Concession
The Senate Committee on Academic Standards recommends that students follow the regular process for course changes after the academic drop deadline. These requests must be accompanied with confirmation from the instructor of the move from F2F or blended courses to fully online for the remainder of the course due to extenuating circumstances.

Concerns regarding management of a backlog of academic concession requests during the end of the term were brought to the Associate Deans (Academic/Undergraduate) Advisory Council. Members expressed their support for the recommendation but encouraged an expedited process if a university-wide shift occurred. As a result, the Office of the Registrar has developed a centralized process to be communicated if the situation arises.

Withdrawn under extenuating circumstances
SCAS also recommends the use of the Withdrawn under Extenuating Circumstances (WE) notation for these requests. The WE registration status will replace a course registration or grade when approved by the Dean (or designate) following a request for academic concession from a student. This registration status is typically assigned when a student has completed a majority of a course. The WE notation replaces a course grade and appears on the official transcript but is excluded from the calculation of all grade point averages.

As observed in the Guidelines for spring term 2022 courses during the COVID-19 pandemic, isolated course mode delivery changes should be handled by individual unit and Faculty level. University-wide shifts will be handled through an expedited academic concessions process.

Course Modality Change
Finally, SCAS recommends that a WE status would only be applicable for the second (spring) term of the 2021/2022 Winter Session and that the revised grounds to academic concessions process due to unexpected course modality changes are only meant for those courses and exams which result in a change from F2F or blended courses to a fully online course modality for the remaining duration of the course.

This recommendation would also entail any unexpected move to an online exam format which was previously scheduled for a F2F format. This provision is not meant for temporary modality arrangements made by either instructors or students.

Finally, as stipulated in the Academic Concession regulation, students are not normally permitted to complete their course (i.e. submit a final assignment or write a final exam) before submitting their request for a WE status.

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
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
Diana Varela, Associate Dean, Academic Advising (Faculties of SCIE, SOSC and HUM)
Alivia Wang, Convocation Senator
Ada Saab (Secretary), Associate University Secretary

/attachments

Submission from Samuel Holland, Senator

Background:

The University has been unable to provide certainty and clear communication to students, and is unable to guarantee that the university will continue in-person for the duration of the Spring term. The short notice of the transition to online exams in December underscores the importance of preparation for uncomfortable possibilities.

Given the present state of the pandemic, it is the duty of Senate to step in and give students a guarantee that should the term contain one or more transitions between in-person and online learning, students will be provided the opportunity to take a step back from courses. Effectively, if there is a sudden transition after the last drop date, students should be able to drop their classes without academic penalty.

Not only is this motion intended to provide certainty to students, it is a reminder to Senate that we can govern proactively, rather than purely rely on emergency powers.

Motion*:*

That the Senate approve the following:

In the case of UVic changing classroom or exam formats during the 2022 Spring term after February 28th 2022, the date as noted in the Academic Important Dates as “Last day for withdrawing from full year and second term courses without penalty of failure” shall be changed to a Monday at least seven (7) days after the format change.

University of Victoria

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Michael Williams Building PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-7013 | F 250-721-7216 | provasst@uvic.ca | uvic.ca/vpacademic

memo

To:	Members of Senate
From:	Valerie S. Kuehne, Vice-President Academic and Provost
	Susan Lewis, Acting Vice-Provost
Date:	January 27, 2022
Re:	**Update on the Recommendation to change the drop deadline for the second term of the 2021/2022 Winter Session**

At the January 7, 2022 meeting of Senate, a motion to extend the 100% drop deadline for the second term of the Winter Session was debated and carried. Inclusion of graduate student personal leaves was added as a friendly amendment.

Given the significant discussion and numerous questions arising, Senate requested that the Office of the Vice-President Academic and Provost provide a summary of the many considerations necessary to put forward recommendations for changes to the various withdrawal deadlines occurring within the academic calendar. This memo also provides rationale as to why a further extension of the drop deadline was not put forward.

Background and context

As outlined in the "Recommendation to change the drop deadline for the second term of the 2021/2022 Winter Session Senate" memo dated January 7, 2022, a task group was asked to identify student, operational and other considerations related to add and drop dates for courses and tuition fee deadlines. This task group included leaders responsible for implementing any changes to important academic dates in their units, and so are well positioned to determine impacts. Members were also involved in the approved recommendation to extend the drop deadline in fall term 2020.

First and foremost, the task group was asked to address the urgent needs of students in response to the emerging changes related to the COVID-19 pandemic—specifically, the university's delay of in-person learning until Jan. 24, which was communicated on Dec. 23, 2021. At the time, the last day for 100% reduction of second term fees for standard courses was Jan. 23—one day prior to the planned resumption of in-person teaching and learning. The task group was asked to consider any implications that changing academic deadlines could have on students and the overall operation of the university, and find an appropriate balance between flexibility and support for students and disruption of services.

Public health guidance, emerging trends, decisions at partner and colleague institutions, internal and external concerns, challenges and opportunities arising (including impacts on all who are part of our

university community) figured prominently in decision making. Close attention was also paid to the overall academic schedule and key decision making points for faculty, staff and students, as well as guidance and support required by students when deadlines approach and critical decisions are required. Additionally, consideration was given to the opportunity for exceptions and appeal routes that are normally available to students, and the extent to which these can be accessed within the current context.

Both the 50% and 100% academic drop deadlines provide students with the ability to make changes to their course registration during the term. The request to extend one or both dates would provide students with additional time to make important decisions from an academic and/or financial perspective. Requests to extend one or both drop deadlines also impacts other key activities integral to student support and success, including but not limited to student awards and financial aid, external funding, key documentation, and registration in subsequent terms.

Student financial aid implications

Any delays to confirmation of enrolment and final payment of fees may impact students receiving bursaries and scholarships, as excess funds available to students beyond payment for tuition owing will not be available for students. Further, any delay in the 50% or other academic withdrawal dates impacts the timing of the communication students receive regarding the financial ramifications of dropping below the minimum course load required to retain government student aid, scholarship and bursary funding.

If a student has a basis of appeal regarding any resulting financial impact, they will have a shorter window in which to appeal to either the Senate Committee on Awards or Student Aid BC (depending on the circumstances). Additionally, delaying the ability to communicate with students regarding any financial impact gives students who rely on government student aid less time to plan their resources for future terms of study.

Many students also rely on external funding bodies to financially support or approve their educational plans or objectives. External funders or approvers often have their own deadlines and requirements for students and universities to report the student's confirmed enrolment.

Academic planning implications

Extension of deadlines could result in changes to information on, or delays in, the ability to produce verification of enrolment (VOE), Study Permit, or Degree Completion letters. These documents cannot be produced until the student's transcript is finalized and no other registration changes can be made. As a result, these documents cannot be produced until final registration is complete. Extension of deadlines could mean that these documents may not be available for students for up to two additional weeks, and thus delay study permits and applications to graduate school, among other implications.

Timelines associated with student registration for subsequent sessions/terms must also be taken into consideration. Summer Session registration takes place in mid March and relies on finalized student registration information for the spring term. To ensure all eligible students may register for the upcoming Summer Session, two key processes occur in early March: 1) the Winter Session sessional grade point average (GPA) calculation is scheduled to commence March 1, which then provides key information for 2) the creation of time tickets for Summer Session registration. The time ticket process

takes into account each student's year standing and GPA when assigning a time ticket for the upcoming Summer Session gated registration. Standing cannot be calculated until registration is final.

As well, students that have applied for selective programs in subsequent terms may be impacted as evaluation for selective programs is delayed until in-progress course registration is finalized.

Academic advising implications

Many students need to consult with not only their instructor, but also experts both on and off campus before arriving at the decision to drop a course. As noted above, dropping a course can impact a student in many different ways. Many units on campus provide support and guidance to students, to help them make informed decisions.

That said, some students are unable to make their decisions prior to key drop deadlines while other students have extenuating circumstances arise after deadlines have passed. Students with extenuating circumstances after the academic drop deadline submit a Request for Academic Concession (RAC). By extending the academic drop deadline, we also compress the timeframe for submitting and decision making on RACs and any subsequent appeals. Compressing timelines in an environment when we are already experiencing greater uptake of RACs and appeals means we may not be able to process requests in a timely way, and thus cannot provide students with the information they need to make subsequent decisions about their courses and programming.

Financial implications

Finally, extending drop dates presents a direct financial risk to the university's operating budget, which can then impact our ability to sustain operations and make both necessary short-term and strategic investments. Operating revenues are based on an expected enrolment level and the related tuition revenue from those enrolments. The university, in its enrolment and financial modeling, assumes a certain level of course drop activity that takes place between the start of term and the final drop dates.

In pre-pandemic years, this drop activity was modest, generally in the 1-2% range. That enrolment drop occurs at an average rate of about 70 EETs (equivalent enrolments taught, or, course FTEs) per week. Given our ratio of domestic to international enrolments, those 70 EETs translate to about $630,000 per week of reduced tuition revenue. In fall term 2020, when the drop deadline was extended by one week, the final week prior to the revised drop saw an additional loss of 150 EETs. That loss of EETs translated to the loss of $1.36 million.

Further, universities generate revenue from interest earned on tuition payments and that investment income supports operations as well. The daily interest earned on expected spring term tuition revenue this year is approximately $10,000 per day. It's worth noting that UVic has one of the latest fee deadlines among Canadian universities. To support students and provide a grace period for overdue tuition this term, the service fee is being delayed until Feb. 15.

The operating budget is the source of funds for student support services, the majority of the undergraduate scholarship and bursary programs, faculty and staff salaries, and other operational requirements of the university. As per the University Act, administrative leaders at UVic are accountable to the Board of Governors for the management, administration and control of revenue and business of the university.

Summary

It is within the context of these significant and important considerations that critical decisions and motions related to changes to key deadlines are thoroughly reviewed internally before being put forward to Senate for deliberation and approval.

Although delaying the drop date by one week will have financial implications on the university's operating budget—as demonstrated in fall term 2020—the task group determined that extending the drop deadline by one week provided students with sufficient time and flexibility to decide about their individual courses, while also minimizing the risks to student financial aid, academic planning, advising, and others.

University of Victoria | Vice-President Academic & Provost

Guidelines for spring term 2022 courses

Context

A Course Mode of Delivery Working Group is being formed to bring forward a model for consultation and approval that will come to University Senate for information at its October meeting and to vote at its November meeting. At its earliest, this model would come into effect for the summer 2022 terms. In advance, guidance is required for the January-April, 2022 period.

The Guidelines for fall term 2021 courses approved by SCAG addressed the September-December, 2021 term. While the timetable has been set for the full winter term (September-April), further guidance is needed to assist academic units in addressing course mode of delivery changes that may be required.

Instructional modes

If instructors wish to supplement their in-person delivery of courses with online or virtual elements (such as holding virtual office hours, conducting online quizzes or posting recorded content), they may do so. In addition, with the approval of the Chair/Director, instructors may embrace blended learning models (incorporating online elements to their in-person courses) provided that at least two hours of in-person course contact remains in place.

Courses changes from fully in-person to fully online delivery

There are specific instances where moving an in-person course to fully online may be necessary. Examples include:

- singular courses to address operational needs, including cases such as, but not limited to, medical or family status accommodations requests, workforce availability issues, student need, or pedagogical best practice—provided that such changes do not amount to a perturbation of the academic intent and content of the program, as approved by Senate.

Chairs/directors should complete the table for a single course or a group of courses and submit to the Dean for approval. Considerations should be made to minimize potential negative student impacts to mode of delivery changes. For instance, moving an in-person course to fully online and asynchronous (after students have already registered) may result in complaints from students that will need to be addressed at the unit and Faculty level.

Faculty/Department/School	
Course code(s)	*E.g., ATWP135*
Rationale for change from fully in-person to fully online mode of delivery	
Other information for consideration	

University of Victoria | Senate Committee on Agenda and Governance

MEMO

Date: February 18, 2022

To: Senate

From: Senate Committee on Agenda and Governance

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

The Senate Committee on Agenda and Governance nominations sub-committee met on February 18, 2022 to consider an appointment to the 2021/22 Senate Committee on Academic Standards. The proposed new appointment is bolded in the attached document.

Recommended Motion

That Senate approve the appointment to the 2021/2022 Senate Committee on Academic Standards 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 Academic Standards

Name	Faculty or Department	Term
Yasmine Kandil (S) (Chair)	Fine Arts	2022 (2019)
Julio Navarro (S)	Science	2024 (2021)
Martha McGinnis (S)	Graduate Studies	2022 (2019)
Andrew Newcombe (S)	Law	2024 (2021)
TBD	Humanities	2024 (2021)
Robert Hancock (S)	Social Sciences	2024 (2021)
Sorin Rizeanu (NS)	Peter B. Gustavson School of Business	2023 (2020)
Tania Muir (NS)	Continuing Studies	2022 (2019)
Sandra Hundza (S)	Education	2023 (2020)
TBD	Engineering	2023 (2022)
Devi Mucina (S)	Human & Social Development	2024 (2021)
TBD (NS)	Medical Sciences	2024 (2021)
Nicole Kent (S)	Student Senator	2022 (2021)
Sophia Crabbe (S)	Student Senator	2022 (2020)
Deborah Berman (NS)	**Student Representative (UVSS)**	**2022 (2022)**
Erin Donald (NS)	Student Representative (GSS)	2022 (2020)
Alivia Wang (S)	Convocation Senator	2024 (2021)
Steve Evans (NS)	Associate Dean, Graduate Studies (VPAC's designate)	(ex officio)
TBD	President or nominee	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Nicole Greengoe (NS)	Registrar	(ex officio)
Sabrina Jackson (NS)	Associate Registrar	(ex officio)
Diana Varela (NS)	Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)	(ex officio)
Elizabeth Adjin-Tettey	Acting Associate Vice-President Academic Planning	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

University of Victoria | Senate Committee on Awards

MEMO

Date: February 16, 2022

To: Senate

From: Senate Committee on Awards

Re: **New and Revised Awards**

The Senate Committee on Awards met on February 9, 2022 and approved a number of new and revised awards for Senate's approval. Terms contained within this document are defined in Appendix 1 and Terms of Reference for these awards are in Appendix 2.

Recommended Motion:

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

- Stephens Family Research Awards in Organic & Sustainable Food Systems (Revised)
- Crabtree Indigenous Legal Scholar Award (New)
- Presquito Murdoch Indigenous Law Award (New)
- Langford-Seaborne Award for Indigenous Students in Humanities* (New)
- Langford-Seaborne Award for Indigenous Students in Social Sciences* (New)
- Greg and Tanya Kuhn International Student Award (New)
- Steven P. Starkovich Promise Scholarship for Students in Physics & Astronomy (New)
- Steven P. Starkovich Opportunity Entrance Award for Indigenous Students (New)
- Stephen W. Long Award in Business (New)
- Dr. Mowafa Househ Entrance Scholarship (Revised)
- Iranian Student Undergraduate Memorial Scholarship* (Revised)
- Xa7limut (Ha-lay-mut) Jack Campo Indigenous Law Award (New)
- Enbridge Scholarship in Engineering and Computer Science (New)
- Enbridge Travel Award for Engineering and Computer Science Students (New)
- Alice Lough McLaggan Bursary* (New)
- Jennifer van Dyk Memorial Women's Field Hockey Award* (Revised)
- Beer-Knight Scholarship (New)
- Cindy Kung Memorial Award for Women in Health Information Science (New)
- Iranian Student Graduate Memorial Scholarship* (Revised)
- Audain Travel Award (New)
- British Columbia Environment Industry Association Indigenous Award (New)
- Eunice Lowe Award for Entrepreneurship Studies* (New)

- Jacob Kerr Scholarship (New)
- Raincoast Conservation Award (New)
- H.D. Sauvan Award* (New)
- Joyce Family Foundation Award for Indigenous Students* (Revised)

***** *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~~

Stephens Family Research Awards in Organic & Sustainable Food Systems
One or more awards of up to $5,000 each ~~in total~~ will be awarded to undergraduate or graduate students in the Faculty of Social Sciences, in the form of a research stipend, to provide the student with the resources to conduct their field research in collaboration with UBC's Faculty of Land and Food Systems (preferred) or, if UBC is unable, with another institution/organization chosen by UVic. Preference is for undergraduate students. Graduate students must have a minimum 6.0 GPA. This award may not be awarded to the same student more than once. Selection of recipients will be made by the Senate Committee on Awards or the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Social Sciences Awards and Recognition Committee. Students must submit their application to the Faculty of Social Sciences by September 15.

Crabtree Indigenous Legal Scholar Award
One or more awards of at least $5,000 each are given to continuing, undergraduate Indigenous students in the JD/JID program in the Faculty of Law. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

Presquito Murdoch Indigenous Law Award
One or more awards of at least $5,000 each are given to continuing Indigenous students in the JD/JID program in the Faculty of Law. Approval of the recipient(s) will be made by the Senate Committee on Awards based on the recommendation by the Faculty of Law.

Langford-Seaborne Award for Indigenous Students in Humanities*
One or more awards are given to undergraduate Indigenous students entering second or third year in the Faculty of Humanities who have a minimum 4.0 GPA and also have demonstrated financial need. Part-time students (minimum 6.0 units) are eligible. Preference is for students from Vancouver Island.

To be automatically renewed a student must have completed a minimum of 6.0 or more graded units in any two terms of study between May and April and maintained a GPA of 4.0/9.0 or higher. Should a student take more than 6.0 units over the two terms, all units will be assessed for renewal purposes. The award is automatically renewed for a maximum of two years of the student's study in the Faculty of Humanities.

Students registered in a co-op or work experience work term will automatically be renewed when they next complete 6.0 or more graded units in two terms, provided they have maintained a GPA of a minimum of 4.0. Any student who takes neither a co-op, work experience work term, nor academic units for more than one term may forfeit their award.

Langford-Seaborne Award for Indigenous Students in Social Sciences*
One or more awards are given to undergraduate Indigenous students entering second or third year in the Faculty of Social Sciences who have a minimum 4.0 GPA and also have demonstrated financial need. Part-time students (minimum 6.0 units) are eligible. Preference is for students from Vancouver Island.

To be automatically renewed a student must have completed a minimum of 6.0 or more graded units in any two terms of study between May and April and maintained a GPA of 4.0/9.0 or higher. Should a student take more than 6.0 units over the two terms, all units will be assessed for renewal purposes. The award is automatically renewed for a maximum of two years of the student's study in the Faculty of Social Sciences.

Students registered in a co-op or work experience work term will automatically be renewed when they next complete 6.0 or more graded units in two terms, provided they have maintained a GPA of a minimum of 4.0. Any student who takes neither a co-op, work experience work term, nor academic units for more than one term may forfeit their award.

Greg and Tanya Kuhn International Student Award
One or more awards are given to entering or continuing undergraduate international students who have demonstrated financial need. First preference is for students in the Faculty of Humanities, second preference is for students in the Faculty of Science.

Steven P. Starkovich Promise Scholarship for Students in Physics & Astronomy
One scholarship of $2,500 is awarded to an academically outstanding undergraduate student entering third or fourth year in a major or honours program in the Department of Physics and Astronomy who has demonstrated financial need. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Department of Physics and Astronomy.

Steven P. Starkovich Opportunity Entrance Award for Indigenous Students
One or more awards are given to Indigenous undergraduate students entering the University of Victoria

Stephen W. Long Award in Business
One award of $3,500 is given to a woman Bachelor of Commerce student entering second year at the Peter B. Gustavson School of Business. Preference is for students with demonstrated financial need. Students with a GPA of 5.0/9.0 and above are eligible. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business.

Dr. Mowafa Househ Entrance Scholarship
A scholarship of ~~$250~~ $500 is awarded to an academically outstanding undergraduate student entering the School of Health Information Science from a British Columbia secondary school or college. Preference will be given to a student from ~~the District of~~ Northern British Columbia (the area from Prince George north, including Haida Gwaii). The scholarship will be awarded every other year.

Iranian Student Undergraduate Memorial Scholarship*
One scholarship of at least $500 is awarded to an academically outstanding undergraduate student who is either an Iranian citizen or has Iranian ancestry and is a permanent resident or citizen of Canada.

Xa7limut (Ha-lay-mut) Jack Campo Indigenous Law Award
One or more awards of at least $5,000 each are given to continuing, undergraduate students in the JD/JID program in the Faculty of Law.

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

Enbridge Scholarship in Engineering and Computer Science
Ten scholarships of $1,000 each are awarded to academically outstanding undergraduate students continuing in the Faculty of Engineering and Computer Science who identify as Black, Indigenous or People of Colour. Preference must be given to women for at least half of these scholarships.

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

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

CRD municipalities: Saanich, Victoria, Langford, Oak Bay, Esquimalt, Colwood, Central Saanich, Sooke, Sidney, North Saanich, View Royal Metchosin, Highlands

Alice Lough McLaggan Bursary*
One or more bursaries are awarded to undergraduate or graduate students who have a permanent mobility disability.

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

CRD municipalities: City of Victoria, District of Oak Bay, District of Saanich, District of Central Saanich, District of North Saanich, District of Sooke, District of Highlands, District of Metchosin, City of Colwood, City of Langford, Township of Esquimalt, Town of Sidney, Town of View Royal

Beer-Knight Scholarship
One scholarship is awarded to an academically outstanding undergraduate student entering second, third or fourth year in either the Faculty of Engineering and Computer Science or the Faculty of Science pursuing studies in Science(s), Technology, Engineering, and/or Math (STEM), who was born and raised in B.C. and has demonstrated financial need. Preference is for women students when awarding to a Faculty of Science student.

The scholarship 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.

Cindy Kung Memorial Award for Women in Health Information Science
One or more awards are given to women undergraduate students continuing in the School of Health Information Science with a preference for students with demonstrated financial need.

Iranian Student Graduate Memorial Scholarship*
One scholarship of at least $500 is awarded to an academically outstanding graduate student who is either an Iranian citizen or has Iranian ancestry and is a permanent resident or citizen of Canada. Applications must be submitted by July 31st to the Faculty of Graduate Studies. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee.

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

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

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

British Columbia Environment Industry Association Indigenous Award
One or more awards are given to continuing or transferring Indigenous undergraduate students born in Canada and enrolled in the Faculty of Engineering and Computer Science who:

- have demonstrated an interest in environmental issues through their classes/learning or through volunteering,
- have demonstrated financial need and,
- are residents of British Columbia.

Graduating students and students with a 3.0 GPA or higher are eligible for this award. Approval of the recipient is made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

Eunice Lowe Award for Entrepreneurship Studies
One or more awards of at least $1,000 each are given to third or fourth year Bachelor of Commerce students in the entrepreneurship specialization at the Peter B. Gustavson School of Business who are facing financial or personal hardship.

Applicants must submit a personal statement (maximum 500 words) that outlines their financial or personal challenges and how they have overcome, or are currently overcoming,

these challenges and also speaks to their academic and career goals. Preference will be given to students with demonstrated financial need. Graduating students and part-time students (minimum 6.0 units) are eligible for this award.

Applications must be submitted through the online application via Online Tools under Student Awards and Financial Aid by May 31.

Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business.

Jacob Kerr Scholarship
A scholarship of $1,000 is awarded to an academically outstanding undergraduate student entering the Department of Computer Science directly from a Canadian secondary school.

Raincoast Conservation Award
One or more awards are given to Indigenous undergraduate students born in Canada who are continuing in the Department of Geography who have:

- an interest in conservation, demonstrated through their classes/learning or through volunteering, and
- demonstrated financial need.

If there are no eligible candidates, the award will be given to Indigenous undergraduate students born in Canada who are continuing in the Faculty of Social Sciences who have:

- an interest in conservation, demonstrated through their classes/learning or through volunteering, and
- demonstrated financial need.

Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Social Sciences.

H.D. Sauvan Award*
One or more awards are given to undergraduate students entering their final year of a UVic teacher education program (B.Ed. or Post-Degree stream) and who are pursuing French Immersion teaching careers. The student must have demonstrated excellent teaching performance and a commitment to improving their French-speaking skills through, but not limited to, field schools, professional development, practicum placements, completing Diplôme d'études en langue française (DELF) requirements, etc. as documented in practica reports or coursework. Preference is for students with demonstrated financial need.

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

Joyce Family Foundation Award for Indigenous Students*
One or more awards of $5,000 to $8,000 each are given to continuing Indigenous undergraduate students ~~living within the boundaries of Canada with demonstrated financial need~~ who:

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

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

University of Victoria | Senate Committee on Planning

MEMO

Date: February 16, 2022

To: Senate

From: Senate Committee on Planning

Re: **Proposal to discontinue the Graduate Diploma in International Child and Youth Care for Development**

At its meeting on February 2, 2022, the Senate Committee on Planning considered the proposal to discontinue the Graduate Diploma in International Child and Youth Care for Development.

The Graduate Diploma in International Child and Youth Care for Development has not admitted a student cohort or offered courses since 2010. The final student cohort graduated from the diploma program in 2016. The discontinuation of the graduate diploma program will not have an impact on current or future CYC graduate students.

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 Graduate Diploma in International Child and Youth Care for Development, as described in the document "Graduate Diploma in International Child and Youth Care for Development".

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

STANDARD TEMPLATE FOR THE DISCONTINUATION OF A PROGRAM – GRADUATE

Graduate Diploma in International Child and Youth Care for Development

Submitted by:	**Name and title**	**Email**
Contact person	Alison Gerlach, Graduate Advisor School of Child and Youth Care	alisongerlach@uvic.ca
Dean or designate	Maureen Ryan, Associate Dean Academic Faculty of Human and Social Development	hsdasdn@uvic.ca

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	
Pre-consultation with Faculty of Graduate Studies – please contact fgscirc@uvic.ca	
Departmental approval	October 1, 2021
Faculty Council* approval **or equivalent Faculty voting body*	December 14, 2021
Graduate Executive Committee approval	
FGS Council approval	
Senate Committee on Planning approval	

Please complete all rows with date or N/A

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

Other relevant information

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

Graduate Diploma in International Child and Youth Care for Development

PROPOSAL (up to 4,000 words plus appendices)	
A. Identification of the change	
Name, Location, Academic units (Faculties, departments, or schools)	Graduate Diploma in International Child and Youth Care for Development School of Child and Youth Care Faculty of Human and Social Development
Anticipated implementation date of change	September 2022
Name, title, phone number and e-mail address of contact person	Alison Gerlach, Graduate Advisor and Assistant Professor (250)721-8550 alisongerlach@uvic.ca

A. History and context of the program indicating rationale and impact of the program discontinuation

Provide a rationale for discontinuing the program and describe the impact on students. How does the proposed discontinuation align with unit/Faculty/UVIC strategic plans and priorities?

The Graduate Diploma in International Child and Youth Care for Development has not admitted a student cohort or offered courses since 2010. The final student cohort graduated from the diploma program in 2016. The faculty member who coordinated this program retired in 2017.

This program was only available through specific country sponsorships. The CYC graduate program does not have the faculty capacity or resources to run this separate graduate diploma program.

The discontinuation of the graduate diploma program will not have an impact on current or future CYC graduate students.

B. Does the proposed discontinuation have an impact on current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.
N/A
C. Indicate what impact the discontinuation will have on resources such as faculty, staff appointments, and space.
N/A

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

University of Victoria | Senate Committee on Planning

MEMO

Date: February 16, 2022

To: Senate

From: Senate Committee on Planning

Re: **Proposal to reinstate the Community Governance Project and Thesis program in the Indigenous Governance (IGOV) program**

At its meeting on February 2, 2022, the Senate Committee on Planning considered the proposal to reinstate the Community Governance Project and Thesis program in the Indigenous Governance (IGOV) program.

The proposal to reinstate the thesis option is in direct response to student requests for this option. The Community Governance Project gives students an opportunity to apply their classroom learning to real-world situations and to experience the realities of Indigenous politics first-hand.

The following motion is recommended:

Motion: that Senate approve the proposal to reinstate the Community Governance Project and Thesis programs in the Indigenous Governance (IGOV) program, as described in the document "IGOV – Community Governance Project and Thesis".

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

UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

IGOV – Community Governance Project and Thesis

Submitted by:	**Name and title**	**Email**
Contact person	Shawna McNabb, Academic Administrative Officer	igovao@uvic.ca
Dean or designate	Helga Hallgrimsdottir	hsddean@uvic.ca

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	September 24, 2021
Pre-consultation with Faculty of Graduate Studies – please contact fgscirc@uvic.ca	September 24, 2021
Departmental approval	September 7, 2021
Faculty Council* approval **or equivalent Faculty voting body*	December 14, 2021
Graduate Executive Committee approval	
FGS Council approval	
Senate Committee on Planning approval	

Please complete all rows with date or N/A

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

Other relevant information

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

[IGOV – Community Governance Project and Thesis]

PROPOSAL (up to 4,000 words plus appendices)	
A. Identification of the change	
Name, Location, Academic units (Faculties, departments, or schools)	Indigenous Governance Program
Anticipated implementation date of change	September 2022
Name, title, phone number and e-mail address of contact person	Shawna McNabb, Academic Administrative Officer 250-721-6436; igovao@uvic.ca HSD Building, Room A260
B. History and context of the program indicating value and impact of the program change	
C. Indicators of labour market and student demand. (not required for requests for program discontinuation)	

Bringing back the thesis option is in response to student requests for this option. The growth of the faculty complement has increased the viability for offering a thesis option.

Historically IGOV has been a popular program. Indigenous leaders and communities continue to see an urgent need for this program to develop leaders who are rooted in their own traditions and have theoretical and practical experience serving Indigenous Nations and communities. As communities look to their traditions for solutions to contemporary political life, IGOV students and faculty are aiding them by concentrating scholarship in the resurgence of traditional Indigenous governance and making it a unique Indigenous learners' destination.

The IGOV Program draws applicants from across Canada and internationally. A major strength of the program is its all Indigenous faculty and staff, required readings on Indigenous resurgence and governance and community engagement.

With minimal marketing and advertising IGOV and FGS have collectively received 37 inquiries about a date for the IGOV MA to re-open and 11 inquiries about an IGOV PhD over the past 12 months, for a total of 48 inquiries to date.

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

Research Areas:

- Indigenous feminism, gender relations, sexuality, identity and power
- Indigenous futurities
- Indigenous history
- Indigenous philosophies
- Treaty relations
- Indigenous environmental justice
- Renewal and resurgence of traditional Indigenous governance
- Comparative Indigenous politics
- Indigenous Masculinities
- Neoliberalism and 'economic development'
- Indigenous peoples and international laws

The program completed faculty recruitment in the summer of 2021 and now has a complement of 5 full-time research stream faculty.

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

No

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

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

IGOV 599: Thesis and IGOV 598: Community Governance Project are courses listed in the academic calendar. No new courses are required to implement proposed changes.

MA Program Requirements:
IGOV 510 - Indigenous Introduction to Local Lands, Waters and Languages (1.5 units)
IGOV 520 - Indigenous Governance in a Local Context (1.5 units)
IGOV 530 - Indigenous Research Methods (1.5 units)
IGOV 550 - Indigenous Peoples and Self Determination in a Global Context (1.5 units)
IGOV 570 - Indigenous Feminism and Resistance (1.5 units)
IGOV 575 - Mentorship (1.5 units)
One Elective (1.5)

Complete one of:

IGOV 598: Community Governance Project (proposed 6.0 units)
or
IGOV 599: Thesis (6.0 units)

IGOV's curriculum immerses students in Indigenous philosophies and political thought as a form of resurgence. Throughout the curriculum, students are engaged in experiential learning that builds community accountability while also exercising political leadership.

With the revitalization of the MA program, IGOV developed a new course IGOV 510: Indigenous Introduction to Local Lands, Waters and Languages to centre Coast Salish Indigenous knowledges and local languages. The course will include land and water based learning to educate students about the local Nations' territorial laws and protocols. Students learn how to build reciprocal relationships and be good visitors in another Indigenous territory.

Throughout the required courses of the program, students experience land, water, and language - based curriculum in which they are learning from local knowledge holders and connecting this knowledge to the academic readings of the course.

The Community Governance Project gives students an opportunity to apply their classroom learning to real-world situations and to experience the realities of Indigenous politics first-hand. The resulting partnerships encompass policy work for First Nations governments or Indigenous grassroots organizations, as well as deeply personal collaborations with family members. IGOV places students with community supervisors who hold an adjunct appointment and share the program's commitment to Indigenous self-determination and political resurgence. The CGP also benefits participating communities who lack the time or resources to undertake in-depth policy research or plan long-term cultural revitalization projects. IGOV students not only bring their energy and expertise, but also have access to university-based resources (such as library databases) that most communities simply cannot access otherwise.

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

Opportunities for community engaged and land based learning are already embedded through the CGP and course curriculum. The thesis option is intended to support students who have a strong desire to pursue an academic path.

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

IGOV is exploring future opportunities for online programming. This spring the Indigenous Leadership Forum will include a required course in a condensed distributed format. There will be intensive in class time, followed by online participation.

Identify the program learning outcomes.

Upon completion of the Program graduates understand colonial legacies. They have the practical skills to educate and mentor others in the work towards protecting Indigenous futures in the context of relational governance, communal health, and non-exploitive stewardship. These IGOV objectives are achieved by centering a curriculum that engages:

- Indigenous feminist and gender perspectives
- Critiques power production and use
- Connects with local Indigenous communities and International partners
- enhances academic cultural supports for students to navigate being a good visitors on the traditional territories of all Coast Salish peoples
- engaging Indigenous governance from the perspective of sustainable development and water security during an era of climate change

Provide anticipated times to completion.

Reinstating the thesis option and increasing the unit value of the community governance project will not impact the timeline for completing the program. The MA program is typically completed within 2 years from time of enrolment, with a maximum of 5 years as set by the Faculty of Graduate Studies*.*

Describe any plans for international or indigenous opportunities or perspectives.

Hawai'i exchange*.* As part of its commitment to internationalize the curriculum and promote experiential learning, over the years IGOV established several international partnerships including with the School of Environment at the University of Auckland, New Zealand, the Australian Institute of Aboriginal and Torres Strait Islander Studies, and Pacific People's Partnership. IGOV faculty and staff are currently developing future partnerships with Indigenous centered institutions and communities in South Africa, Malawi and Mozambique. Since 2006, IGOV has had an informal exchange with the departments of Political Science and Hawai'ian Studies at University of Hawa'i – Manoa (UHIP). We jointly offer two-week Intensive courses at both universities to students enrolled in IGOV.

The tangible expression of the UHIP partnership has been:

- Student exchanges, community governance projects, and PhD dissertation research;
- Co-teaching courses open to students in IGOV and UHIP;
- Linking with organizations and communities in Canada and Hawai'i which address issues of Indigenous resurgence;
- Appointing UHIP faculty as Adjuncts so they can participate in IGOV student committees and lead directed readings;
- Exchange and discussion of ideas and approaches to Indigenous resurgence and Nationhood

Indigenous Leadership Forum.
The Indigenous Leadership Forum (ILF) is a chance for faculty, students and staff to meet with the dozens of grassroots leaders and activists who attend. Gatherings have focused on political organizing, anarcho-Indigenism, and strategies for renewing Indigenous traditions. The ILF has been offered as an IGOV 595 Special Topics course our plan is to transition the ILF to a student-run and student-led event. We also anticipate that Indigenous communities will begin hosting them in the near future. Although the ILF is not a required course for program completion, the majority of students participated in past events.

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

We anticipate enrolling a cohort of 12-15 MA students in the next admission cycle.

IGOV's financial support plan includes distribution of funds through the FGS Graduate Student Support Allocation, the Will Endowment fund, and working closely with the HSD Faculty Development Officer for potential student funding opportunities. The program also works closely with students to support their application for bursaries, awards, and scholarships available through the First People's House, the LE,NONET program, HSD and external funding agencies. In the past several students held SSHRC funding.

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

No additional resources are required.

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

UNBC – First Nations Studies (MA program)

UBC – First Nations and Indigenous Studies – offers two grad courses, but does not have grad program.

SFU – Indigenous Education programs

VIU – undergrad programs only

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

The thesis option reinstatement will not impact other Uvic units/departments. The thesis option was put on hold during a time when IGOV had a limited number of faculty to offer adequate thesis supervision.

IGOV is undergoing extensive consultations with IACE as part of developments from a Program to a School status as well as anticipated curriculum changes. IACE is supportive of the proposed changes. However, it was determined during consultation that further consultation regarding curriculum changes was not desirable as these will not impact the student supports in IACE.

University of Victoria | Senate Committee on Planning

MEMO

Date: February 16, 2022

To: Senate

From: Senate Committee on Planning

Re: **Proposed changes to the Bachelor of Arts in Health and Community Services, and proposal to change the name of the Bachelor of Arts in Health and Community degree to a Bachelor of Arts in Public Health**

At its meeting on February 2, 2022, the Senate Committee on Planning considered the proposed changes to the Bachelor of Arts in Health and Community Services, and proposal to change the name of the Bachelor of Arts in Health and Community degree to a Bachelor of Arts in Public Health.

The School of Public Health and Social Policy proposes to add one 200-level introductory course in Public and Population Health, and to add a 200-level foundations course in Indigenous health to further respond to the TRC Calls to Action.

The first Academic Program Review (December 2018) of the School of Public Health and Social Policy recommended a change in nomenclature for the Bachelor of Arts program to better reflect the content of the program; allow potential students to find the program more easily through a more recognizable program name; and to be more congruent with the Master of Public Health program.

The following motions are recommended:

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

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

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

Dr. Cindy Holder
Dr. Lisa Kalynchuk
Ms. Sandra Duggan (Secretary)
Ms. Christine Todd
Dr. Jie Zhang

UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

BA in Health and Community Services: Major Program Change

Submitted by:	**Name and title**	**Email**
Contact person	Dr. Catherine Worthington, Director	phspdirector@uvic.ca
Dean or designate	Dr. Maureen Ryan, Associate Dean Academic	hsdasdn@uvic.ca

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate) Consultation with Acting AVPAP Robin Hicks by Acting Dean Esther Sangster-Gormley and PHSP Director Catherine Worthington (Follow-up consultation with Acting AVPAP Elizabeth Adjin-Tettey by Associate Dean Maureen Ryan and PHPS Director Catherine Worthington)	4 December 2020 27 January 2022
Departmental approval October PHSP School Council meeting	20 October 2021
Faculty Curriculum Committee approval	2 December 2021
Faculty Council* approval	20 January 2022

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) *supporting documentation required for all consultations	**Date** (or N/A)
Libraries	N/A
Executive Director, Co-operative Education and Career Services	N/A
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	22 November 2021; 11 January 2022
Indigenous Academic and Community Engagement	N/A

BA in Health and Community Services: Major Program Change

PROPOSAL (up to 4,000 words plus appendices)

A. Identification of the change

Name, Location, Academic units (Faculties, departments, or schools)	Bachelor of Arts in Health and Community Services degree (within the School of Public Health and Social Policy) will be changed to a Bachelor of Arts in Public Health to better reflect current program content. Two current required courses will be moved to area of focus/elective courses and will be replaced with two new required courses.
Anticipated implementation date of change	September 2022 Calendar (cycle 2).
Name, title, phone number and e-mail address of contact person	Dr. Catherine Worthington Professor and Director, PHSP 250-472-4709 phspdirector@uvic.ca

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

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

The School of Public Health and Social Policy (PHSP) offers a primarily online Bachelor of Arts (BA) program in Health and Community Services, with courses at the third- and fourth-year levels. The BA program was designed at the School's inception in 2009-2010 to meet human resources needs in entry level administrative and program planning positions in health and community services. The program was grounded in the Faculty of Human and Social Development strengths in distance education in health and human services, community grounding in services delivery and community engaged and community led research, and interdisciplinary critical theoretical approaches. The BA program in Health and Community Services was designed based on consultations with health and community partners in BC, as well as a review of similar programs offered throughout Canada at that time. Since the program's launch, registration in BA courses has been strong, but enrollment in the BA program in Health and Community Services has not met its original intake targets. PHSP also delivers a successful, competitive-entry Master of Public Health (MPH) program, with an intake of between 35-40 students each year. As of June 2020, PHSP also is the administrative home for the interdisciplinary Social Dimensions of Health (SDH) thesis-based graduate program, which offers MA/MSc and PhD degrees, with co-supervisors from units across campus.

PHSP's first Academic Program Review (December 2018) recommended a change in nomenclature for the BA program to better reflect the content of the program; allow potential students to find the program more easily through a more recognizable program name; and to be more congruent with the graduate level MPH program and allow for a more natural progression through our programs. Accordingly, we propose a name change to a BA in Public Health, and we also propose to add one 200-level introductory course in Public and Population Health, and to further respond to the TRC Calls to Action, we propose to add a 200-level foundations course in Indigenous health. Two required courses will be moved to area of

focus/elective courses to accommodate the two new courses in the current curriculum.

Particularly since the COVID-19 pandemic, public health and its importance to society have become much more visible, and there is now a broader understanding of the distinction between health care and public health, and an awareness of the centrality of public health to the health and wellbeing of populations. Our BA in Public Health would be congruent with other programs nationally. With the expansion of Schools of Public Health across Canada over the past decade and a half, there has been a gradual increase in Schools/Programs offering undergraduate degrees or programs with a public health emphasis. Brock and Waterloo offer on-campus Bachelor of Public Health degrees; Wilfred Laurier offers a Bachelor of Arts in Community Health, and Lethbridge offers a Bachelor of Health Sciences for students who complete their undergraduate Public Health program. In BC, Simon Fraser University offers a Bachelor of Arts and a Bachelor of Science in Health Sciences. Thompson River University offers a Bachelor of Health Science. The University of Northern BC also offers a Bachelor of Health Science. Athabasca offers a Bachelor of Health Administration, and BCIT offers a Bachelor of Technology in Environmental Health (Public Health Inspection).

Our name change proposal attends to the needs of students completing their BA in Health and Community Services during the transition into the BA in Public Health. During this transition period, students will continue to receive the BA parchment from UVic.

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

Enrollment in our current BA in Health and Community Services courses has been strong, and there is support for a program name change to a Bachelor of Arts in Public Health or Bachelor of Public Health. Several alumni reported that they informally call their degree a “Bachelor in Public Health and Social Policy” as this name links directly to our School name and clearly demonstrates program focus when communicating with potential employers.

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

N/A

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

N/A

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

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

Curriculum changes are detailed in Appendix 1 – we will be offering two new 200-level introductory courses that will be open to all UVic students at the 200+-level - HLTH 252: Principles of Public and Population Health, and HLTH 253: Introduction to Indigenous Health in Canada. HLTH 252 is conceived of as a larger, introductory (service type) course for students who would like an overview of key issues and principles in the field, and for those who may be interested in continuing in our program. HLTH 253: Introduction to Indigenous Health in Canada is in direct response to the TRC Calls to Action to further augment our commitment to ensuring that all students in our program receive a grounding in the impacts of colonization on the health and wellbeing of Indigenous Peoples. Two existing courses will be moved from the required courses - HLTH 402: Health and Community Supportive Technologies will now become one of our Disability area of focus courses, and HLTH 321: Human Resource and Fiscal Management in Community Health Systems will be offered as an elective. These courses support and expand upon core offerings, and key concepts are covered in other core courses.

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

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

N/A (no change)

Does the program design include plans for distance education delivery? If yes, provide details.
N/A (no change)

Identify the program learning outcomes.

The addition of the two new courses will allow us to strengthen student learning outcomes in two key areas – Students will be able to:

1. Accurately describe the conceptual foundations of public and population health, including health equity, core functions, and ethics.
2. Recognize and apply diverse perspectives on health and wellbeing from western and Indigenous knowledge systems.

Provide anticipated times to completion.
N/A - No change

Describe any plans for international or indigenous opportunities or perspectives.
The BA program aligns closely with the University's Indigenous Plan and its outlined commitments to social justice, social and environmental sustainability, and health and wellness. All students in the BA program will be required to complete a new (200-level) introductory course on Indigenous Health in Canada, and we will continue to offer Indigenous Health (INGH) restricted elective courses. We will also continue to offer restricted elective international and global health (INTS) courses.

Plans for integration of teaching and research.
N/A – no change

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

With the BA program name change and marketing and recruitment efforts, we expect a gradual increase in our student admissions, and anticipate we will cap program enrollment between 40-50 students admitted each Fall. We will continue to allow students in other programs to register in our courses where there is room. If demand warrants, we will have flexibility to increase course registration through Teaching Assistant support. There is capacity in existing online courses to increase registration in courses.

PHSP has few dedicated student scholarships; students may apply for UVic and other scholarships for which they are eligible.

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

The proposed changes will be implemented with current resources.

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

Simon Fraser University offers a Bachelor of Arts and a Bachelor of Science in Health Sciences. Thompson River University offers a Bachelor of Health Science. The University of Northern BC also offers a Bachelor of Health Science. Athabasca offers a Bachelor of Health Administration, and BCIT offers a Bachelor of Technology in Environmental Health (Public Health Inspection).

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

N/A

Appendix 1: Curriculum Design

School of Public Health and Social Policy
Major Program Change from Bachelor of Arts in Health and Community Services
to Bachelor of Arts in Public Health

Overview of Key Program Changes

- Name change: BA in Health and Community Services change to BA in Public Health
- We will be offering 2 new 200-level introductory, online courses that will be open to all UVic students at the 200-level and above –
    - HLTH 252: Principles of Public and Population Health
    - HLTH 253: Introduction to Indigenous Health in Canada

These are planned as larger, service type courses for students who would like an overview of key issues and principles in the field, and for those who may be interested in continuing in our program.

- Two courses which are currently required courses will be moved and offered outside of our suite of required courses – HLTH 402: Health and Community Supportive Technologies will now become one of our area of focus courses (Disability Studies area of focus), and HLTH 321: Human Resource and Fiscal Management in Community Health Systems will be offered as an elective.

Program Requirements

The Bachelor of Arts in Public Health requires students to enter the program with at least 12 units from the University of Victoria or another recognized post-secondary institution. Students will complete 30 required units—18.0 units of core courses; 3.0 units of practicum; 3.0 units of integrative paper; 4.5 units in an area of focus; and an elective course (1.5 units). Twenty-one (21) units must be at the 300 or 400 level.
For program admission, students must meet the University of Victoria's Academic Writing Requirement. Students must maintain a sessional GPA of 3.0 (C+) and receive a minimum of 2.0 (C) in any core PHSP or other required course; otherwise, they may be required to withdraw from the School.

The Bachelor of Arts in Public Health is a distance education program that uses online learning technologies. Much of the program is delivered

asynchronously; however, there are some synchronous (real time) components. Students are required to attend two synchronous events: the first provides an introduction to the program and learning strategies for online learning. The second is a conferencing opportunity where undergraduate, as well as graduate students, present their final integrative papers/projects. Delivery mode (online or in person) will be determined and communicated within students' letters of acceptance.

Required Courses

Students must complete the following courses (all courses 1.5 units unless otherwise noted):

HLTH 252: Principles of Public and Population Health (new course)
HLTH 253: Introduction to Indigenous Health in Canada (new course)
HLTH 350: Introduction to Health Research
HLTH 300: Determinants of Health and Population Health
HLTH 360: Health Literacy and Systems Navigation
HLTH 320: Health Program Planning and Project Management
HLTH 351: Practice of Evaluation Research
HLTH 301: Canadian Health and Community Care Services
HLTH 425: Quantitative Methods
HLTH 403: Community Development and Capacity Building
HLTH 401: Health Policy and Health Governance
HLTH 404: Inter-Professional Practice
HLTH 430: Practicum (3.0 units)
HLTH 435: Culminating Major Paper (3.0 units)

Applied Areas of Focus (4.5 units)

Students select one of the following four areas:

Ageing

AGEI 472: Healthy Ageing
AGEI 473: Chronic Disease and Ageing
HLTH 405: Advocacy for Ageing and Disability in Canadian Society

Disability Studies

DSST 440: Introduction to Disability Studies

DSST 441: Enabling Technologies

HLTH 405: Advocacy for Ageing and Disability in Canadian Society

HLTH 402: Health and Community Supportive Technologies

Indigenous Peoples' Health

INGH 452: Traditional Healing in Indigenous Communities

INGH 453: Wise Practices in Indigenous Community Health

HLTH 406: Indigenous Global Health

International and Global Health and Human Development

INTS 460: Foundations in International and Global Health

INTS 462: The Role of Knowledge in Global Health

HLTH 406: Indigenous Global Health

Other courses offered by the School as electives:

HLTH 251: Healthy Sexuality

HLTH 352: Promoting Healthy Sexualities (HLTH 251 is pre-requisite)

HLTH 321: Human Resource and Fiscal Management in Community Health Systems

New Core Course Calendar Descriptions

HLTH 252 Principles of Public and Population Health

An introduction to the field of public and population health, drawing upon historical and contemporary issues in public health. With an emphasis on public health equity, this course covers conceptual foundations of public and population health, the history of public health in Canada, public health core functions, and public health ethics.

HLTH 253 Introduction to Indigenous Health in Canada

Provides introductory knowledge on Indigenous Peoples experiences with settler colonialism in Canada. Students are guided to understand the historical and contemporary contexts surrounding health disparities and inequities experienced by First Nations, Métis and Inuit communities. Indigenous concepts of health and wellbeing will be discussed with a focus on resistance and leadership of Indigenous Peoples in addressing health challenges.

University of Victoria | Senate Committee on Planning

MEMO

Date: February 16, 2022

To: Senate

From: Senate Committee on Planning

Re: **Proposed changes to the Master of Arts, Master of Science, and Doctor of Philosophy programs in Geography**

At its meeting on February 2, 2022, the Senate Committee on Planning considered the proposed changes to the Master of Arts, Master of Science, and Doctor of Philosophy programs in Geography.

Current graduate admissions do not support sufficient enrolment in the geography program to offer all courses on a continuing/ongoing basis. Removing the seminar course requirement from the program requirements and the seminar courses from the calendar is an interim measure to ensure graduate students can complete their graduate programs while the department undertakes a comprehensive review of existing curriculum and courses.

The following motions are recommended:

Motion: that Senate approve the proposed changes to the Master of Arts in Geography program, as described in the document "MA Geography".

Motion: that Senate approve the proposed changes to the Master of Science in Geography program, as described in the document "MSc Geography".

Motion: that Senate approve the proposed changes to the Doctor of Philosophy in Geography program, as described in the document "PhD Geography".

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

UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

MA Geography

Submitted by:	**Name and title**	**Email**
Contact person	Maycira Costa, Graduate Advisor GEOG	maycira@uvic.ca
Dean or designate	Lois Harder, Dean of Social Sciences	soscdean@uvic.ca

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	
Pre-consultation with Faculty of Graduate Studies – please contact fgscirc@uvic.ca	
Departmental approval	Nov 19, 2021
Faculty Council* approval **or equivalent Faculty voting body*	Dec 8, 2021 - GCC Dec 15, 2021 – Faculty Meeting
Graduate Executive Committee approval	
FGS Council approval	
Senate Committee on Planning approval	

Please complete all rows with date or N/A

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

Other relevant information

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

MA Geography

Please complete all sections or indicate N/A

PROPOSAL (up to 4,000 words plus appendices)	
A. Identification of the change	
Name, Location, Academic units (Faculties, departments, or schools)	Faculty of Social Sciences, Department of geography
Anticipated implementation date of change	September 2022
Name, title, phone number and e-mail address of contact person	Maycira Costa Professor and Graduate Advisor 250-721-7334/250-886-3525 maycira@uvic.ca

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

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

Graduate courses require a minimum of 5 students registered in order to run (a faculty-level policy), and there have not been enough students coming into our graduate programs to reach this enrolment for all of our listed required courses in recent years.

Course requirement changes: Current graduate admissions do not support sufficient enrolment in our geography program to be able to offer all courses on a continuing/ongoing basis. Therefore, we are requesting to remove the following courses from the program requirements: GEOG 536, 537, 538, 539. We are proposing to remove the seminar course requirement (1 of GEOG 536, 537, 538, and 539) from the program requirements and the seminar courses from the Calendar entirely as there are no plans to offer these same courses again in the future – some content may be drawn from them to form new courses, but these exact courses will not be offered again as they have not proven to be workable.

This change in course requirements is an interim measure to ensure that graduate students can complete their graduate programs as listed in the Calendar, while the department undertakes a comprehensive review of existing graduate curriculum and courses.

The requested changes result in a reduction of the number of total units needed for program completion by 1.5 units; this makes our program more comparable to programs in other Geography Departments in Canada, (UBC, SFU, UofA, UofT) which have between 3 and 5 required courses.

The Geography department and Faculty of Social Sciences are both supportive of these changes.

C. Indicators of labour market and student demand.

Steady enrollments and streamlined completion times will help our program to be more competitive at a provincial and national level at a minimum, and potentially increase desirability internationally as well.

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

As this is a reduction and streamlining of the current program, it will make it easier for graduate teaching faculty to teach the required courses in a timely way.

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

No

F. Curriculum design (Include draft curriculum, if applicable, as Appendix)

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.

Current Course requirements

The Masters program requires a total of **19 units.**

Current Calendar entry for Geography MSc

Course requirements *The Masters program requires a total of 19 units.*

Minimum Course Requirements

- Complete all of the following
  - Complete all of:
    - GEOG500A - Geographical Research Approaches (1.5)
    - GEOG500B - Research Design in Geography (1.5)
  - Complete 1 of the following
    - Complete 1 of:
    - GEOG518 - Advanced Spatial Analysis and Spatial Statistics (1.5)
    - GEOG523 - Qualitative Methods in Human Geography (1.5)
    - GEOG524 - Advanced Quantitative Methods (1.5)
    - another 'methods' based course on recommendation of the supervisory committee as approved by the Graduate Adviser.
  - Complete 1 of:
    - GEOG536 - Advanced Seminar in Human Geography (1.5)
    - GEOG537 - Advanced Seminar in Physical Geography (1.5)
    - GEOG538 - Advanced Seminar in Geomatics (1.5)
    - GEOG539 - Advanced Seminar in Resource Management (1.5)
  - Complete 1 of the following
    - Complete 1 of:
    - GEOG590 - Directed Studies in Geography (1.5)
    - GEOG591 - Advanced Topics in Geography (1.5)
    - another special topics course on recommendation of the supervisory committee as approved by the Graduate Adviser.
  - Complete all of:
    - GEOG599 - MA, MSc Thesis (to be determined)

Note

- Additional courses may be recommended on advice of the supervisory committee.

Proposed program changes for the MA Degree in Geography to streamline the program and reduce the total number of units.

- GEOG518 - Advanced Spatial Analysis and Spatial Statistics (1.5) is removed from the options to complete the "methods" requirement
    - GEOG 518 will remain as a possible course, but it will no longer be an eligible option to fulfill the "methods" requirement
- The seminar course requirement: "1 from GEOG 536, 537, 538 and 539" is being removed from the program which results in a program reduction of 1.5 units. (Total program requirements go from 19 units to 17.5 units)
- There is a slight wording change underneath Complete 1 of GEOG590, GEOG591 or "another special topics course on recommendation of the supervisory committee as approved by the Graduate Adviser."
    - New wording says "or another graduate-level course or 400-level undergraduate course on recommendation of the supervisory committee as approved by the Graduate Adviser.
- The Thesis will be worth 13 units

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

The program changes maintain current opportunities around experiential and community engaged research and learning.

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

No

Identify the program learning outcomes.

Our Master's program is designed to develop independent research abilities in a specific area of geography while enhancing career-relevant skills. The program involves students in coursework and research proposal development in year one, followed by independent research pursuits and thesis writing in year two.

Provide anticipated times to completion.

The streamlining of courses will facilitate the improvement of completion times.

Describe any plans for international or indigenous opportunities or perspectives.

This program is centered on enhancing student engagement in geographic topics for all students including Indigenous and international students.

Plans for integration of teaching and research.

No change

G. Anticipated enrolment and student financial support plan.

The department has instituted a minimal level of funding to support incoming graduate students and the targeted enrollment is up to 8 students for the MA program.

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

N/A

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

UBC and SFU

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

Attached email from SDH, Dr Urbanoski – related to one methods course (GEOG538) and one elective (GEOG536) which are no longer available to Social Dimensions of Health program students.

UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

MSc Geography

Submitted by:	**Name and title**	**Email**
Contact person	Maycira Costa, Graduate Advisor GEOG	maycira@uvic.ca
Dean or designate	Lois Harder, Dean of Social Sciences	soscdean@uvic.ca

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	
Pre-consultation with Faculty of Graduate Studies – please contact fgscirc@uvic.ca	
Departmental approval	Nov 19, 2021
Faculty Council* approval **or equivalent Faculty voting body*	Dec 8, 2021 - GCC Dec 15, 2021 – Faculty Meeting
Graduate Executive Committee approval	
FGS Council approval	
Senate Committee on Planning approval	

Please complete all rows with date or N/A

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

Other relevant information

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

MSc Geography

Please complete all sections or indicate N/A

PROPOSAL (up to 4,000 words plus appendices)	
A. Identification of the change	
Name, Location, Academic units (Faculties, departments, or schools)	Faculty of Social Sciences, Department of geography
Anticipated implementation date of change	September 2022
Name, title, phone number and e-mail address of contact person	Maycira Costa Professor and Graduate Advisor 250-721-7334/250-886-3525 maycira@uvic.ca

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This change in course requirements is an interim measure to ensure that graduate students can complete their graduate programs as listed in the Calendar, while the department undertakes a comprehensive review of existing graduate curriculum and courses.

The requested changes result in a reduction of the number of total units needed for program completion by 1.5 units; this makes our program more comparable to programs in other Geography Departments in Canada, (UBC, SFU, UofA, UofT) which have between 3 and 5 required courses.

The Geography department and Faculty of Social Sciences are both supportive of these changes.

C. Indicators of labour market and student demand.

Steady enrollments and streamlined completion times will help our program to be more competitive at a provincial and national level at a minimum, and potentially increase desirability internationally as well.

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

As this is a reduction and streamlining of the current program, it will make it easier for graduate teaching faculty to teach the required courses in a timely way.

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

No

F. Curriculum design (Include draft curriculum, if applicable, as Appendix)

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.

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    - GEOG537 - Advanced Seminar in Physical Geography (1.5)
    - GEOG538 - Advanced Seminar in Geomatics (1.5)
    - GEOG539 - Advanced Seminar in Resource Management (1.5)
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  - Complete all of:
    - GEOG599 - MA, MSc Thesis (to be determined)

Note

- Additional courses may be recommended on advice of the supervisory committee.

Proposed program changes for the MSc Degree in Geography to streamline the program and reduce the total number of units required.

- GEOG518 - Advanced Spatial Analysis and Spatial Statistics (1.5) is removed from the options to complete the "methods" requirement
    - GEOG 518 will remain as a possible course, but it will no longer be an eligible option to fulfill the "methods" requirement
- The seminar course requirement: "1 from GEOG 536, 537, 538 and 539" is being removed from the program which results in a program reduction of 1.5 units. (Total program requirements go from 19 units to 17.5 units)
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- The Thesis will be worth 13 units

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

The program changes maintain current opportunities around experiential and community engaged research and learning.

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

No

Identify the program learning outcomes.

Our Master's program is designed to develop independent research abilities in a specific area of geography while enhancing career-relevant skills. The program involves students in coursework and research proposal development in year one, followed by independent research pursuits and thesis writing in year two.

Provide anticipated times to completion.

The streamlining of courses will facilitate the improvement of completion times.

Describe any plans for international or indigenous opportunities or perspectives.

This program is centered on enhancing student engagement in geographic topics for all students including Indigenous and international students.

Plans for integration of teaching and research.

No change

G. Anticipated enrolment and student financial support plan.
The department has instituted a minimal level of funding to support incoming graduate students and the targeted enrollment is up to 8 students for the MSc program.
H. Resource requirements. Indicate any resources required or impacted (faculty & staff appointments, space, library).
N/A
I. Indicate related graduate programs in other British Columbia post-secondary institutions.
UBC and SFU
Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix). Attached email from SDH, Dr Urbanoski – related to one methods course (GEOG538) and one elective (GEOG536) which are no longer available to Social Dimensions of Health program students.

UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

PhD Geography

Submitted by:	**Name and title**	**Email**
Contact person	Maycira Costa, Graduate Advisor GEOG	maycira@uvic.ca
Dean or designate	Lois Harder, Dean of Social Sciences	soscdean@uvic.ca

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	
Pre-consultation with Faculty of Graduate Studies – please contact fgscirc@uvic.ca	
Departmental approval	Nov 19, 2021
Faculty Council* approval **or equivalent Faculty voting body*	Dec 8, 2021 - GCC Dec 15, 2021- Faculty Meeting
Graduate Executive Committee approval	
FGS Council approval	
Senate Committee on Planning approval	

Please complete all rows with date or N/A

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

Other relevant information

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

PhD Geography

Please complete all sections or indicate N/A

PROPOSAL (up to 4,000 words plus appendices)	
A. Identification of the change	
Name, Location, Academic units (Faculties, departments, or schools)	Faculty of Social Sciences, Department of geography
Anticipated implementation date of change	September 2022
Name, title, phone number and e-mail address of contact person	Maycira Costa Professor and Graduate Advisor 250-721-7334/250-886-3525 maycira@uvic.ca

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

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

Graduate courses require a minimum of 5 students registered in order to run (a faculty-level policy), and there have not been enough students coming into our graduate programs to reach this enrolment for all of our listed required courses in recent years.

Course requirement changes: Current graduate admissions do not support sufficient enrolment in our geography program to be able to offer all courses on a continuing/ongoing basis. Therefore, we are requesting to remove the following courses from the program requirements: GEOG 536, 537, 538, 539. We are proposing to remove the seminar course requirement (1 of GEOG 536, 537, 538, and 539) from the program requirements and the seminar courses from the Calendar entirely as there are no plans to offer these same courses again in the future – some content may be drawn from them to form new courses, but these exact courses will not be offered again as they have not proven to be workable.

This change in course requirements is an interim measure to ensure that graduate students can complete their graduate programs as listed in the Calendar, while the department undertakes a comprehensive review of existing graduate curriculum and courses.

In the PhD program, we are proposing to replace the seminar requirement with a more general “1 further graduate course” requirement, which maintains the total number of units required to complete the program. Our PhD program thus continues to be comparable to programs in other Geography Departments in Canada, (UBC, SFU, UofA, UofT) which have between 3 and 5 required courses.

The Geography department and Faculty of Social Sciences are both supportive of these changes.

C. Indicators of labour market and student demand.

Steady enrollments and streamlined completion times will help our program to be more competitive at a provincial and national level at a minimum, and potentially increase desirability internationally as well.

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

As this is a reduction and streamlining of the current program, it will make it easier for graduate teaching faculty to teach the required courses in a timely way.

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

No

F. Curriculum design (Include draft curriculum, if applicable, as Appendix)

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.

Current Course requirements

The PhD program requires a total of 31.5 units.

Current Calendar Entry

- Complete all of the following
  - Complete all of:
    - GEOG500A - Geographical Research Approaches (1.5)
    - GEOG500B - Research Design in Geography (1.5)
  - Complete all of the following
    - Complete 1.5 units from:
    - GEOG536 - Advanced Seminar in Human Geography (1.5)
    - GEOG537 - Advanced Seminar in Physical Geography (1.5)
    - GEOG538 - Advanced Seminar in Geomatics (1.5)
    - GEOG539 - Advanced Seminar in Resource Management (1.5)
    - another advanced course on recommendation of the supervisory committee and as approved by the Graduate Adviser.
  - Complete all of:
    - GEOG693 - Candidacy Examination (3.0)
  - during terms in which students are preparing for and writing their PhD Candidacy Examinations. PhD students in Geography must sit their Candidacy Exams by 18 months after entry into the program and no sooner than 6 months prior to the final oral examination
  - Complete all of:
    - GEOG699 - PhD Dissertation (24.0)

Proposed program changes for the PhD Degree in Geography to streamline the program.

- The seminar course requirement: "1 from GEOG 536, 537, 538 and 539" is being removed from the program. This has been replaced by
    - "Complete 1 of the following:
        - GEOG590
        - GEOG591
        - Or another graduate-level course on recommendation of the supervisory committee and as approved by the Graduate Adviser."

This change has no impact on the total number of units required to complete the program.

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

The program changes maintain current opportunities around experiential and community engaged research and learning.

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

No

Identify the program learning outcomes.

Our Master's program is designed to develop independent research abilities in a specific area of geography while enhancing career-relevant skills. The program involves students in coursework and research proposal development in year one, followed by independent research pursuits and thesis writing in year two.

Provide anticipated times to completion.

The streamlining of courses will facilitate the improvement of completion times.

Describe any plans for international or indigenous opportunities or perspectives.

This program is centered on enhancing student engagement in geographic topics for all students including Indigenous and international students.

Plans for integration of teaching and research.

No change

G. Anticipated enrolment and student financial support plan.

The department has instituted a minimal level of funding to support incoming graduate students and the targeted enrollment is up to 6 students for the PhD program.

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

N/A

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

UBC and SFU

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

Attached email from SDH, Dr Urbanoski – related to one methods course (GEOG538) and one elective (GEOG536) which are no longer available to Social Dimensions of Health program students.

University of Victoria | Senate Committee on Planning

MEMO

Date: February 16, 2022

To: Senate

From: Senate Committee on Planning

Re: **Proposal to change the programs in French to programs in French and Francophone Studies**

At its meeting on February 2, 2022, the Senate Committee on Planning considered the proposal to change the programs in French to programs in French and Francophone Studies.

The proposal to change the name of the Department of French to the Department of French and Francophone Studies was approved by this committee at its January 5 meeting. However, a change in the program names within the department was not addressed.

The following motions are recommended:

Motion: that Senate approve the proposal to change the programs in French to programs in French and Francophone Studies, as described in the memorandum dated January 21, 2022.

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

REQUEST TO CHANGE PROGRAMS NAMES
to reflect change in name of the department

To: Dr. Elizabeth Adjin-Tettey, Acting Associate Vice-President Academic Planning, Senate Committee on Planning
Dr. Robin Hicks, Dean, Faculty of Graduate Studies
Dr. Lisa Surridge, Associate Dean Academic, Humanities

From: Dr. Hélène Cazes, Chair, the Department of French

Date: January 21, 2022

The Department of French submitted on January 5, 2022 a request for changing its name to The Department of French and Francophone Studies. The necessary changes to the Calendar have been submitted to Kuali.

Out of oversight, we have not requested in Fall 2021 that the name of the undergraduate and graduate programs and credentials be also changed to French and Francophone Studies, in order to reflect the program content. We apologize for the complication and submit today the following:

Request to change the programs in French to programs in French and Francophone Studies

That the name “French (Bachelor of Arts - Major)” become “French and Francophone Studies (Bachelor of Arts - Major)”

That the name “French (General and Minor)” become “French and Francophone Studies (General and Minor)”

That the name “French (Bachelor of Arts - Honours)” become “French and Francophone Studies (Bachelor of Arts - Honours)

That the name “Language and Cultural Proficiency: French (Certificate)” become “Language and Cultural Proficiency: French and Francophone Studies (Certificate)”

That the name "French Literature, Language and Culture (Master of Arts)" become "French and Francophone Literature, Language and Culture (Master of Arts)"

Signature:

Chair of the Department of French: original signed by Helene Caze Date: January 21, 2022

Gustavson School of Business
University of Victoria

Office of the Dean
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Canada

Tel 250-472-4139
Fax 250-721-6613
gustavson@uvic.ca
www.uvic.ca/gustavson

MEMO

DATE:	February 16, 2022
TO:	Senate
FROM:	Saul Klein, Dean
RE:	**Bylaw changes for Senate approval**

Please find attached documents corresponding to changes to our Bylaws that were approved at our February 2, 2022 Faculty Council.

The changes are to add the newly created Equity, Diversity and Inclusion (EDI) Committee to our Bylaws and make other minor editorial changes as noted.

All additions to the document are indicated in yellow and all deletions are crossed out in red.

Thank you.

I. Faculty Council

1. When a representative ceases to be a member of the constituency, the seat will be declared vacant, and the constituency will be requested by Council to appoint a new representative for the balance of the term.

2. There shall be a minimum of one meeting of the Council scheduled every four month period each year, at a time and form to be stated in the notice calling the meeting.

3. It is the responsibility of all members of Council to attend scheduled meetings of Council.

4. If a member cannot attend a meeting, it is the responsibility of that member to inform Council either directly or through the Dean's Secretary of the intent to be absent.

5. Special meetings of Council may be called by the Chair. At the written request of ten members of Council, special meetings will be called by the Chair within ten days.

6. Emergency meetings of Council may be called by the Chair, in terms of the Emergency Protocol described in the Constitution, with at least three days' notice.

7. In the absence of the Chair, one of the Associate Deans will preside over the meeting as appointed by the Dean.

8. No proposal for changes in policy or regulations may be brought for a vote unless the material outlining the proposal has been distributed to members of Council at least one week in advance of the meeting or unless otherwise authorized by the Dean.

9. Notice of meeting, agenda and supporting material shall be distributed at least one week in advance of any meeting unless otherwise authorized by the Dean.

10. Minutes of each Council meeting will be distributed on a pre-adopted basis within ten working days after the meeting, and approved at the next Council meeting.

11. Council may delegate to the Executive Committee the authority to act on behalf of Council on specified matters subject to external approval, as required in the Constitution of the Gustavson School of Business.

12. No proxy voting shall be permitted on motions brought to a vote in meetings of Council or standing committees. Council or its standing committees may, if desired, determine that a particular motion should be voted on by email ballot outside of a Council or standing committee meeting.

II. Faculty Council Ad Hoc Committees

1. The Council may establish ad hoc committees to investigate any matters coming before Council and to report to Council through the Executive Committee on any policy recommendations.

2. All ad hoc committees may appoint sub-committees to investigate and report on any matters relating to the work of those committees.

3. Notice of meetings shall be distributed to all members of each committee.

4. Notices of meetings and agendas shall be distributed at least seven (7) days in advance of the meeting unless otherwise authorized by the Dean.

5. Records of all committee meetings shall summarize the pertinent points discussed and the results of a vote on all motions.

6. Summary records of each meeting will be distributed to members of the committee in pre-adopted form within ten working days after the meeting.

7. A copy of the records of all meetings will reside in the Dean's Office and be made available to members of Council on request or via the Council Connect site (https://connect.uvic.ca/sites/gustavson/Pages/default.aspx).

8. Ex-officio members of ad hoc committees shall have the right to vote.

9. The quorum for meetings of ad hoc committees shall be fifty percent (50%) of the members of each committee unless otherwise specified.

10. Membership on Council is not a requirement for eligibility for membership on ad hoc committees.

11. Any member of Council shall have the right to attend any ad hoc committee meeting; however, only committee and ex-officio members shall have voting privileges.

III. Standing Committees

There shall be four standing committees of Council to be known as the:

1. Executive Committee
2. Faculty Academic Committee (FAC)
3. Assurance of Learning (AoL) Committee
4. Equity, Diversity and Inclusion (EDI) Committee

Faculty vacancies occurring in a standing committee, except Executive Committee, at any time shall be filled by an appointment made by the committee or an administrator responsible for staffing the committee and reported to Council.

Student representatives shall normally be chosen by their various constituencies by **September 15** of the year in which they are to serve. Administrative members, as appropriate, shall be appointed by the Executive Committee at any time during the year.

A member of a committee who cannot attend a meeting shall inform the Secretary or the Chair of that committee of the intent to be absent. Committee members are urged to keep their online calendars updated for ease of scheduling. A committee member who is repeatedly absent will be replaced following consultation between the Committee Chair and the Dean.

1. Executive Committee

a) Membership

i. Ex-Officio: Dean, Academic Director of Undergraduate Programs, one Director of the Graduate Programs (appointed by the Dean) and either the Gustavson International Director or the Associate Director, Business Co-op and Career (also appointed by the Dean). The Dean can invite other members of the faculty to participate in Executive Committee meetings as deemed necessary, but they cannot vote (e.g. Associate Deans, Program Directors).

ii. Three members-at-large of the Gustavson School Executive Committee shall be elected from the two electoral constituencies identified below, based on proportional representation with a minimum of one representative per constituency:

a. Faculty holding the rank of Full Professor, Associate Professor, or Assistant Professor in tenured or tenure stream appointments, or with limited term appointments longer than one year.

b. Faculty holding the rank of Teaching Professor, Associate Teaching Professor or Assistant Teaching Professor in teaching stream appointments, or with limited term appointments longer than one year.

iii. The Dean is not eligible for election and will serve as Chair. The Chair will abstain from voting, except in the case of a tie.

b) Faculty Members are eligible for election to the Executive Committee if they belong to one of the two electoral constituencies, are not already serving as an ex-officio member of the Executive Committee, and are available for the full two-year term of office. Current members are eligible for re-election. Each year, a list of such eligible members will be circulated.

c) The election will be held annually by April 15 using an e-mail ballot. Votes will be collected from only those representing the groups in III.1.a.ii.

d) The term of office for elected members will be two years starting July 1 and ending June 30 after 24 months. The terms of the members-at-large will be staggered, so that at least one member-at-large is elected each year.

e) Meetings

Regular meetings will be held at least once per term during the academic year and special meetings may be held at the call of the Chair. The notice of meeting and agenda of the Executive Committee meetings should be distributed to the committee one week in advance of each meeting unless otherwise authorized by the Dean.

f) Quorum

At least sixty (60) percent of elected & appointed/ex-officio members (four persons, minimum) plus the Chair (or designate) are required to comprise a quorum.

g) Responsibilities

i. To set the agenda for Council meetings.

ii. To receive and consider reports on all matters that require Council's approval and forward these to Council or return them for further consideration.

iii. To receive and consider plans and reports of the Dean, including the School of Business budget.

iv. To collaborate with the Dean and Appointments Committee in determining the hiring priorities and desired qualifications for instructional staff and Directors in the School.

v. To make decisions on all matters that Council has delegated to the Committee to decide on Council's behalf.

vi. If considered appropriate, to require the investigation of specific subjects related to any School policy and to review ensuing reports after it has passed through the appropriate committee.

vii. To receive, consider, and either refer back or forward to Council, proposed changes and amendments to the Constitution and Bylaws of the School. Changes may be proposed by any member or group of members of the Council.

viii. To advise the Dean on other matters as requested.

2. Faculty Academic Committee (FAC)

a) Membership

- Associate Dean, Programs (ex officio);
- Four elected faculty members, with staggered 2 year terms;
- Two additional faculty members appointed by the Dean, to ensure broad representation across subject areas and program experience;
- One member from the Assurance of Learning Committee;
- One representative from Business Co-op & Career;
- One student representative selected by the Commerce Students Society; and,
- One Gustavson graduate student representative.

The committee may invite other members of the Gustavson School to participate in meetings as deemed necessary, but they cannot vote (e.g., Associate Deans, Program Directors).

A member of the committee who cannot attend a meeting shall inform the Secretary or the Chair of the committee in advance. Committee members are urged to keep their online calendars updated for ease of scheduling. A committee member who is repeatedly absent will be replaced following consultation between the Committee Chair and the Dean.

Faculty Members are eligible for election to the Faculty Academic Committee if they belong to one of the two electoral constituencies (as specified previously in these ~~School's~~ Bylaws), are not already serving as an ex-officio member of FAC, and are available for the full two-year term of office. Current and appointed members are eligible for re-election. Each year, a list of such eligible members will be circulated.

The election will be held via e-mail ballot, and be completed prior to July 1 each year.

b) Meetings

The FAC will meet a minimum of four times between September and June of each academic year, with additional meetings convened if deemed necessary by the Chair.

The Associate Dean, Programs will serve as chair of the FAC and will administer the meetings. The FAC will be supported by the Dean's Office and materials and action items will be recorded and distributed and a regular call for agenda items will occur at least two weeks in advance of scheduled meetings. The final agenda will be distributed one week in advance.

c) Quorum

At least sixty percent (60%) of elected and appointed/ex-officio members (four persons, minimum) plus the Chair (or designate) are required to comprise a quorum.

d) Responsibilities

The FAC is responsible for academic oversight over all degree programs and their alignment with the Gustavson strategic vision and pillars, and focuses on student learning, retention and success. Its orientation is both proactive (in suggesting changes) and reactive (in evaluating changes proposed by others). Activities of the FAC include:

- Providing feedback to program committees on academic-related matters;
- Creating a space for collaborative problem solving on academic issues and challenges;
- Suggesting, reviewing and overseeing substantive program changes;
- Sharing information around academic programs, supports, initiatives and resources;
- Reviewing academic policy changes including academic integrity, student appeals, etc.;
- Receiving and reviewing proposals and suggestions from individual faculty members on academic related matters;
- Selecting a Business representative (who is a full member of the Faculty of Graduate Studies) to serve on the FGS Executive Committee from amongst the members of FAC; and,
- Selecting a Business representative to serve on the Senate Committee on Curriculum (SCC) from amongst the members of FAC.

3. Assurance of Learning Committee

a) Membership

Three Faculty Members from the same electoral constituencies as III.1.a.ii (as specified previously in these Bylaws) will be appointed by the Dean for staggered, two-year terms. One of these three committee members will serve as Chair, and one will sit on the Faculty Academic Committee.

The Associate Dean, Programs and the Accreditation Officer will serve as ex-officio members.

b) Responsibilities

To provide and maintain supporting document templates to facilitate every stage of the AoL process.

To be a knowledge resource for Programs when forming ~~Learning~~ Competency Goals and Objectives.

To be a knowledge resource for Programs when determining or revising assessment and measurement tools.

To be a resource for Programs when forming program improvement plans.

To be members of the Faculty Academic Committee, informing those committees of changes in best practice and school-wide AoL updates.

To report periodically to the Executive Committee on AoL progress.

To promote a culture of assessment and continuous improvement at the program level.

c) Limitations

The Assurance of Learning Committee has no formal decision making authority. Administrative and academic recommendations will require the approval of the Program Committees.

d) Quorum

At least three of the four faculty members must be in attendance.

4. Equity, Diversity and Inclusion (EDI) Committee

As per the EDI Terms of Reference:

a) Membership

The committee will consist of at least seven members, representing the following groups:

- Faculty holding the rank of Full Professor, Associate Professor, or Assistant Professor in tenured or tenure stream appointments, or with limited term appointments longer than one year (2 members)
- Faculty holding the rank of Teaching Professor, Associate Teaching Professor or Assistant Teaching Professor in teaching stream appointments, or with limited term appointments longer than one year (1 member)
- CUPE, PEA and Management Excluded Staff (2 members)
- Students (2 members, ideally one graduate and one undergraduate)

Members from each group will be selected by and from that group.

Up to three additional members may be appointed by the Dean in order to ensure that the diversity of the School is represented in the committee, encompassing gender, ethnicity / place of origin, Indigenous status, and other aspects of identity.

Members will serve for two year staggered terms, except for student members who will serve one-year terms.

Sub committees may be formed to address specific issues.

The committee members will elect a chair of the committee at their first meeting each academic year.

b) Responsibilities

The committee will make recommendations to Faculty Council and to the Dean as they arise.

The role of the committee is to advise on EDI policy and identify opportunities for further progress in these areas in the School.

The committee will report regularly to Faculty Council and submit an annual report on its activities.

Refer to the Terms of Reference for other committee functions and areas of work.

c) Limitations

The Equity, Diversity and Inclusion Committee has no formal decision making authority. Recommendations for the School will require the approval of the Executive Committee and Faculty Council.

d) Quorum

At least 50% of all committee members must be in attendance, with at least one faculty and staff member present.

IV. Appointments Committee/s

As per the Collective Agreement (CA), an Appointments Committee is formed by April 30 and procedures developed annually (CA s. 32.1) to meet the specific requirements of screening and conducting interviews of candidates in the disciplinary areas targeted for recruitment. When there are appointments to multiple faculty positions in the same year, multiple Appointments Committee may be formed for appointment recommendations for the different positions. The School will select one or more structures for making recommendations on appointments for the following Academic Year. A different structure may be chosen for each committee.

Each Appointments Committee requires a minimum of three faculty members, able to vote on each case. Committee members may be from any electoral constituencies as III.1.a.ii. ~~The~~ Associate Deans~~, Programs and the Associate Dean, Faculty Renewal~~ are eligible to

serve on Appointment committee~~/~~s. In the case of multiple committees, each one consists of the Chair plus a minimum of two other members. There will normally be three members chosen to serve for each committee, and the same members can serve on more than one committee. All members are expected to participate fully in the selection process up to the point of a recommendation vote.

The Appointments Committee will use regular processes to ensure broad consultation with other faculty members. Faculty members with expertise in the appointment's discipline may assist in the initial screening of applicants and any faculty member may be involved in informal interviews, such as those conducted during placement activities at academic conferences or during the candidate's campus visit (e.g. research and teaching presentations). Feedback to the Chair is requested from all faculty after each candidate visit, however, any input from non-committee members is treated as advisory, with recommendations remaining with the designated Appointments Committee.

Appointment recommendations are made only where the Committee has had sufficient interaction with a candidate to make a suitably informed decision. Such interaction normally takes place on site during a campus visit by the candidate. During the campus visit, a candidate is expected to:

a) Provide a research seminar that demonstrates his or her scholarly capabilities (for research faculty appointments only)

b) Conduct all or part of a regular class session, subject to availability of a suitable group of students, that demonstrates his or her teaching capabilities

c) Undergo a formal interview conducted by all members of the Appointments Committee or its relevant sub-committee

d) Meet with as many Gustavson faculty and staff as possible, particularly those with whom the candidate might work most closely if successfully appointed

e) Meet with the Dean, or designate, for an informal interview.

After all candidates have been interviewed, the Appointments Committee makes a recommendation to the Dean that indicates:

a) Whether a candidate is acceptable for an offer of appointment; and

b) If a candidate is considered acceptable, how the candidate is ranked relative to others.

By default, the vote on a candidate's acceptability is done by secret ballot but, if all committee members agree, the Chair may allow otherwise.

Information supplied by a candidate is confidential. It may be shared by the Appointments Committee with faculty and staff within the School who interact with the candidate. Information gathered by the committee, such as feedback from faculty, staff or students, who have interacted with a candidate, is not shared outside of the committee, other than with the Dean; similarly, information from the committee's interviews and discussions is not shared with non-committee members.

V. Reappointment, Continuing Appointment, Promotion and Tenure Committees

As required by CA s. 32.1, the School will select one or more structures, consistent with the Collective Agreement, for making recommendations on Reappointments, Promotions and Tenure for the following Academic Year. ~~The~~ Associate Deans~~, Programs and the Associate Dean, Faculty Renewal~~ are eligible to serve on RPT committee~~/~~s. Separate committees may be formed for Research Stream and for Teaching Stream faculty.

The RPT committee shall follow the procedures laid out in the Collective Agreement.

VI. Academic Administration

1. Associate Dean(s) (Faculty Renewal, ~~and~~ Programs, and Faculty Outreach)

a) The duties of the Associate Deans shall include:

i. duties as assigned by the Dean.

ii. an Associate Dean shall normally act for the Dean in his/her absence.

b) The appointment shall normally be for a term of three to five years.

c) The Associate Deans shall be appointed as per the UVic Policy GV0605 – Appointment of the Associate Dean, Faculty of Business.

2. Academic Directors of Master Programs (MBA, MGB, MM)

a) The duties of the Academic Directors for each of the Master Programs shall include:

i. responsibility for Master-level education

ii. recommending instructors for master courses

iii. recommending students for admission

b) The appointment shall normally be for a term of three years.

c) The Academic Directors of the Master Programs shall be members of the School as listed in III.1.a.ii.

d) The Academic Directors shall be appointed by the Dean in collaboration with the members of the Executive Committee.

3. Academic Director of Undergraduate Programs

a) The duties of the Academic Director of Undergraduate Programs shall include:

i. responsibility for Undergraduate education

ii. recommending instructors for undergraduate courses

b) The appointment shall normally be for a term of three years.

c) The Academic Director of Undergraduate Programs shall be a member of the School as listed in III.1.a.ii.

d) The Academic Director shall be appointed by the Dean in collaboration with the members of the Executive Committee.

4. Director of the PhD Program

a) The duties of the Director of the PhD Program shall include:

i. responsibility for PhD education

ii. recommending instructors for PhD courses

iii. managing the support staff assigned to the Doctoral Program

iv. recommending students for admission to the PhD Program.

b) The appointment shall normally be for a term of three years.

c) The Director of the PhD Program shall be a member of the School as listed in III.1.a.ii.

d) The Director shall be appointed by the Dean in collaboration with the members of the Executive Committee.

V. Changes to Bylaws

1. All proposed changes in the Bylaws must be considered by the Executive Committee before submission to Council.

2. Notice of a motion to change the Bylaws must be circulated to Executive Committee and Council members respectively, at least one week in advance of a scheduled meeting unless otherwise authorized by the Dean.

3. Changes in the Bylaws for which adequate notice has been given, require a simple majority vote for approval by the Executive and Faculty Council at any scheduled meeting.

4. Any matter for which adequate notice has not been given, but which has been authorized by the Dean (see I.7.), will require an affirmative vote of two-thirds of the members present at a scheduled meeting.

I. Faculty Council

1. When a representative ceases to be a member of the constituency, the seat will be declared vacant, and the constituency will be requested by Council to appoint a new representative for the balance of the term.

2. There shall be a minimum of one meeting of the Council scheduled every four month period each year, at a time and form to be stated in the notice calling the meeting.

3. It is the responsibility of all members of Council to attend scheduled meetings of Council.

4. If a member cannot attend a meeting, it is the responsibility of that member to inform Council either directly or through the Dean's Secretary of the intent to be absent.

5. Special meetings of Council may be called by the Chair. At the written request of ten members of Council, special meetings will be called by the Chair within ten days.

6. Emergency meetings of Council may be called by the Chair, in terms of the Emergency Protocol described in the Constitution, with at least three days' notice.

7. In the absence of the Chair, one of the Associate Deans will preside over the meeting as appointed by the Dean.

8. No proposal for changes in policy or regulations may be brought for a vote unless the material outlining the proposal has been distributed to members of Council at least one week in advance of the meeting or unless otherwise authorized by the Dean.

9. Notice of meeting, agenda and supporting material shall be distributed at least one week in advance of any meeting unless otherwise authorized by the Dean.

10. Minutes of each Council meeting will be distributed on a pre-adopted basis within ten working days after the meeting, and approved at the next Council meeting.

11. Council may delegate to the Executive Committee the authority to act on behalf of Council on specified matters subject to external approval, as required in the Constitution of the Gustavson School of Business.

12. No proxy voting shall be permitted on motions brought to a vote in meetings of Council or standing committees. Council or its standing committees may, if desired, determine that a particular motion should be voted on by email ballot outside of a Council or standing committee meeting.

II. Faculty Council Ad Hoc Committees

1. The Council may establish ad hoc committees to investigate any matters coming before Council and to report to Council through the Executive Committee on any policy recommendations.

2. All ad hoc committees may appoint sub-committees to investigate and report on any matters relating to the work of those committees.

3. Notice of meetings shall be distributed to all members of each committee.

4. Notices of meetings and agendas shall be distributed at least seven (7) days in advance of the meeting unless otherwise authorized by the Dean.

5. Records of all committee meetings shall summarize the pertinent points discussed and the results of a vote on all motions.

6. Summary records of each meeting will be distributed to members of the committee in pre-adopted form within ten working days after the meeting.

7. A copy of the records of all meetings will reside in the Dean's Office and be made available to members of Council on request or via the Council Connect site (https://connect.uvic.ca/sites/gustavson/Pages/default.aspx).

8. Ex-officio members of ad hoc committees shall have the right to vote.

9. The quorum for meetings of ad hoc committees shall be fifty percent (50%) of the members of each committee unless otherwise specified.

10. Membership on Council is not a requirement for eligibility for membership on ad hoc committees.

11. Any member of Council shall have the right to attend any ad hoc committee meeting; however, only committee and ex-officio members shall have voting privileges.

III. Standing Committees

There shall be four standing committees of Council to be known as the:

1. Executive Committee
2. Faculty Academic Committee (FAC)
3. Assurance of Learning (AoL) Committee
4. Equity, Diversity and Inclusion (EDI) Committee

Faculty vacancies occurring in a standing committee, except Executive Committee, at any time shall be filled by an appointment made by the committee or an administrator responsible for staffing the committee and reported to Council.

Student representatives shall normally be chosen by their various constituencies by **September 15** of the year in which they are to serve. Administrative members, as appropriate, shall be appointed by the Executive Committee at any time during the year.

A member of a committee who cannot attend a meeting shall inform the Secretary or the Chair of that committee of the intent to be absent. Committee members are urged to keep their online calendars updated for ease of scheduling. A committee member who is repeatedly absent will be replaced following consultation between the Committee Chair and the Dean.

1. Executive Committee

a) Membership

i. Ex-Officio: Dean, Academic Director of Undergraduate Programs, one Director of the Graduate Programs (appointed by the Dean) and either the Gustavson International Director or the Associate Director, Business Co-op and Career (also appointed by the Dean). The Dean can invite other members of the faculty to participate in Executive Committee meetings as deemed necessary, but they cannot vote (e.g. Associate Deans, Program Directors).

ii. Three members-at-large of the Gustavson School Executive Committee shall be elected from the two electoral constituencies identified below, based on proportional representation with a minimum of one representative per constituency:

a. Faculty holding the rank of Full Professor, Associate Professor, or Assistant Professor in tenured or tenure stream appointments, or with limited term appointments longer than one year.

b. Faculty holding the rank of Teaching Professor, Associate Teaching Professor or Assistant Teaching Professor in teaching stream appointments, or with limited term appointments longer than one year.

iii. The Dean is not eligible for election and will serve as Chair. The Chair will abstain from voting, except in the case of a tie.

b) Faculty Members are eligible for election to the Executive Committee if they belong to one of the two electoral constituencies, are not already serving as an ex-officio member of the Executive Committee, and are available for the full two-year term of office. Current members are eligible for re-election. Each year, a list of such eligible members will be circulated.

c) The election will be held annually by April 15 using an e-mail ballot. Votes will be collected from only those representing the groups in III.1.a.ii.

d) The term of office for elected members will be two years starting July 1 and ending June 30 after 24 months. The terms of the members-at-large will be staggered, so that at least one member-at-large is elected each year.

e) Meetings

Regular meetings will be held at least once per term during the academic year and special meetings may be held at the call of the Chair. The notice of meeting and agenda of the Executive Committee meetings should be distributed to the committee one week in advance of each meeting unless otherwise authorized by the Dean.

f) Quorum

At least sixty (60) percent of elected & appointed/ex-officio members (four persons, minimum) plus the Chair (or designate) are required to comprise a quorum.

g) Responsibilities

i. To set the agenda for Council meetings.

ii. To receive and consider reports on all matters that require Council's approval and forward these to Council or return them for further consideration.

iii. To receive and consider plans and reports of the Dean, including the School of Business budget.

iv. To collaborate with the Dean and Appointments Committee in determining the hiring priorities and desired qualifications for instructional staff and Directors in the School.

v. To make decisions on all matters that Council has delegated to the Committee to decide on Council's behalf.

vi. If considered appropriate, to require the investigation of specific subjects related to any School policy and to review ensuing reports after it has passed through the appropriate committee.

vii. To receive, consider, and either refer back or forward to Council, proposed changes and amendments to the Constitution and Bylaws of the School. Changes may be proposed by any member or group of members of the Council.

viii. To advise the Dean on other matters as requested.

2. Faculty Academic Committee (FAC)

a) Membership

- Associate Dean, Programs (ex officio);
- Four elected faculty members, with staggered 2 year terms;
- Two additional faculty members appointed by the Dean, to ensure broad representation across subject areas and program experience;
- One member from the Assurance of Learning Committee;
- One representative from Business Co-op & Career;
- One student representative selected by the Commerce Students Society; and,
- One Gustavson graduate student representative.

The committee may invite other members of the Gustavson School to participate in meetings as deemed necessary, but they cannot vote (e.g., Associate Deans, Program Directors).

A member of the committee who cannot attend a meeting shall inform the Secretary or the Chair of the committee in advance. Committee members are urged to keep their online calendars updated for ease of scheduling. A committee member who is repeatedly absent will be replaced following consultation between the Committee Chair and the Dean.

Faculty Members are eligible for election to the Faculty Academic Committee if they belong to one of the two electoral constituencies (as specified previously in these Bylaws), are not already serving as an ex-officio member of FAC, and are available for the full two-year term of office. Current and appointed members are eligible for re-election. Each year, a list of such eligible members will be circulated.

The election will be held via e-mail ballot, and be completed prior to July 1 each year.

b) Meetings

The FAC will meet a minimum of four times between September and June of each academic year, with additional meetings convened if deemed necessary by the Chair.

The Associate Dean, Programs will serve as chair of the FAC and will administer the meetings. The FAC will be supported by the Dean's Office and materials and action items will be recorded and distributed and a regular call for agenda items will occur at least two weeks in advance of scheduled meetings. The final agenda will be distributed one week in advance.

c) Quorum

At least sixty percent (60%) of elected and appointed/ex-officio members (four persons, minimum) plus the Chair (or designate) are required to comprise a quorum.

d) Responsibilities

The FAC is responsible for academic oversight over all degree programs and their alignment with the Gustavson strategic vision and pillars, and focuses on student learning, retention and success. Its orientation is both proactive (in suggesting changes) and reactive (in evaluating changes proposed by others). Activities of the FAC include:

- Providing feedback to program committees on academic-related matters;
- Creating a space for collaborative problem solving on academic issues and challenges;
- Suggesting, reviewing and overseeing substantive program changes;
- Sharing information around academic programs, supports, initiatives and resources;
- Reviewing academic policy changes including academic integrity, student appeals, etc.;
- Receiving and reviewing proposals and suggestions from individual faculty members on academic related matters;
- Selecting a Business representative (who is a full member of the Faculty of Graduate Studies) to serve on the FGS Executive Committee from amongst the members of FAC; and,
- Selecting a Business representative to serve on the Senate Committee on Curriculum (SCC) from amongst the members of FAC.

3. Assurance of Learning Committee

a) Membership

Three Faculty Members from the same electoral constituencies as III.1.a.ii (as specified previously in these Bylaws) will be appointed by the Dean for staggered, two-year terms. One of these three committee members will serve as Chair, and one will sit on the Faculty Academic Committee.

The Associate Dean, Programs and the Accreditation Officer will serve as ex-officio members.

b) Responsibilities

To provide and maintain supporting document templates to facilitate every stage of the AoL process.

To be a knowledge resource for Programs when forming Competency Goals and Objectives.

To be a knowledge resource for Programs when determining or revising assessment and measurement tools.

To be a resource for Programs when forming program improvement plans.

To be members of the Faculty Academic Committee, informing those committees of changes in best practice and school-wide AoL updates.

To report periodically to the Executive Committee on AoL progress.

To promote a culture of assessment and continuous improvement at the program level.

c) Limitations

The Assurance of Learning Committee has no formal decision making authority. Administrative and academic recommendations will require the approval of the Program Committees.

d) Quorum

At least three of the four faculty members must be in attendance.

4. Equity, Diversity and Inclusion (EDI) Committee

As per the EDI Terms of Reference:

a) Membership

The committee will consist of at least seven members, representing the following groups:

- Faculty holding the rank of Full Professor, Associate Professor, or Assistant Professor in tenured or tenure stream appointments, or with limited term appointments longer than one year (2 members)

- Faculty holding the rank of Teaching Professor, Associate Teaching Professor or Assistant Teaching Professor in teaching stream appointments, or with limited term appointments longer than one year (1 member)

- CUPE, PEA and Management Excluded Staff (2 members)

- Students (2 members, ideally one graduate and one undergraduate)

Members from each group will be selected by and from that group.

Up to three additional members may be appointed by the Dean in order to ensure that the diversity of the School is represented in the committee, encompassing gender, ethnicity / place of origin, Indigenous status, and other aspects of identity.

Members will serve for two year staggered terms, except for student members who will serve one-year terms.

Sub committees may be formed to address specific issues.

The committee members will elect a chair of the committee at their first meeting each academic year.

b) Responsibilities

The committee will make recommendations to Faculty Council and to the Dean as they arise.

The role of the committee is to advise on EDI policy and identify opportunities for further progress in these areas in the School.

The committee will report regularly to Faculty Council and submit an annual report on its activities.

Refer to the Terms of Reference for other committee functions and areas of work.

c) Limitations

The Equity, Diversity and Inclusion Committee has no formal decision making authority. Recommendations for the School will require the approval of the Executive Committee and Faculty Council.

d) Quorum

At least 50% of all committee members must be in attendance, with at least one faculty and staff member present.

IV. Appointments Committee/s

As per the Collective Agreement (CA), an Appointments Committee is formed by April 30 and procedures developed annually (CA s. 32.1) to meet the specific requirements of screening and conducting interviews of candidates in the disciplinary areas targeted for recruitment. When there are appointments to multiple faculty positions in the same year, multiple Appointments Committee may be formed for appointment recommendations for the different positions. The School will select one or more structures for making recommendations on appointments for the following Academic Year. A different structure may be chosen for each committee.

Each Appointments Committee requires a minimum of three faculty members, able to vote on each case. Committee members may be from any electoral constituencies as III.1.a.ii. Associate Deans are eligible to serve on Appointment committees. In the case of multiple committees, each one consists of the Chair plus a minimum of two other members. There will normally be three members chosen to serve for each committee, and the same members can serve on more than one committee. All members are expected to participate fully in the selection process up to the point of a recommendation vote.

The Appointments Committee will use regular processes to ensure broad consultation with other faculty members. Faculty members with expertise in the appointment's discipline may assist in the initial screening of applicants and any faculty member may be involved in informal interviews, such as those conducted during placement activities at academic conferences or during the candidate's campus visit (e.g. research and teaching presentations). Feedback to the Chair is requested from all faculty after each candidate visit, however, any input from non-committee members is treated as advisory, with recommendations remaining with the designated Appointments Committee.

Appointment recommendations are made only where the Committee has had sufficient interaction with a candidate to make a suitably informed decision. Such interaction normally takes place on site during a campus visit by the candidate. During the campus visit, a candidate is expected to:

a) Provide a research seminar that demonstrates his or her scholarly capabilities (for research faculty appointments only)

b) Conduct all or part of a regular class session, subject to availability of a suitable group of students, that demonstrates his or her teaching capabilities

c) Undergo a formal interview conducted by all members of the Appointments Committee or its relevant sub-committee

d) Meet with as many Gustavson faculty and staff as possible, particularly those with whom the candidate might work most closely if successfully appointed

e) Meet with the Dean, or designate, for an informal interview.

After all candidates have been interviewed, the Appointments Committee makes a recommendation to the Dean that indicates:

a) Whether a candidate is acceptable for an offer of appointment; and

b) If a candidate is considered acceptable, how the candidate is ranked relative to others.

By default, the vote on a candidate's acceptability is done by secret ballot but, if all committee members agree, the Chair may allow otherwise.

Information supplied by a candidate is confidential. It may be shared by the Appointments Committee with faculty and staff within the School who interact with the candidate. Information gathered by the committee, such as feedback from faculty, staff or students, who have interacted with a candidate, is not shared outside of the committee, other than with the Dean; similarly, information from the committee's interviews and discussions is not shared with non-committee members.

V. Reappointment, Continuing Appointment, Promotion and Tenure Committees

As required by CA s. 32.1, the School will select one or more structures, consistent with the Collective Agreement, for making recommendations on Reappointments, Promotions and Tenure for the following Academic Year. Associate Deans are eligible to serve on RPT committees. Separate committees may be formed for Research Stream and for Teaching Stream faculty.

The RPT committee shall follow the procedures laid out in the Collective Agreement.

VI. Academic Administration

1. Associate Dean(s) (Faculty Renewal, Programs, and Faculty Outreach)

a) The duties of the Associate Deans shall include:

   i. duties as assigned by the Dean.

   ii. an Associate Dean shall normally act for the Dean in his/her absence.

b) The appointment shall normally be for a term of three to five years.

c) The Associate Deans shall be appointed as per the UVic Policy GV0605 – Appointment of the Associate Dean, Faculty of Business.

2. Academic Directors of Master Programs (MBA, MGB, MM)

a) The duties of the Academic Directors for each of the Master Programs shall include:

   i. responsibility for Master-level education

   ii. recommending instructors for master courses

iii. recommending students for admission

b) The appointment shall normally be for a term of three years.

c) The Academic Directors of the Master Programs shall be members of the School as listed in III.1.a.ii.

d) The Academic Directors shall be appointed by the Dean in collaboration with the members of the Executive Committee.

3. Academic Director of Undergraduate Programs

a) The duties of the Academic Director of Undergraduate Programs shall include:

i. responsibility for Undergraduate education

ii. recommending instructors for undergraduate courses

b) The appointment shall normally be for a term of three years.

c) The Academic Director of Undergraduate Programs shall be a member of the School as listed in III.1.a.ii.

d) The Academic Director shall be appointed by the Dean in collaboration with the members of the Executive Committee.

4. Director of the PhD Program

a) The duties of the Director of the PhD Program shall include:

i. responsibility for PhD education

ii. recommending instructors for PhD courses

iii. managing the support staff assigned to the Doctoral Program

iv. recommending students for admission to the PhD Program.

b) The appointment shall normally be for a term of three years.

c) The Director of the PhD Program shall be a member of the School as listed in III.1.a.ii.

d) The Director shall be appointed by the Dean in collaboration with the members of the Executive Committee.

V. Changes to Bylaws

1. All proposed changes in the Bylaws must be considered by the Executive Committee before submission to Council.

2. Notice of a motion to change the Bylaws must be circulated to Executive Committee and Council members respectively, at least one week in advance of a scheduled meeting unless otherwise authorized by the Dean.

3. Changes in the Bylaws for which adequate notice has been given, require a simple majority vote for approval by the Executive and Faculty Council at any scheduled meeting.

4. Any matter for which adequate notice has not been given, but which has been authorized by the Dean (see I.7.), will require an affirmative vote of two-thirds of the members present at a scheduled meeting.

University of Victoria

MEMO

Date: February 16, 2022

To: Members of Senate

From: Kevin Hall, PhD
President and Vice-Chancellor

Re: **2021 Policy Annual Report**

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

The 2021 Policy Annual Report captures university policy activities and accomplishments in the 2021 calendar year, and outlines some of the policy activities and priorities that are planned for 2022.

More information about university policies can be found on the University Secretary's website at www.uvic.ca/universitysecretary/policies.

Attached for Senate's information is the 2021 Policy Annual Report. This report will also be presented to the Board of Governors at their meeting on March 29, 2022.

/attachments

2021 Policy Portfolio at a Glance

One who adapts their policy to the times prospers, and likewise the one whose policy clashes with the demands of the times does not.

- Niccolò Machiavelli, The Prince

2
COVID-19 response procedures created

123
University-wide policies across all executive portfolios

4
Policies updated

20
Editorial changes made

1
Policy rescinded

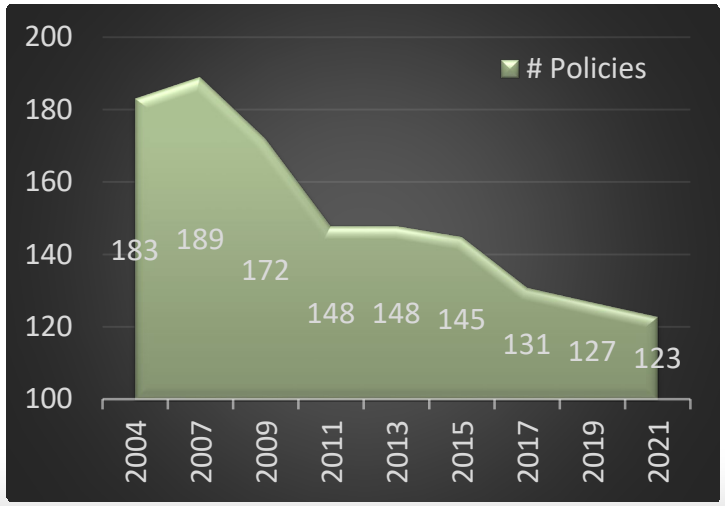
29
Policies needing review

39
Policy reviews underway

55
Up to date policies

45%
Of the policy portfolio is up to date as of December 2021

University Policies Over Time



policyofficer@uvic.ca

www.uvic.ca/universitysecretary/policies

COVID-19 Disclaimer: The values in this infographic represent work carried out during COVID-19 pandemic restrictions. Policy work is collaborative in nature and requires engagement with units and offices who have policy responsibility. However, responding to COVID-19 has been the highest priority of all units, and therefore less capacity has been available for policy review and development compared to pre-COVID-19.

University of Victoria

Date: February 16, 2022

To: Members of the Board of Governors and Senate

From: Dr. Kevin Hall
President and Vice-Chancellor

Re: 2021 University Policy Annual Report

Introduction

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

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

The Policy on University Policies and Procedures states that:

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

This report responds to the above requirement, and identifies some of the university policy priorities for 2022.

The University Secretary's Role

The University Secretary's Office (USEC) supports the university executive team, including the President, the vice-presidents, and the Associate Vice-President Indigenous (the Designated Executive Officers, DEOs) to develop and maintain policies within their respective portfolios. The USEC Policy Officer carries out policy drafting, research, and benchmarking; coordinates policy development and review with the

DEOs; and helps to ensure that policy changes are consistent with the university's policy framework.

COVID-19 Impact

Policy review and development in 2021 was adjusted and delayed due to the university's continued need to focus on its response to COVID-19, including the return to in-person instruction in Fall 2021. As a result, some policy reviews and other policy developments were deferred to future years.

The Policy Officer supported the university's COVID-19 response team as they developed health and safety procedures on COVID-19 vaccine declarations, rapid testing, and mask wearing on campus.

Update on Policy Renewal

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

Four outdated policies were renewed in 2021 – the Environmental Health and Safety Policy (SS9200), the Information Security Policy (IM7800), the Sexualized Violence Prevention and Response Policy (GV0245), and the Use of Vehicles and Parking Policy (BP3200). One policy was rescinded – the Conflict of Interest in Employment Practices policy (HR6200) – because it was obsolete.

Policy Highlights from 2021

The Sexualized Violence Prevention and Response policy (GV0245) was due for its three-year review as required by provincial legislation. The EQHR Policy Advisory Committee (with support from a technical policy subcommittee) reviewed the policy and consulted widely with faculty, staff, and students. The resulting changes made the policy clearer and more accessible; added an opportunity for voluntary resolution processes; and broadened the investigation process to apply to all university community members.

The Environmental Health and Safety policy (SS9200) and the Information Security policy (IM7800) reviews concluded in 2021 after multi-year processes. Both policies were extensively rewritten to take into account organizational changes as well as evolutions in best practice within their disciplines. Two new procedures were added to the Information Security policy to respond to security risks associated with cloud computing, and to provide guidance for security threat and risk assessments.

In 2020 the Policy Officer audited the policy manual to identify gendered language and replace it with gender-neutral terms. Most of these editorial changes were approved in 2020; changes to two outstanding policies were approved in January 2021.

Another policy audit was conducted after the title of Vice-President Research was changed to Vice-President Research and Innovation. Eighteen policies or procedures

were identified that needed editorial changes to reflect this; these policy edits were approved in Spring 2021.

Looking Ahead

The University Secretary's Office continues to work with DEOs and other units and offices to respond proactively to university policy needs and changing regulatory requirements. Outdated policies are being reviewed according to their institutional significance and the length of time since the policy was last reviewed; the long-term goal is to bring the policy portfolio to 100% currency.

The review of UVic's equity policies, which began with the Sexualized Violence Prevention and Response Policy, is ongoing. The EQHR Policy Advisory Committee and technical policy subcommittee are currently reviewing the Discrimination and Harassment Policy (GV0205). When this review is complete, which is projected to happen in 2022, the next policy that will be reviewed is Human Rights, Equity, and Fairness (GV0200).

Eight policies will become due for review in 2022. These are:

- Copyright Compliance and Administration (IM7310);
- Furnishings, Fittings, Finishes and Artwork (BP3130);
- Future Employment Restrictions on Senior Management Employees (GV0240);
- Motor Vehicles (AD2315);
- Policy on University Policies and Procedures (GV0100);
- Procedures for the Selection of the Registrar (GV0400);
- Professional Development Expenses: Regular Faculty Members and Librarians (HR6410); and
- University Signage (BP3140).

Ongoing policy-related initiatives include:

(a) continue to identify and rescind or relocate university policies and procedures that no longer meet the policy standard;

(b) continue to analyze and determine where additional new university policies and procedures are required and where related policies can be consolidated; and

(c) create tools and guides for the university community to improve policy management, development, and review.

Attachments

Appendix – Status of the Policy Portfolio

2021 Policy Annual Report
Appendix – Status of the Policy Portfolio

New Policies and Procedures

No new university policies were developed in 2021.

Two new procedures were created in 2021 as part of the university's response to COVID-19. The COVID-19 Mask Protocol Acknowledgement and Exemption Procedure and the COVID-19 Vaccine Status Declaration and Rapid Testing Procedure were approved in September 2021 and attached to the Environmental Health and Safety Policy (SS9200). Both procedures were updated in December 2021.

The following new policies and procedures are under development:

Policy	Portfolio	Status	Purpose
New Policies in Development			
Financial Conflict of Interest	VPRI	Under development	New procedure on financial conflicts of interest to meet some funder requirements.
Procedures for the Appointment, Review, and Re-appointment of Associate Deans (consolidation)	VPAC	Under review	New policy to consolidate the 13 appointment procedures for Associate Deans into one "umbrella" policy, similar to the consolidated decanal policy GV0450.
Student Residence Policy	VPAC	Under development	New high-level policy to replace existing Student Residences policy (BP3500) and Operation of Family Housing Policy (BP3505).

Revised Policies and Procedures

From January to December 2021, the following university policies and procedures were revised:

Policy	Portfolio	Effective Date
Outdated Policies Renewed		
Environmental Health and Safety (SS9200)	PRES	April 6, 2021
Information Security (IM7800)	VPFO	October 13, 2021
Sexualized Violence Prevention and Response Policy (GV0245)	PRES	February 19, 2021
Use of Vehicles and Parking (BP3200)	VPFO	March 30, 2021
Other Policies and Procedures Revised		
COVID-19 Mask Protocol Acknowledgement and Exemption Procedure	VPFO	December 17, 2021
COVID-19 Vaccine Status Declaration and Rapid Testing Procedure	VPFO	December 17, 2021
Editorial Changes Made		
Appointment of the Associate Dean (Research) of Engineering (GV0620)	VPAC	April 9, 2021
Duties and Responsibilities of Research Centre Directors (GV0715)	VPRI	March 26, 2021
Establishment, Review, and Closure of Research Centres (RH8300)	VPRI	March 26, 2021
External Research Funding Agreements (RH8200)	VPRI	March 26, 2021
Indirect Costs of Research (FM5400)	VPRI	March 26, 2021
Intellectual Property (GV0215)	VPRI	March 26, 2021
Liquor Policy (AD2400)	VPFO	January 15, 2021
Post Doctoral Fellows (HR6310)	VPRI	March 26, 2021
Procedures for Interim Executive Appointments	PRES	March 26, 2021
Procedures for the Appointment and Re-appointment of Research Centre Directors (GV0705)	VPRI	March 26, 2021

Policy	Portfolio	Effective Date
Procedures for the Appointment and Re-appointment of the Vice-President Research and Innovation (GV0310)	PRES	March 26, 2021
Procedures for the Appointment and Re-appointment of the Vice-Provost and Academic Associate Vice-Presidents (GV0350)	PRES	March 26, 2021
Research Funding Management and Financial Accountability (FM5405)	VPFO/VPRI	January 27, 2021
Research Grants in Lieu of Salary (RH8200)	VPRI	March 26, 2021
Research Involving Humans (RH8105)	VPRI	March 26, 2021
Research or Teaching Involving Animals (RH8110)	VPRI	March 26, 2021
Research Policy (RH8100)	VPRI	March 26, 2021
Scholarly Integrity A (AC1105(A))	VPAC	April 9, 2021
Scholarly Integrity B (AC1105(B))	VPAC	April 9, 2021
Signing Authority Policy (FM5100)	VPFO	March 26, 2021
Typographical Corrections Made		
Post Doctoral Fellows (HR6310) – updated hyperlinks	VPRI	April 8, 2021
Furniture, Fittings, Finishes, and Artwork (BP3130) – typo correction	VPFO	May 31, 2021

Rescinded Policies and Procedures

Policy	Portfolio	Rescinded
Outdated Policies Rescinded		
Conflicts of Interest in Employment Practices (HR6200)	PRES	March 30, 2021

Policies and Procedures Requiring Review

The following policies and procedures are past their mandated review date or otherwise require review.

Policy	Portfolio	Status
Targeted for Deletion or Relocation		
Residence Services Budget Policy (FM5515)	VPAC	Under review
Employment Accommodation (HR6115)	VPFO	Under review
Require Review		
Academic Accommodation and Access for Students with Disabilities (AC1205)	VPAC	Under review
Appointment of Associate Deans (13) (GV0600-GV0655, GV0670)	VPAC	Under review
Appointment and Review of a Head of the Division of Medical Sciences, Procedures for the (GV0500)	VPAC	Under review
Appointment and Reappointment of Deans (GV0450)	VPAC	To be reviewed
Appointment of the University Librarian (GV0410)	VPAC	To be reviewed
Appointment of the University Secretary (GV0325)	PRES	To be reviewed
Appointment of the Vice-President Academic and Provost (GV0305)	PRES	To be reviewed
Appointment of the Vice-President External Relations (GV0320)	PRES	To be reviewed
Appointment of the Vice-President Finance and Operations (GV0315)	PRES	To be reviewed
Appointment of the Vice-President Research and Innovation (GV0310)	PRES	To be reviewed
Art Collections (BP3310)	VPER	Under review
Capital Expenditures on Physical Plant (FM5205)	VPFO	Under review
Casual Employment of Students (HR6300)	VPFO	Under review

Policy	Portfolio	Status
Conflict of Interest and Confidentiality (GV0210)	PRES	Under review
Critical Incident Response Procedures (SS9115)	VPFO	Under review
Deans of Faculties and Divisions (GV0660)	VPAC	Under review
Discrimination & Harassment (GV0205)	PRES	Under review
Educational Services Contract Policy (AC1110)	VPAC	To be reviewed
Employment Equity (HR6100)	PRES	To be reviewed
Employment under Externally Funded Grants and Contracts (HR6305)	VPFO	Under review
Establishment of Certificate and Diploma Programs (AC1135)	VPAC	Under review
Establishment of Endowed and Term Chairs and Professorships (AC1100)	VPAC	Under review
External Research Funding Agreements (RH8200)	VPRI	Under review
Fundraising and Gift Acceptance (ER4105)	VPER	Under review
Guidelines for Participation in International Activities (AD2200)	PRES	To be reviewed
Hospitality Expenditures (FM5600)	VPFO	Targeted for review in 2022
Human Rights, Equity and Fairness (GV0200)	PRES	Targeted for review in 2022
Indirect Costs of Research (FM5400)	VPRI	Under review
Institutional Acquisition and Standardization of Information Technology Devices (AD2515)	VPFO	Under review
Internal Audit (GV0220)	VPFO	Approval in January 2022
Liability Insurance (FM5300)	VPFO	Under review
Liquor Policy (AD2400)	VPFO	Under review

Policy	Portfolio	Status
Off-Campus Graduate Programs (AC1115)	VPAC	Under review
Political Leave Policy (HR6425)	VPFO	Under review
Post Doctoral Fellows Policy (HR6310)	VPRI	To be reviewed
Prevention of Violence in the Workplace Policy (SS9120)	VPFO	Under review
Professional Development Expenses – PEA Staff (HR6420)	VPFO	Under review
Professional Development Expenses – ME Staff (HR6400)	VPFO	Under review
Protection of Privacy Policy (GV0235)	PRES	Under review
Records Management Policy (IM7700)	PRES	Under review
Research Grants in Lieu of Salary Policy (RH8205)	VPRI	Under review
Research Involving Humans (RH8105)	VPRI	Under review
Research or Teaching Involving Animals (RH8110)	VPRI	Under review
Responding to the Death of a Student (AC1215)	VPAC	Under review
Risk Management Policy (GV0225)	VPFO	Nearing completion
Scholarly Integrity – Researchers not Subject to the Framework Agreement (AC1105(A))	VPAC	To be reviewed
Scholarly Integrity – Pursuant to the Framework Agreement (AC1105(B))	VPAC	To be reviewed
Specialist/Instructional Appointments (HR6315)	VPAC	Under review
Student Awards (AC1130)	VPAC	Under review
Student Residence and Family Housing policies (BP3500, BP3505)	VPAC	Under review
Title of Emeritus or Emerita (AC1140)	VPAC	To be reviewed

Policy	Portfolio	Status
University of Victoria Art Museum, Policy on (BP3315)	VPER	Under review

Policies with Transferred Approving Authority

No policies had their approving authority changed in 2021.

RECEIVED

FEB 1 1 2022

UNIVERSITY SECRETARY
UNIVERSITY OF VICTORIA

The undersigned members of the University of Victoria Senate request that the following motion be added to the agenda of the March 4, 2022 Senate meeting as specified under section 69.01 of the Senate Rules and Procedures. The purpose of this proposed change is to ensure that Senate respects the individual judgement of Senate members in deciding the reasonable level of risk to their own health and that of people within their personal bubble, or for whom they may have caregiving responsibilities, in engaging in in-person meetings during the COVID-19 pandemic.

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

Name	Signature	Constituency (Student, Faculty, Convocation)
Samuel Holland		Student
Sophia Crabbe	Sophia	Student
Daniel Drennan		Student
Martha McGinnis		Faculty
ERIN EIKAM		FACULTY
Erin Campbell		Faculty
Kyle Risby		Student
Christine Todd		Student
Matthew Koch	Matthew Koch	Sessional Lecturer
Mauricio Garcia-Barrera		Faculty.
FRASER HOF		FACULTY
David Foster	David JA Foster	Student

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Name	**Signature**	**Constituency (Student, Faculty, Convocation)**
NICOLE KENT	Nicole Kent	Student Senator

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Name	**Signature**	**Constituency (Student, Faculty, Convocation)**
Brock Smith	J. Brock Smith	Faculty.

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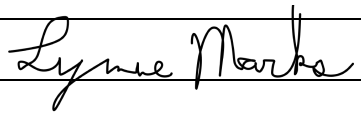
Name	**Signature**	**Constituency (Student, Faculty, Convocation)**
Lynne Marks		Faculty

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

Name	**Signature**	**Constituency (Student, Faculty, Convocation)**
Rebecca Warburton	Rebecca Warburton	Convocation
Phalguni Mukhopadhyaya		Faculty
Sandra Hundza		Faculty
CindyAnn Rose-Redwood	CindyAnn Rose-Redwood	Faculty

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

Name	**Signature**	**Constituency (Student, Faculty, Convocation)**
Victoria Wyatt	Victoria Wyatt	Faculty, At Large

University of Victoria
Office of the Registrar | Division of Student Affairs
JCC A115 | PO Box 3025 STN CSC Victoria BC V8W 3P2
T 250-721-8135|registrar@uvic.ca | uvic.ca/studentaffairs

MEMO

DATE: February 16, 2022

TO: Senate

FROM: Carrie Andersen, University Secretary

CC: Nicole Greengoe, Registrar

RE: **Renewed UVic Parchment**

In collaboration with the Office of the University Secretary, the Office of the Registrar has initiated the Parchment Renewal Project to adapt the University of Victoria's parchment into a tangible artifact that is worthy of its outstanding graduates of today and in the future.

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

Appendix A illustrates the proposed parchment as defined by each parchment type:

- Undergraduate parchment
- Graduate
- Partnership
- Honorary Degree

In addition, Appendix B provides an example of a proposed parchment in a UVic Bookstore Frame. An example of the current UVic parchment may be viewed in Appendix C.

<u>What is the purpose of the parchment and why is it important?</u>

A university parchment serves as an important function in conveying to the graduate and to the world the graduate's knowledge accrual, recognizes their life-long connection to the university, and presents a public display of their attained prestige and honour of being a University of Victoria graduate.

<u>Why is UVic undertaking this process now?</u>

UVic's current parchment was last updated in 1995 and no longer meets the expectations of graduates or reflects best practices of similar post-secondary institutions. During the pandemic, in absence of a convocation ceremony, the parchment has taken on additional importance in promoting the ongoing connection the graduate will have as a University of Victoria alumni.

Survey responses and direct feedback over the past few years indicate graduates are consistently underwhelmed with multiple components of the parchment. Recurring themes include "not authentic looking",

"frustrating that my degree is not on my diploma", "my printer paper is better quality", and "I spent over $28,000 and UVic cheaps out on the parchment".

While a high-level review of the parchment began over 10 years ago, focused research occurred this past year including Canada-wide surveys in the post-secondary sector, and the project officially launched in August 2021. Recent work has included validating graduate feedback and current best practices and expectations, analyzing and suggesting possible solutions, a proposed redesigned parchment by UC&M, and incorporating UVic community feedback.

What are the recommended enhancements?

Recommendation	Why is this important?	Additional Detail
Adding *First Level of Differentiation* (where appropriate) to signify the program the graduate completed.	The current parchment lists only the Degree and Faculty (e.g. Bachelor of Arts)	Typically the *First Level of Differentiation* would be a 'major'. There are some programs where additional review with the faculty will be required, such as programs where there is not a major but a specialization that is considered equal, programs where the *first level of differentiation* would repeat (i.e., Bachelor of Nursing // Nursing) and no *first level of differentiation* will be displayed, etc.
Modernization of Parchment wording	Aligns with UVic's Strategic Framework (1.2, 4.5, 6.5)	* See below
Removal of University Seal as a watermark	When framed, the embedded University Seal is not visible.	Watermark was added as a security feature in 1995 and will be replaced by additional and more relevant security features, noted below.
Addition of embossed University Seal on a gold foil	Creates an 'official' document.	An embossed gold foil provides the parchment with a visual confirmation of authentication and is considered a security feature.
Indigenous elements to be added	Aligns with UVic's Strategic Initiatives to Truth and Reconciliation	The Territorial Acknowledgement for the University of Victoria has been added to the parchment. A font is available that accurately displays Indigenous characters for the graduate's name.
Shift location of the month, year, and location to the text phrase.	Moving from a text block into the text phrase allows for an improved modernized layout	* See below
80lb archival and sustainable paper	Currently < 60lb paper and considered by many graduates as similar to their computer paper.	Research indicates 80lb paper meets the requirement of an increased quality paper and the supplier has indicated it could be sustainable paper.
Microprinting security Feature	False parchments are a billion dollar a year business.	A line under UNIVERSITY OF VICTORIA heading will be finely printed with "University of Victoria" but will view as a solid line.

Parchment Wording:

Both the Office of the Registrar and Office of the University Secretary have researched the origin of the wording for the language currently existing on our parchment. A survey of other Canadian universities have shown that none of the other respondents mentioned "duties" with only Dalhousie University mentioning "responsibilities". All other institutions shared wording regarding "rights and privileges". Unfortunately, there is no original record of a University of Victoria Senate discussion to reference on this matter.

Dr. Eric Sager, Emeritus Professor and Adjunct in the Department of History, has explained that while many universities will have content regarding the rights and privileges in their degree certificates, these words will vary according to each institution. A "right" would include the right to have the university confirm that the degree was awarded. "Rights and privileges" could include lifetime membership in the university convocation, the right to attend convocation and membership in the alumni association. Universities in England may denote a right to visit one's college on specific occasions and even to stay overnight in this college. As for "duties and responsibilities", Dr. Sager could only surmise that this could include the duty to represent the university in an honest way and to represent fairly the qualifications indicated by the degree.

Recommendations of the proposed wording is outlined below:

> ***Undergraduate:*** *The Senate of the University of Victoria upon the recommendation of the Faculty of [Faculty Name] admits [Graduate's Name] to the degree of [Credential] with all the rights~~,~~ and privileges~~, duties and responsibilities~~ of this degree.*
>
> ***Graduate:*** *The Senate of the University of Victoria upon the recommendation of the Faculty of Graduate Studies admits [Graduate's Name] to the degree of [Credential] ~~in recognition of the fulfilment of the requirements for this degree~~ with all the rights~~,~~ and privileges~~, duties and responsibilities~~ of this degree.*
>
> ***Date and Location:*** *The Senate of the University of Victoria upon the recommendation of the Faculty of [Faculty Name] admits [Graduate's Name] to the degree of [Credential] with all the rights and privileges of this degree in [Month] [Year] in Victoria, British Columbia, Canada.*

Consultations:

Consultations have been conducted across the university community and a complete list of areas consulted is available in Appendix D.

Consultations allowed for validation of the key objectives and the opportunity to refine each of the recommended enhancements. Feedback has been overwhelmingly positive in support of recognizing the key objectives to add *first level of differentiation,* Indigenous element, authenticity displayed with embossed gold seal, modern font and wording.

Graduates who have earned "Co-Operative Education" and/or "With Distinction" as part of their credential will continue to have these items displayed on their parchment.

UVic Alumni requesting a replacement parchment will receive the new format that will include their program and *first level of differentiation* and with the signatures (Dean, Registrar, President, Chancellor) at the time of their graduation. The ability for graduates to be issued a renewed parchment with their original credential and signatures has been very well received.

What is the timeline?

Date	Activity
August – November 2021	Complete full review of graduate surveys, best practices, environmental scan across Canada and globally, coordinate with University Communications & Marketing.
November 2021 – February 2022	Consultation & Information Tour
March 4, 2022	Senate
March – September 2022	Parchment Systems development, testing & implementation; confirmation of *first level of differentiation* for each program.
Fall 2022	First renewed Parchments issued.

Thank you for your assistance as UVic works to showcase a revitalized UVic parchment that will be worthy of our graduates and alumni.

/Attachment

Appendix A: Proposed Parchment Samples

- *Proposed Undergraduate Template*
- *Proposed Graduate Template*
- *Proposed Partnership Template*
- *Proposed Honorary Degree Template*

Appendix B: Photo of Proposed Parchment in a UVic Bookstore frame

Appendix C: Current Parchment Example

Appendix D: Parchment Renewal Project Consultations

Appendix A

UNIVERSITY OF VICTORIA

The Senate of the University of Victoria upon the recommendation of

FACULTY OF SOCIAL SCIENCES

admits

Graduate's Name

to the degree of

BACHELOR OF ARTS
ECONOMICS

with all the rights and privileges of this degree in
Month YYYY in Victoria, British Columbia, Canada.

Dean of the Faculty

Registrar

We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the University of Victoria stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

Marion Buller
Chancellor

President and Vice-Chancellor

UNIVERSITY OF VICTORIA

The Senate of the University of Victoria upon the recommendation of

FACULTY OF GRADUATE STUDIES

admits

Graduate's Name

to the degree of

DOCTOR OF PHILOSOPHY
LAW

with all the rights and privileges of this degree in
Month YYYY in Victoria, British Columbia, Canada.

Robin Hicks
Dean of the Faculty

Registrar

Marion Buller
Chancellor

President and Vice-Chancellor

We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the University of Victoria stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

UNIVERSITY OF VICTORIA

in partnership with

AURORA COLLEGE

Yellowknife, Northwest Territories, Canada

The Senate of the University of Victoria upon the recommendation of

THE FACULTY OF HUMAN AND SOCIAL DEVELOPMENT

admits

Graduate's Name

to the degree of

BACHELOR OF SCIENCE IN NURSING

WITH DISTINCTION

with all the rights and privileges of this degree in
Month YYYY in Victoria, British Columbia, Canada.

L H VanBeek
Registrar

President

We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the University of Victoria stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

Registrar

President and Vice-Chancellor

UNIVERSITY OF VICTORIA

In recognition of devotion in the service of others and of contribution to the advancement of knowledge the Senate of the University of Victoria this day confers upon

Honourand's Name

to the title and degree of

HONORARY DOCTOR OF LAWS

Month YYYY
Victoria, British Columbia, Canada.

Marion Buller
Chancellor

Registrar

We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the University of Victoria stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

President and Vice-Chancellor

Appendix B

UNIVERSITY OF VICTORIA
FACULTY OF SOCIAL SCIENCES
Graduate's Name
BACHELOR OF ARTS
HONOURS ECONOMICS
CO-OPERATIVE EDUCATION
WITH DISTINCTION
Marion Buller
University of Victoria

UNIVERSITY OF VICTORIA

The Senate of the University of Victoria upon the recommendation of

THE FACULTY OF SOCIAL SCIENCES

admits

Graduate's Name

to the degree of

BACHELOR OF ARTS

with all the rights, privileges, duties and responsibilities of this degree

VICTORIA, BRITISH COLUMBIA, CANADA

OCTOBER 2021

Registrar

Chancellor

President and Vice-Chancellor

Dean of the Faculty

Appendix D: Parchment Renewal Project Consultations

- Executive Council
- Alumni Relations
- Associate Vice-President Indigenous
- Bookstore framing team
- Convocation Committee
- Deans
- Faculty of Law staff
- Graduate Students' Society
- Legal Counsel & Chief Privacy Officer
- Office of Indigenous Academic and Community Engagement (IACE)
- Ombudsperson
- Individual Senators (as requested consultation)
- University of Victoria Students' Society
- UVic Alumni Association

University of Victoria | University Secretary

MEMO

Date: February 17, 2022

To: Members of Senate

From: Carrie Andersen
University Secretary

Re: **Academic Important Dates – June 2022**

Attached for Senate's approval is the revised Academic Important Dates for June 2022. Spring Convocation for June is currently scheduled for June 13 – 17, 2022.

Due to the COVID-19 pandemic, students who graduated during Spring 2020, Fall 2020 and Spring 2021 were unable to attend an in-person convocation ceremony. In recognition of the value of convocation ceremonies for both students and their family and friends, these graduating classes will be offered the opportunity to attend an in-person ceremony during June 2022.

An additional week of dates, June 6 to June 10, 2022, are scheduled for this purpose.

Recommended motion:

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

/Attachment

Academic important dates

In recognition of the fact that the University of Victoria is a diverse community, the Office of Equity and Human Rights has compiled a list of high holy days. Faculty and staff may wish to refer to this list in responding to requests from members of religious groups for variations in examination schedules due to religious observances.

Classes are cancelled on all statutory holidays and during reading breaks. Administrative offices and academic departments are closed on statutory holidays. Holidays that fall on a weekend are observed on the next available weekday, normally on a Monday. The UVic Libraries are normally closed on holidays; exceptions are posted in advance.

2022/2023 Official academic year begins

Summer session

See undergraduate and graduate Summer Session add and drop dates.

May 2022

May - August courses begin for all faculties
Wednesday, May 4th

Senate meets
Friday, May 6th

May and May-June courses begin
Monday, May 9th

Last day for Faculty of Law course changes
Monday, May 16th
For more details regarding Summer 2022 Important Dates, see www.uvic.ca/law/jd/courseregistration/index.php

Last day for graduate students to register in a personal leave in summer
Tuesday, May 17th

Victoria Day
Monday, May 23rd

Senate Committee on Academic Standards meets to approve Convocation lists
Thursday, May 26th

Fees deadlines for summer
Tuesday, May 31st
See undergraduate and graduate Add and Drop Dates for Standard Summer Courses

June 2022

May Courses End
Wednesday, June 1st

June Courses Begin
Thursday, June 2nd

Convocation Ceremonies for Spring 2020, Fall 2020 and Spring 2021
Monday, June 6th – Friday, June 10th

Spring Convocation
Monday, June 13th – Friday, June 17th

May-June and June Courses End
Friday, June 24th

Reading Break May-August sections only
Thursday, June 30th

July 2022

Canada Day
Friday, July 1st

Reading Break May-August sections only
Friday, July 1st

July and July-August courses begin
Monday, July 4th

Deadline to apply to graduate for Fall Convocation (all faculties)
Friday, July 15th

July courses end
Tuesday, July 26th

August courses begin
Wednesday, July 27th

Supplemental and deferred examinations for Winter Session 2021-2022 (except for Business and Law courses)
Wednesday, July 27th – Friday, July 29th

May-August classes end for all faculties
Friday, July 29th

August 2022

British Columbia Day
Monday, August 1st

May-August examinations begin for all faculties
Tuesday, August 2nd

May-August examinations end for all faculties
Wednesday, August 17th

July-August and August courses end
Friday, August 19th

Winter session - first term

September 2022

Labour Day
Monday, September 5th

First year registration and opening assembly for Faculty of Law
Tuesday, September 6th