



The next open meeting of the Senate of the University of Victoria is scheduled for Friday, May 6, 2022 at 3:30 p.m. in the Senate and Board Chambers, Jamie Cassels Centre.

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

1. APPROVAL OF THE AGENDA ACTION

2. MINUTES

- a. Special Senate meeting March 24, 2022 (**SEN-MAY 6/22-1**) ACTION

Motion: That the minutes of the open session of the special meeting of the Senate held on March 24, 2022 be approved and that the approved minutes be circulated in the usual way.

- b. Senate meeting April 1, 2022 (**SEN-MAY 6/22-2**) ACTION

Motion: That the minutes of the open session of the meeting of the Senate held on April 1, 2022 be approved and that the approved minutes be circulated in the usual way.

3. BUSINESS ARISING FROM THE MINUTES

4. REMARKS FROM THE CHAIR

- a. President's Report INFORMATION

5. CORRESPONDENCE

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

- i. 2021 Annual Report (**SEN-MAY 6/22-3**) INFORMATION

- b. Campus Planning Committee – S. Lewis and K. Simpson, Co-Chairs

- i. Semi-annual report (**SEN-MAY 6/22-4**) INFORMATION

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

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

- i. Revisions to the Undergraduate Academic Concessions Regulation (**SEN-MAY 6/22-5**) **ACTION**

Motion: That Senate approve the revisions to the Undergraduate Academic Concessions Regulation for the September 2022 academic calendar.

Motion: That Senate approve the extension of a temporary waiver of medical documentation for all requests for academic concessions during the Summer Session, May 2022 – August 2022.

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

- i. 10-Year Sessional Calendar Proposed Dates (**SEN-MAY 6/22-6**) **ACTION**

Motion: That Senate approve the 2021-2031 10-Year Sessional Calendar.

- ii. Revisions to the Senate Rules and Procedures (**SEN-MAY 6/22-7**) **ACTION**

Motion: That the Senate Rules and Procedures be amended by addition 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.”

- iii. Election to the Senate Committee on Agenda and Governance (**SEN-MAY 6/22-8**) **ACTION**

- iv. Appointments to the 2022/2023 Senate standing committees (**SEN-MAY 6/22-9**) **ACTION**

Motion: That Senate approve the appointment to the 2022/2023 Senate standing committees for the terms indicated in the attached document.

c. Senate Committee on Appeals – Kathryn Chan and Janna Promislow, Co-Chairs

- i. 2021/2022 Annual Report (**SEN-MAY 6/22-10**) **INFORMATION**

d. Senate Committee on Awards – Charlotte Schallié, Chair

- i. Motion to Suspend the Russian Embassy in Canada Book Prize (SEN-MAY 6/22-11) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, that the University of Victoria suspend the Russian Embassy in Canada Book Prize for the 2022-2023 Academic Year.

Motion: The Senate Committee on Awards further recommends that UVic policy be developed in response to matters of social responsibility as they relate to existing awards.

- ii. New and Revised Awards (SEN-MAY 6/22-12) **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:

- Working for a Better World Award (Revised)
- Jennifer Davison Undergraduate Scholarship in Russian Studies (Revised)
- Lee Mong Kow Bursary (New)
- St. Jude Scholarship* (Revised)
- Davison Graduate Scholarship in Economics* (Revised)
- Erna Beltsheva Graduate Scholarship in Music* (Revised)
- St. Martin Family Biology Scholarship (New)
- St. Martin Family Engineering & Computer Science Scholarship (New)
- Carbery Family Golf Award (New)
- Brent Fougner Cross Country/Track Annual Award (New)
- Vikes Honour Roll Provost Award for Excellence (Revised)
- Mathew Szymanowski Vikes Men's Rowing Award (New)
- Don Lobb Men's Rugby Award (New)
- Faculty of Law Indigenous Emergency Assistance Fund (New)
- Indigenous Law Student Award (New)
- Irene Cohen Scholarship (Revised)
- Vancouver Security Traders Association (VSTA) Finance Scholarship (New)
- Christine Welsh Scholarship (Revised)
- Doug White Vikes Men's Rowing Award (New)
- Ukraine Emergency Doctoral Student Fellowship in the Humanities (New)
- Chair in Transgender Studies Undergrad Research Scholarship for Trans, Non-Binary & Two-Spirit Students (Revised)

- William R. McIntyre Medal (Revised)
- Henry J. Warkentyne Scholarship in Applied Linguistics* (Revised)
- Vancouver Island Compassion Society Cannabis and Psychedelic Studies Scholarship* (New)
- Leslie and Kaye Jowett Graduate Scholarship* (Revised)
- University of Victoria International Mobility Access Grant (IMAG) (New-UG)

** Administered by the University of Victoria Foundation*

e. Senate Committee on Curriculum – Adam Con, Chair

- i. 2022/2023 Cycle 2 Curriculum Submissions (**SEN-MAY 6/22-13**) **ACTION**

Motion: 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 September 1, 2022.

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

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

f. Senate Committee on Learning and Teaching – Alexandra D’Arcy, Chair

- i. 2021/2022 Annual Report (**SEN-MAY 6/22-14**) **INFORMATION**

g. Senate Committee on Libraries – Robert Howell, Chair

- i. 2021/2022 Annual Report (**SEN-MAY 6/22-15**) **INFORMATION**

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

- i. 2021/2022 Annual Report (**SEN-MAY 6/22-16**) **INFORMATION**

- ii. Proposal to extend the Approved Centre Status for the Centre for Youth and Society (CFYS) (**SEN-MAY 6/22-17**) **ACTION**

Motion: That Senate approve the proposal to extend the Approved Centre Status for the Centre for Youth and Society (CFYS) for the 12-month period from July 1, 2022 through June 30, 2023, as described in the memorandum dated March 4, 2022.

- iii. Proposal to grant School status to the Indigenous Governance Program (**SEN-MAY 6/22-18**) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to grant School status to the Indigenous Governance Program, as described in the document “School of Indigenous Governance Proposal”.

- i. Senate Committee on University Budget - Jen Baggs, Chair

- i. 2021/2022 Annual Report (**SEN-MAY 6/22-19**) **INFORMATION**

7. PROPOSALS AND REPORTS FROM FACULTIES

- a. Faculty of Human and Social Development **INFORMATION**

- i. Strategic Plan 2022 – 2026 – Building on Our Collective Strengths (**SEN-MAY 6/22-20**)

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

- a. 2021/2022 Annual Report for the Advisory Committee on Academic Accommodation and Access for Students with Disabilities (**SEN-MAY 6/22-21**) **INFORMATION**

- b. Annual Report on Non-Academic Misconduct Allegations and Resolutions (**SEN-MAY 6/22-22**) **INFORMATION**

9. OTHER BUSINESS

- a. Annual report to Senate on UVic-approved research centre approvals, renewals and closures (**SEN-MAY 6/22-23**) **INFORMATION**

- b. Regalia Design – Masters in Management (**SEN-MAY 6/22-24**) **ACTION**

Motion: That Senate approve the regalia hood for the Masters in Management be burgundy with a mitred neckpiece and a narrow band of pewter blue velvet one inch from the edge of the hood on the outside only.

- c. 2021/2022 Emeriti (**SEN-MAY 6/22-25**) **INFORMATION**

- d. Elections Update (**SEN-MAY 6/22-26**) **INFORMATION**

10. ADJOURNMENT

**Special Meeting of Senate
March 24, 2022****MINUTES**

A special open meeting of the Senate of the University of Victoria was held on March 24, 2022 at 4:31 p.m. in the Senate and Board Chambers, Jamie Cassels Centre.

Kevin Hall, Chair of Senate, welcomed everyone to the special meeting.

1. APPROVAL OF THE AGENDA

The agenda was approved as circulated.

2. OTHER BUSINESS**a. UVic's Mask Mandate**

Referring to the memo from the Senate Committee on Agenda and Governance that had been included in the materials and the *University Act*, Carrie Andersen, University Secretary outlined the question posed for Senate's consideration. She confirmed it was a recommendation to the Board of Governors and the President to reinstate the mask mandate until the end of the current term.

Réka Gustafson, Deputy Provincial Health Officer, was in attendance and introduced herself to members of Senate.

Dr. Gustafson outlined the rationale for a mask mandate, the criteria for imposing and removing mandates, and the effectiveness of a mandate in the current environment. She spoke about the approach of public health throughout the pandemic as it related to mandates and provided information about why restrictions had been removed at this time.

In response to a question, Dr. Gustafson spoke about the province's testing program and surveillance. In response to a further question, she spoke about the requirement for employers to have a COVID-19 safety plan in place. Dr. Gustafson acknowledged that the transition with respect to the mandate had been challenging and had been implemented quickly. Dr. Gustafson responded to a question regarding the level of risk for immunocompromised individuals.

A member of Senate commented on how the university had responded to restrictions being lifted, noting that communications had left many feeling fearful. Dr. Gustafson acknowledged that communication had been a challenge for the entire province throughout the pandemic.

Dr. Hall thanked Dr. Gustafson for taking the time to participate in this meeting. Dr. Gustafson left the meeting.

As author of the proposal before Senate, Victoria Wyatt outlined the rationale for bringing the proposal. She commented on timing of removing the mandate, lack of consultation, and inadequate time for those who require accommodations to seek them.

A number of Senate members expressed concerns about the lack of consultation and spoke about groups who were in support of reinstating the mask mandate.

A Senate member shared that there were students on campus who did not want the mask mandate reinstated. He felt the university was doing its best by following the direction of the Provincial Health Officer and offering choices to members of the university community.

Another member of Senate expressed his view that it was not under the purview of Senate to be making this type of decision or recommendation.

A member of Senate expressed opposition to the motion, referring to the statements by Dr. Gustafson regarding the public health considerations and criteria for restrictions.

A Senate member shared her observation that based on broad interpretation of the section referred to in the *University Act*, the special meeting was appropriate. Regarding the mask mandate, she expressed support for the motion.

Another member of Senate expressed his concerns on the lack of consultation and the rights of employees. He stated that as an employer, the university should continue the mask mandate.

A member of Senate requested the vote on the motion be conducted by secret ballot. This motion was moved and carried (L. Marks/S. Holland).

Motion: (D. Foster/L. Cowan)

That Senate recommend to the President and the Board of Governors that the mask mandate at UVic that was dropped on March 11, 2022 be reinstated immediately and kept in place through the April exam period.

CARRIED

Dr. Hall read the results, 23 in favour and 19 opposed. As the motion was approved, Ms. Andersen said this would be forwarded to the Board of Governors for their consideration.

There being no other business, the meeting was adjourned at 5:44 p.m.

Senate Meeting March 24, 2022				SEN-MAY 6/22-1
Name	In Attendance	Regrets		Page 3 of 4 Position
Adjin-Tetty, Elizabeth	<input checked="" type="checkbox"/>		A/Associate Vice-President Academic Planning	By Invitation
Andersen, Carrie	<input checked="" type="checkbox"/>		University Secretary	Secretary of Senate
Bengtson, Jonathan	<input checked="" type="checkbox"/>		University Librarian	Ex officio
Bhiladvala, Rustom		<input checked="" type="checkbox"/>	Faculty of Engineering	Elected by the faculty members
Brolo, Alexandre	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the Faculty
Buller, Marion		<input checked="" type="checkbox"/>	Chancellor	Ex officio
Campbell, Erin		<input checked="" type="checkbox"/>	Faculty of Fine Arts	Elected by the faculty members
Clarke, Jo-Anne	<input checked="" type="checkbox"/>		Dean, Division of Continuing Studies	Ex officio
Con, Adam		<input checked="" type="checkbox"/>	Faculty of Fine Arts	Elected by the Faculty
Cowen, Laura	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the faculty members
Crabbe, Sophia	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
D’Arcy, Alexandra	<input checked="" type="checkbox"/>		Faculty of Humanities	Elected by the Faculty
Davenport, Daniel		<input checked="" type="checkbox"/>	Student Senator	Elected from the student societies
Devor, Aaron	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Diether, Kelly	<input checked="" type="checkbox"/>		Convocation Senator	Elected by the convocation
Dunsdon, Jim	<input checked="" type="checkbox"/>		Associate Vice-President Student Affairs	By Invitation
Foster, David	<input checked="" type="checkbox"/>		Student Senator	Elected by the student societies
Garcia-Barrera, Mauricio		<input checked="" type="checkbox"/>	Faculty of Graduate Studies	Elected by the Faculty
Gillen, Mark	<input checked="" type="checkbox"/>		Faculty of Law	Elected by the Faculty
Greengoe, Nicole	<input checked="" type="checkbox"/>		Registrar	By Invitation
Hall, Kevin	<input checked="" type="checkbox"/>		President and Vice-Chancellor	Chair of Senate
Hallgrimsdottir, Helga	<input checked="" type="checkbox"/>		Dean, Faculty of Human and Social Development	Ex officio
Hancock, Rob	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the Faculty
Harder, Lois		<input checked="" type="checkbox"/>	Dean, Faculty of Social Sciences	Ex officio
Hicks, Robin		<input checked="" type="checkbox"/>	Dean, Faculty of Graduate Studies	Ex officio
Hier, Sean	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Hof, Fraser	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the faculty members
Holland, Samuel	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Hoorfar, Mina	<input checked="" type="checkbox"/>		Dean, Faculty of Engineering	Ex officio
Huang, Li-Shih			Faculty of Humanities	Elected by the faculty members
Hundal, Navinder	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Hundza, Sandra	<input checked="" type="checkbox"/>		Faculty of Education	Elected by the Faculty
Jack, Kylie	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Kalynchuk, Lisa		<input checked="" type="checkbox"/>	Vice-President Research and Innovation	Ex officio
Kalyniuk, Tomas			Student Senator	Elected from the student societies
Kelly, Erin	<input checked="" type="checkbox"/>		Faculty of Humanities	Elected by the faculty members
Kent, Nicole			Student Senator	Elected from the student societies
Klein, Saul		<input checked="" type="checkbox"/>	Dean, Peter B. Gustavson School of Business	Ex officio
Koch, Matthew	<input checked="" type="checkbox"/>		Continuing Sessional	Elected by the Continuing Sessionals
Kurki, Helen			Faculty of Social Sciences	Elected by the Faculty
Laidlaw, Mark	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the Faculty
Leacock, Brian	<input checked="" type="checkbox"/>		Peter B. Gustavson School of Business	Elected by the Faculty
Lepp, Annalee	<input checked="" type="checkbox"/>		Dean, Faculty of Humanities	Ex officio
Li, Alex			Student Senator	Elected from the student societies
Lindgren, Allana	<input checked="" type="checkbox"/>		Acting Dean, Faculty of Fine Arts	Ex officio
Loock, Peter	<input checked="" type="checkbox"/>		Dean, Faculty of Science	Ex officio
Marks, Lynne	<input checked="" type="checkbox"/>		Faculty of Humanities	Elected by the Faculty
McDonough, Graham	<input checked="" type="checkbox"/>		Faculty of Education	Elected by the Faculty
McGinnis, Martha	<input checked="" type="checkbox"/>		Faculty of Graduate Studies	Elected by the Faculty
Mucina, Devi	<input checked="" type="checkbox"/>		Faculty of Human and Social Development	Elected by the Faculty
Mukhopadhyaya, Phalguni	<input checked="" type="checkbox"/>		Faculty of Engineering	Elected by the Faculty
Napoleon, Val		<input checked="" type="checkbox"/>	Acting Dean, Faculty of Law	Ex officio
Navarro, Julio			Faculty of Science	Elected by the faculty members
Newcombe, Andrew	<input checked="" type="checkbox"/>		Faculty of Law	Elected by the Faculty
Parkin, Michele	<input checked="" type="checkbox"/>		Acting Vice-President Academic and Provost	Ex officio
Rose-Redwood, CindyAnn	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Risby, Kyle	<input checked="" type="checkbox"/>		Student Senator	Elected by the student societies
Russell, Carolyn	<input checked="" type="checkbox"/>		Convocation Senator	Elected by the convocation
Ryan, Maureen	<input checked="" type="checkbox"/>		Faculty of Human and Social Development	Elected by the Faculty
St. Clair, Ralf			Dean, Faculty of Education	Ex officio
Saab, Ada		<input checked="" type="checkbox"/>	Associate University Secretary	By Invitation
Salem, Joseph		<input checked="" type="checkbox"/>	Faculty of Fine Arts	Elected by the Faculty
Shi, Yang	<input checked="" type="checkbox"/>		Faculty of Engineering	Elected by the Faculty
Smith, Brock		<input checked="" type="checkbox"/>	Peter B. Gustavson School of Business	Elected by the Faculty
Todd, Christine		<input checked="" type="checkbox"/>	Student Senator	Elected by the student societies
Voss, Graham		<input checked="" type="checkbox"/>	Faculty of Social Sciences	Elected by the faculty members
Wang, Alivia	<input checked="" type="checkbox"/>		Convocation Senator	Elected by the convocation
Warburton, Rebecca		<input checked="" type="checkbox"/>	Convocation Senator	Elected by the convocation
Wiebe, Anona		<input checked="" type="checkbox"/>	Student Senator	Elected by the student societies
Wilson, Lara	<input checked="" type="checkbox"/>		Professional Librarian	Elected by the Professional Librarians
Witts, Aidan	<input checked="" type="checkbox"/>		Student Senator	Elected by the student societies
Wright, Bruce		<input checked="" type="checkbox"/>	Head, Division of Medical Sciences	Additional Member
Wyatt, Victoria	<input checked="" type="checkbox"/>		Faculty of Fine Arts	Elected by the faculty members
Wylie, Jaxxen			Student Senator	Elected by the student societies

MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

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

Chancellor: Marion Buller

President and Vice-Chancellor: Kevin Hall, Chair

Acting Vice-President Academic & Provost: Susan Lewis

Vice-President Research and Innovation: Lisa Kalynchuk

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

Dean of Education: Ralf St. Clair

Dean of Engineering: Mina Hoorfar

Dean of Continuing Studies: Jo-Anne Clarke

Acting Dean of Fine Arts: Allana Lindgren

Dean of Graduate Studies: Robin Hicks

Dean of Humanities: Annalee Lepp

Dean of HSD: Helga Hallgrímsdóttir, Vice-Chair

Dean of Law: Susan Breau

Dean of Science: Peter Loock

Dean of Social Sciences: Lois Harder

University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES

- Section 35 (2) (g)

BUSI: Brian Leacock (30/6/22)
Brock Smith (30/6/24)

EDUC: Sandra Hundza (30/6/23)
Graham McDonough (30/6/22)

ENGR : Phalguni Mukhopadhyaya (30/6/22)
Yang Shi (30/6/23)

FINE: Adam Con (30/6/22)
Joseph Salem (30/6/24)

GRAD: Mauricio Garcia-Barrera (30/6/23)
Martha McGinnis (30/6/22)

HSD: Devi Mucina (30/6/24)
Maureen Ryan (30/6/22)

HUMS: Alexandra D'Arcy (30/6/22)
Lynne Marks (30/6/24)

LAW: Mark Gillen (30/6/22)
Andrew Newcombe (30/6/23)

SCIE: Alexandre Brolo (30/6/23)
Mark Laidlaw (30/6/23)

SOSC: Robert Hancock (30/6/24)
Helen Kurki (30/6/23)

MEMBERS ELECTED BY THE FACULTY MEMBERS

- Sections 35 (2) (g)

Rustom Bhiladvala (ENGR) (30/6/23)

Erin Campbell (FINE) (30/6/23)

Laura Cowen (SCIE) (30/6/22)

Aaron Devor (SOSC) (30/6/23)

Sean Hier (SOSC) (30/6/24)

Fraser Hof (SCIE) (30/6/23)

Li-Shih Huang (HUM) (30/6/24)

Erin Kelly (HUM) (30/6/24)

Julio Navarro (SCIE) (30/6/23)

MEMBERS ELECTED BY THE FACULTYMEMBERS (continued)

CindyAnn Rose-Redwood (SOSC) (30/6/22)

Graham Voss (SOSC) (30/6/24)

Victoria Wyatt (FINE) (30/6/23)

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

Sophia Crabbe (FINE) (30/6/22)

Daniel Davenport (HUM) “

David Foster (GRAD) “

Samuel Holland (SOSC) “

Navinder Hundal (SCIE) “

Kylie Jack (LAW) “

Tomas Kalyniuk (BUS) “

Nicole Kent (GRAD) “

Xiang (Alex) Li (ENGR) “

Kyle Risby (LAW) “

Christine Todd (GRAD) “

Anona Wiebe (ENGR) “

Aidan Witts (SOSC) “

Jaxxen Wylie (LAW) “

TBD (EDUC) “

TBD (HSD) “

MEMBERS ELECTED BY THE CONVOCATION

– Section 35 (2) (i)

Kelly Diether (30/06/24)

Carolyn Russell (30/06/24)

Alivia Wang (30/06/24)

Rebecca Warburton (30/06/24)

ADDITIONAL MEMBERS - Section 35 (2) (k)

Head, Division of Medical Sciences: Bruce Wright

Member elected by the Professional Librarians:

Lara Wilson (30/06/24)

Continuing Sessional: Matthew Koch (30/06/23)

SECRETARY OF SENATE - Section 64 (2)

University Secretary: Carrie Andersen

BY INVITATION - Seated with specified speaking rights

Acting Vice-Provost: Susan Lewis

Assoc. VP Student Affairs: Jim Dunsdon

A/Assoc. VP Academic Planning: Elizabeth Adjin-Tetty

Registrar: Nicole Greengoe

Associate University Secretary: Ada Saab



Meeting of Senate
April 1, 2022

MINUTES

A meeting of the Senate of the University of Victoria was held on April 1, 2022 at 3:31 p.m. in the Senate and Board Chambers, Jamie Cassels Centre.

1. APPROVAL OF THE AGENDA

Motion: (R. Hicks/M. Laidlaw)
That the agenda be approved as circulated.

CARRIED

2. MINUTES

a. March 4, 2022

Motion: (R. Hancock/A. Lepp)
That the minutes of the open session of the meeting of the Senate held on March 4, 2022 be approved and that the approved minutes be circulated in the usual way.

CARRIED

3. BUSINESS ARISING FROM THE MINUTES

There was none.

4. REMARKS FROM THE CHAIR

a. President's Report

Kevin Hall began his report with the university's three-year Planning and Budget Framework which was approved by the Board of Governors and outlined the strategic investments and budget framework for 2022/23. He announced that despite the challenges associated with the pandemic, the university remains in good financial shape; forecasting a balanced budget for the coming three years.

In an update on the strategic planning process, Dr. Hall noted the continued consultations with students, staff and faculty members. An update will be brought to Senate at a later date.

The month of March brought about many announcements such as the launch of the International Training Centre for Authorities and Leaders (CIFAL) Victoria in which UVic is one of 24 United Nations (UN) Training centres situated around the world. Explaining the CIFAL global network for innovative training and promoting the exchange of knowledge amongst government officials, the private sector and civil society as a vehicle for driving the UN Sustainable Development Goals forward, Dr. Hall noted that the university's centre was established through an agreement with the UN Institute of Training and Research (UNITAR) and is the only centre on the North America's West Coast and only the second training centre in Canada.

Estrella Merlos, Associate Director, CIFAL global network and Alex Mejia, Director, CIFAL global network joined UVic in the programme launch.

Dr. Hall reported that on March 2nd, UVic gifted Camosun with a paddle to mark two important milestones for Camosun: the 50th anniversary of the college and 30th anniversary of Eyē? Sqā'lewen – the Centre for Indigenous Education and Community Connections. The paddle was made by Coast Salish artist from Shíshálh Nation, Margaret August, who is an alumni of Camosun and UVic. The ceremony reaffirmed the shared priorities and special connection between the two institutions.

On March 24th, Chancellor Marion Buller, Robina Thomas and Dr. Hall travelled to Vancouver Island University (VIU) to present VIU Chancellor Judith Sayer (kekinusuqs) with a Talking Stick by master carver William Good. The gift is meant to deepen the relationship between our two institutions and honour our new Chancellor.

Dr. Hall noted recent significant days which were honoured by the university: Transgender Day of Visibility, International Day for the Elimination of Racial Discrimination, Pride Week and International Women's Day.

Finally, Dr. Hall noted the Confederation of University Faculty Associations of British Columbia (CUFA BC) announced the winners of the 2022 CUFA BC Distinguished Academics Awards. This year's awardees included Dr. Sarah Wright Cardinal, Assistant Professor, School of Child and Youth Care who received the Ehor Boyanowsky Academic of the Year Award; and Dr. Colin Bennett Professor, Political Science who received the Paz Buttedahl Career Achievement Award.

During the period in which to ask questions of the president, a Senator noted their dissatisfaction with a previous exchange prior to an earlier Senate meeting with the University Secretary. The Senator asked for confirmation that "there are no laws or policies against Senators discussing any open and public matter before Senate with whomever they wish, in whatever medium they wish, including but not limited to face to face, video, telephone, email and social media applications that exist or may be created, and that interference with the rights of Senators will cease."

Dr. Hall thanked the Senator for their comment and asked that the information be shared with the University Secretary's office for the minutes.

5. CORRESPONDENCE

a. Letter dated February 15, 2022 from the Graduate Students' Society

Dr. Hall noted receipt of the letter from the Graduate Students' Society and noted that the matter of the correspondence was addressed in a later item of the meeting agenda.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Agenda and Governance

i. Appointments to the 2022 Joint Senate Board Retreat Committee

Kyle Risby introduced the appointments for the Joint Board Senate Retreat Committee. There were no questions.

Motion: (K. Risby/M. Hoofar)

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

CARRIED

ii. Update on the Senate Rules and Procedures

Ada Saab, Associate University Secretary, introduced the update to the Senate Rules and Procedures with a brief outline of the various governance issues for consideration.

A Senator explained their interpretation of the legal right to participate in Senate discussions and noted that options could be considered without the renovation of the Senate and Board Chambers.

b. Senate Committee on Awards

i. New and Revised Awards

Charlotte Schallié introduced the new and revised awards.

A Senator thanked the committee for their diligence in reviewing and revising the awards in response to questions at previous Senate meetings.

Motion: (L. Wilson/A. Wang)

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

- Mohamed & Prabha Ibrahim Graduate Scholarship in Chemistry (Revised)
- Takao Tanabe Undergrad Award in Visual Arts (Revised)
- Murray and Lynda Farmer Award for Critical Thinking* (New)
- Chinese Consolidated Benevolent Association of Victoria Course Award* (Revised)
- Vancouver Island ASHRAE Chapter Endowment Scholarship* (Revised)
- Audain Travel Award (Revised)
- Lisa Fedrigo Bursary* (Revised)
- Doreen & John Windsor Scholarship* (Revised)
- Jack Howard Jackson Memorial Bursary (New)

- Victoria Foundation Ruth Elina Carlson Bursary (Revised)
- Dr. Terence Gough Chemistry Bursary* (New)
- Dr. Terence Gough Chemistry Scholarship* (New)
- Mya and Marcus Indigenous Graduate Scholarship in Visual Arts* (New)
- Jean Tutcho Indigenous Undergraduate Award in Visual Arts* (New)
- Béts'ahchu Undergraduate Award in Indigenous Language Revitalization* (New)
- Joyce Clearihue Graduate Co-op Scholarship* (Revised)
- Anna Isabelle Allen Undergraduate Scholarship in Social Work* (New)
- Takao Tanabe Graduate Award in Visual Arts (Revised)
- Langford-Seaborne Award for Indigenous Students in Humanities* (New)
- Langford-Seaborne Award for Indigenous Students in Social Sciences* (New)
- Dr. Mowafa Househ Entrance Scholarship (Revised)
- Enbridge Travel Award for Engineering and Computer Science Students (New)
- Jennifer van Dyk Memorial Women's Field Hockey Award* (Revised)
- Joyce Family Foundation Award for Indigenous Students* (Revised)

** Administered by the University of Victoria Foundation*

CARRIED

c. Senate Committee on Planning

i. Proposal to renew the Canadian Institute for Substance Use Research (CISUR) as an Approved UVic Research Centre

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

Motion: (G. McDonough/R. St. Clair)

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

CARRIED

ii. Proposal to establish a Bachelor of Arts in Music

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

Motion: (A. Lindgren/A. Con)

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

CARRIED

iii. Proposal to establish a Master of Science in Chemistry Accelerated Option

Dr. Adjinn-Tetty introduced the proposal.

A Senator noted the benefits of this proposed option and asked if students not currently enrolled in the Honours program would have this option available to them. Dr. David Harrington responded that this would not be an option for these students at this time.

In response to another question on whether the program would be distinct enough from the Honours program, Dr. Harrington confirmed that this had been considered and confirmed the distinction would be sufficient.

Motion: (P. Loock/M. Hoofar)

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

CARRIED

7. PROPOSALS AND REPORTS FROM FACULTIES

There was none.

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

There was none.

9. OTHER BUSINESS

a. Regalia Design: Juris Indigenarium Doctor

Val Napoleon introduced the proposal and commented on the distinct hood design for the new degree. There were no questions.

Motion: (V. Napoleon/R. Hicks)

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

CARRIED

There being no other business the meeting was adjourned at 3:57 p.m.

Senate Meeting April 1, 2022				SEN-MAY 6/22-2
Name	In Attendance	Regrets		Page 6 of 7 Position
Adjin-Tetty, Elizabeth	<input checked="" type="checkbox"/>		A/Associate Vice-President Academic Planning	By Invitation
Andersen, Carrie	<input checked="" type="checkbox"/>		University Secretary	Secretary of Senate
Bengtson, Jonathan	<input checked="" type="checkbox"/>		University Librarian	Ex officio
Bhiladvala, Rustom	<input checked="" type="checkbox"/>		Faculty of Engineering	Elected by the faculty members
Brolo, Alexandre	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the Faculty
Buller, Marion	<input checked="" type="checkbox"/>		Chancellor	Ex officio
Campbell, Erin	<input checked="" type="checkbox"/>		Faculty of Fine Arts	Elected by the faculty members
Clarke, Jo-Anne			Dean, Division of Continuing Studies	Ex officio
Con, Adam	<input checked="" type="checkbox"/>		Faculty of Fine Arts	Elected by the Faculty
Cowen, Laura			Faculty of Science	Elected by the faculty members
Crabbe, Sophia	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
D’Arcy, Alexandra	<input checked="" type="checkbox"/>		Faculty of Humanities	Elected by the Faculty
Davenport, Daniel	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Devor, Aaron	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Diether, Kelly	<input checked="" type="checkbox"/>		Convocation Senator	Elected by the convocation
Dunsdon, Jim		<input checked="" type="checkbox"/>	Associate Vice-President Student Affairs	By Invitation
Foster, David	<input checked="" type="checkbox"/>		Student Senator	Elected by the student societies
Garcia-Barrera, Mauricio		<input checked="" type="checkbox"/>	Faculty of Graduate Studies	Elected by the Faculty
Gillen, Mark	<input checked="" type="checkbox"/>		Faculty of Law	Elected by the Faculty
Greengoe, Nicole	<input checked="" type="checkbox"/>		Registrar	By Invitation
Hall, Kevin	<input checked="" type="checkbox"/>		President and Vice-Chancellor	Chair of Senate
Hallgrimsdottir, Helga	<input checked="" type="checkbox"/>		Dean, Faculty of Human and Social Development	Ex officio
Hancock, Rob	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the Faculty
Harder, Lois	<input checked="" type="checkbox"/>		Dean, Faculty of Social Sciences	Ex officio
Hicks, Robin	<input checked="" type="checkbox"/>		Dean, Faculty of Graduate Studies	Ex officio
Hier, Sean	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Hof, Fraser	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the faculty members
Holland, Samuel		<input checked="" type="checkbox"/>	Student Senator	Elected from the student societies
Hoorfar, Mina	<input checked="" type="checkbox"/>		Dean, Faculty of Engineering	Ex officio
Huang, Li-Shih			Faculty of Humanities	Elected by the faculty members
Hundal, Navinder			Student Senator	Elected from the student societies
Hundza, Sandra	<input checked="" type="checkbox"/>		Faculty of Education	Elected by the Faculty
Jack, Kylie			Student Senator	Elected from the student societies
Kalynchuk, Lisa		<input checked="" type="checkbox"/>	Vice-President Research and Innovation	Ex officio
Kalyniuk, Tomas			Student Senator	Elected from the student societies
Kelly, Erin		<input checked="" type="checkbox"/>	Faculty of Humanities	Elected by the faculty members
Kent, Nicole			Student Senator	Elected from the student societies
Klein, Saul	<input checked="" type="checkbox"/>		Dean, Peter B. Gustavson School of Business	Ex officio
Koch, Matthew	<input checked="" type="checkbox"/>		Continuing Sessional	Elected by the Continuing Sessionals
Kurki, Helen		<input checked="" type="checkbox"/>	Faculty of Social Sciences	Elected by the Faculty
Laidlaw, Mark	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the Faculty
Leacock, Brian			Peter B. Gustavson School of Business	Elected by the Faculty
Lepp, Annalee	<input checked="" type="checkbox"/>		Dean, Faculty of Humanities	Ex officio
Lewis, Susan		<input checked="" type="checkbox"/>	Acting Vice-President Academic and Provost	Ex officio
Li, Alex			Student Senator	Elected from the student societies
Lindgren, Allana	<input checked="" type="checkbox"/>		Acting Dean, Faculty of Fine Arts	Ex officio
Loock, Peter	<input checked="" type="checkbox"/>		Dean, Faculty of Science	Ex officio
Marks, Lynne	<input checked="" type="checkbox"/>		Faculty of Humanities	Elected by the Faculty
McDonough, Graham	<input checked="" type="checkbox"/>		Faculty of Education	Elected by the Faculty
McGinnis, Martha	<input checked="" type="checkbox"/>		Faculty of Graduate Studies	Elected by the Faculty
Mucina, Devi	<input checked="" type="checkbox"/>		Faculty of Human and Social Development	Elected by the Faculty
Mukhopadhyaya, Phalguni	<input checked="" type="checkbox"/>		Faculty of Engineering	Elected by the Faculty
Napoleon, Val	<input checked="" type="checkbox"/>		Acting Dean, Faculty of Law	Ex officio
Navarro, Julio	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the faculty members
Newcombe, Andrew	<input checked="" type="checkbox"/>		Faculty of Law	Elected by the Faculty
Rose-Redwood, CindyAnn		<input checked="" type="checkbox"/>	Faculty of Social Sciences	Elected by the faculty members
Risby, Kyle	<input checked="" type="checkbox"/>		Student Senator	Elected by the student societies
Russell, Carolyn			Convocation Senator	Elected by the convocation
Ryan, Maureen	<input checked="" type="checkbox"/>		Faculty of Human and Social Development	Elected by the Faculty
St. Clair, Ralf	<input checked="" type="checkbox"/>		Dean, Faculty of Education	Ex officio
Saab, Ada	<input checked="" type="checkbox"/>		Associate University Secretary	By Invitation
Salem, Joseph		<input checked="" type="checkbox"/>	Faculty of Fine Arts	Elected by the Faculty
Shi, Yang	<input checked="" type="checkbox"/>		Faculty of Engineering	Elected by the Faculty
Smith, Brock			Peter B. Gustavson School of Business	Elected by the Faculty
Todd, Christine	<input checked="" type="checkbox"/>		Student Senator	Elected by the student societies
Voss, Graham	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Wang, Alivia	<input checked="" type="checkbox"/>		Convocation Senator	Elected by the convocation
Warburton, Rebecca		<input checked="" type="checkbox"/>	Convocation Senator	Elected by the convocation
Wiebe, Anona		<input checked="" type="checkbox"/>	Student Senator	Elected by the student societies
Wilson, Lara	<input checked="" type="checkbox"/>		Professional Librarian	Elected by the Professional Librarians
Witts, Aidan	<input checked="" type="checkbox"/>		Student Senator	Elected by the student societies
Wright, Bruce		<input checked="" type="checkbox"/>	Head, Division of Medical Sciences	Additional Member
Wyatt, Victoria	<input checked="" type="checkbox"/>		Faculty of Fine Arts	Elected by the faculty members
Wylie, Jaxxen			Student Senator	Elected by the student societies

MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

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

Chancellor: Marion Buller

President and Vice-Chancellor: Kevin Hall, Chair

Acting Vice-President Academic & Provost: Susan Lewis

Vice-President Research and Innovation: Lisa Kalynchuk

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

Dean of Education: Ralf St. Clair

Dean of Engineering: Mina Hoorfar

Dean of Continuing Studies: Jo-Anne Clarke

Acting Dean of Fine Arts: Allana Lindgren

Dean of Graduate Studies: Robin Hicks

Dean of Humanities: Annalee Lepp

Dean of HSD: Helga Hallgrímsdóttir, Vice-Chair

Dean of Law: Susan Breau

Dean of Science: Peter Loock

Dean of Social Sciences: Lois Harder

University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES

- Section 35 (2) (g)

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

MEMBERS ELECTED BY THE FACULTY MEMBERS

- Sections 35 (2) (g)

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

MEMBERS ELECTED BY THE FACULTYMEMBERS (continued)

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

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

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

MEMBERS ELECTED BY THE CONVOCATION

– Section 35 (2) (i)

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

ADDITIONAL MEMBERS - Section 35 (2) (k)

Head, Division of Medical Sciences: Bruce Wright

Member elected by the Professional Librarians:

Lara Wilson (30/06/24)

Continuing Sessional: Matthew Koch (30/06/23)

SECRETARY OF SENATE - Section 64 (2)

University Secretary: Carrie Andersen

BY INVITATION - Seated with specified speaking rights

Acting Vice-Provost: Susan Lewis

Assoc. VP Student Affairs: Jim Dunsdon

A/Assoc. VP Academic Planning: Elizabeth Adjin-Tetty

Registrar: Nicole Greengoe

Associate University Secretary: Ada Saab



OMBUDSPERSON

2021 ANNUAL REPORT

VOLUME 25 | ISSUE 1

Dear Members of the University of Victoria,

I never expected the world to still be dealing with the affects of the pandemic two years later after the first cases of COVID was diagnosed in 2020. I acknowledge the tireless efforts and challenges by students to keep up with their studies, especially international students relocated back in their homeland studying and taking exams at abnormal times of the day and night while facing various challenges with returning to Victoria to study. In the same breath, I acknowledge the efforts of staff and faculty continually planning and adjusting to changes; together we all have experienced work fatigue and burnout to some extent or another. I hope 2022 will bring forth renewal for all. In presenting this annual report, the themes and observations are not entirely new but as you take the time to review the content, reflect on ways you as an individual, department and faculty can identify areas to improve and build upon the positive and innovative efforts made in 2021 to support students.

Academic Concessions remained the category with the highest number of complaints as it has been in previous years. Students contacted my office for informational purposes, such as, how to complete and submit the form. Despite the high volume, requests were processed and approved in a timely manner. A key factor I attribute to this trend is due to waiving required medical documentation and experience of processing student requests during the pandemic. Instructors no longer had to scrutinize medical documentation and students were relieved of the burden to having to get documents especially when access to family practitioners is scarce. I reviewed the proposed Undergraduate Academic Concession Regulation and Guidelines. The body of work demonstrates a conscientious response in reflecting the suggestions from university community stakeholders. I submitted a letter of endorsement to the Associate University Secretary in support of the proposed changes.

The pandemic shone light on the grave challenges students encounter in accessing academic accommodations. Currently, the university Academic Accommodation policy is undergoing a review, and I am part of the policy review committee. The committee has met several times this year to make suggestions for revision to the policy. In those meetings, I observed students' frustrated with the process. The frustrations is not because their concerns are not being heard, but I believe it is because their concerns are not finding their way into the policy in meaningful and impactful ways to support their needs and rights to being accommodated. I speak more about this on page 5. I appreciate the committee's response to these expressed frustrations by taking the time to regroup to undertake further consultations with stakeholders and explore resources to support implementation.

As a public office serving the student body, it is beneficial to receive feedback on the services provided by my office. Consistent with last year's annual report, students request intervention and advocacy. The Office of the Ombudsperson is an office of last resort after all available options are exhausted, but I do note those avenues can be exhausting for students to obtain a resolution. As I head into my 4th year at the university, this office feedback gives me the opportunity to reflect and update my strategic framework to enhance my advocacy for fairness in policies and procedures to produce reasonable and fair outcomes for students.

I present to you my 2021 calendar year annual report. I express thanks to my university community partners, with whom I work with on a regular basis, for their dedication to support students.

Regards,

Annette O'Hara
University of Victoria
Ombudsperson



418 In 2021, the Office of the Ombudsperson handled a total of 418 office inquiries.

VISION, MISSION, GOALS

WHAT IS AN OMBUDSPERSON?

An Ombudsman/Ombudsperson assists with the fair and expeditious resolution of complaints in an **impartial**, **confidential** and **independent** manner. Services are free of charge and the Ombudsman/person is not a representative of the person raising the complaint or the organization being complained about. Depending on how it has been established, Ombudsman/person roles include:

- The use of informal resolutions for complaints using tools like mediation, negotiation and shuttle diplomacy.
- The use of Inquiries and structured investigations to determine whether a complaint is founded along with the ability to make recommendations to correct unfair situations, both in individual cases and to address systemic issues
- Assistance with resolving complaints through advice, referral and discussion and by exploring available options.
- Looking for trends and patterns in complaints to identify and make recommendations to address potential systemic issues and seek system-wide improvements to influence positive changes.

(taken from Forum of Canadian Ombudspersons website www.ombudsmanforum.ca)

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

WHY HAVE AN OMBUDSPERSON?

- An Ombuds Office helps address grievances. Those with a sense of grievance against the institution are often less productive as staff or faculty members, less likely to succeed as students, and less likely to contribute as alumni;
- An Ombuds Office can help prevent conflicts from escalating. Conflicts cost time and resources;
- An Ombuds Office is tangible proof that the institution values fairness and values the members of the institutional community as individuals.

"Just so you know, I definitely appreciated and still appreciate the time you put in with me back then, [it's] a huge and instrumental resource."

VISION

A university community committed to fairness.

MISSION

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

STRATEGIC GOALS

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

Despite the restraints placed on office operations due to COVID, students were able to access services from the Ombudsperson primarily through email, phone and Zoom. Using Zoom was helpful as it made my services accessible for those students who were living outside of BC and Canada. Virtual appointments will continue to be an option for students to connect with the Ombudsperson.

Complaints efficiently addressed.

This is the second year using the feedback survey as part of office operations. The survey provides a good look at how the office can respond to improve addressing complaints. You can refer to the results on pg. 4. As a one-person office, taking time off sometimes represents challenges because students do not have access to office services when the Ombudsperson is away. The volume and time required to address concerns for students requires the office to revisit its complaint handling process to assess for effectiveness and accountability.

University staff and faculty members supported in improving academic administration.

In 2021, the Ombudsperson Office connected with different departments, such as, Resident Services and the Chemistry Department. The office continues to act as a resource to academic leaders and university staff to consult about procedural aspects on addressing student matters. The Ombudsperson will begin working on developing a university wide training on administrative fairness. Faculty resources are currently available in the "Faculty Resources" section of the Ombudsperson website.



TYPE OF OFFICE VISITOR

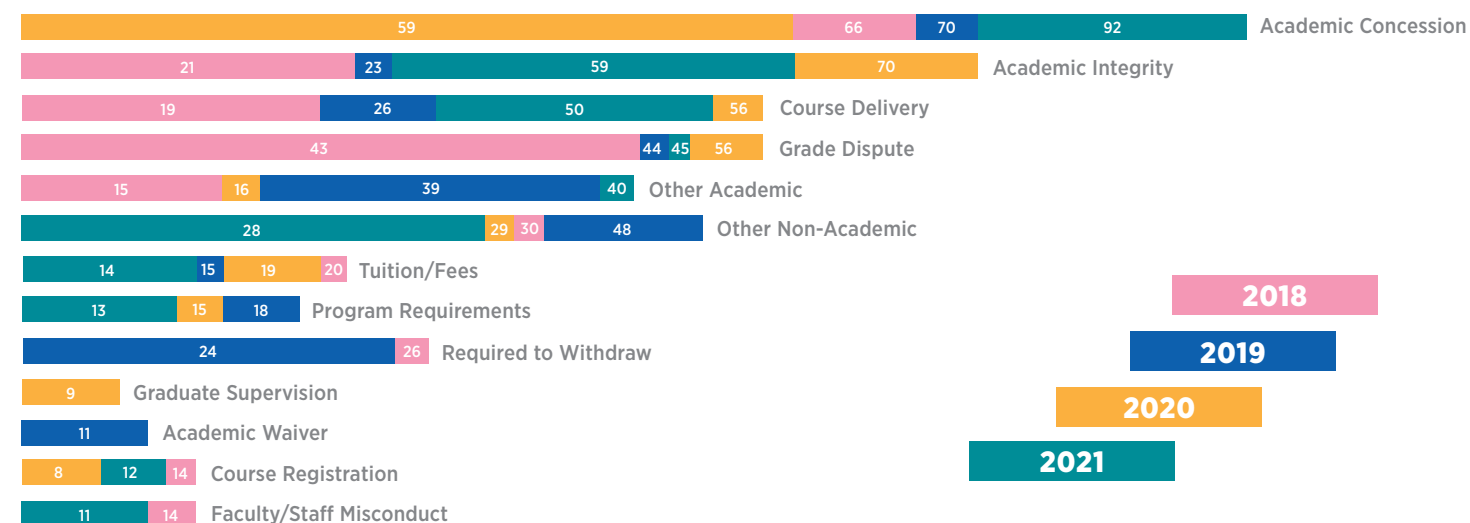
87% Undergraduates
(Up 1% from 2020)

10% Graduate
(Same from 2020)

2% Other
(Down 1% from 2020)

1% Faculty
(Same from 2020)

NATURE OF COMPLAINT (TOP TEN) YEAR TO YEAR (Number of office files)



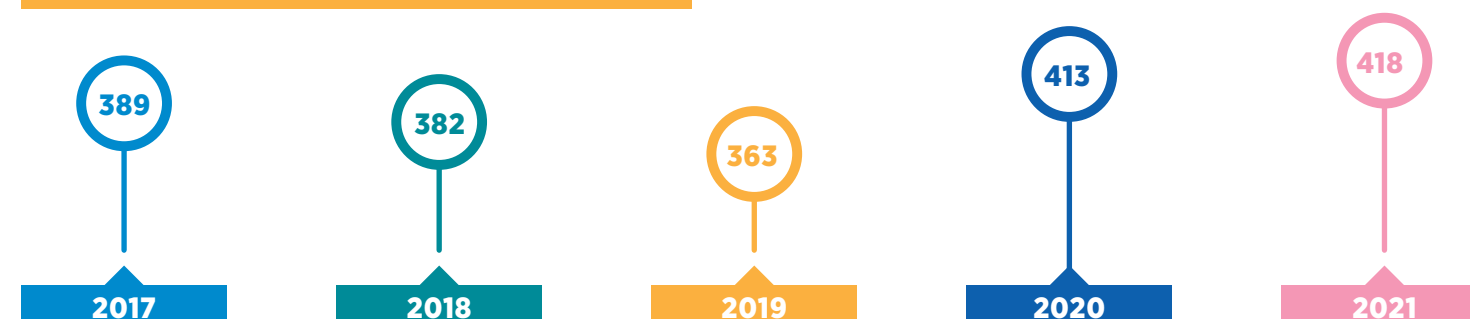
VISITORS WHO CONTACTED THE OFFICE, SOUGHT HELP IN THE FOLLOWING WAYS:



2020 RESULTS

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

OMBUDS OFFICE 5 YEAR CASE ACTIVITY

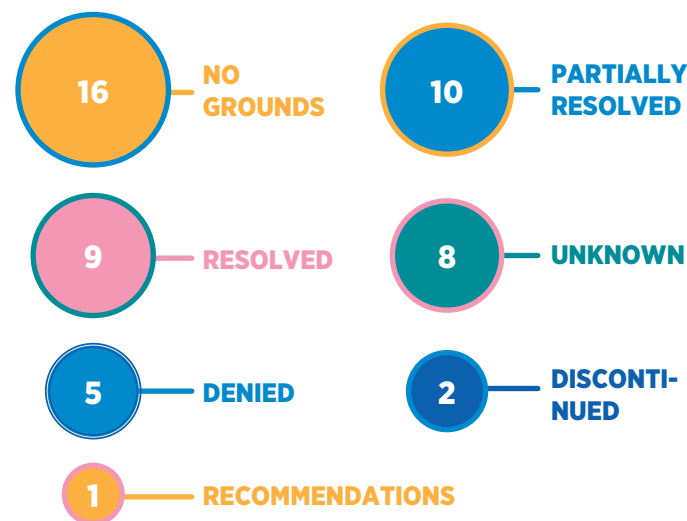


HOW DID THE OMBUDSPERSON HELP THE UNIVERSITY?

CASE EXAMPLES

51 INDIVIDUAL INTERVENTIONS

The Ombudsperson only intervenes in individual cases with student's consent; however, the Ombudsperson does have the authority to initiate case reviews and investigations. Interventions include facilitating communication between students and academic units, problem-solving, mediation and case review/ investigation.



OMBUDSPERSON FEEDBACK SURVEY

(7.6% participation rate)

I was treated in a helpful, polite and efficient manner by the Ombudsperson?

(Up 1% from 2020)

How would you rate our experience with the Ombudsperson's office?

(Down 10% from 2020)

I was given relevant, accurate and adequate information to enable me to understand and evaluate the options available to me to address my concerns?

73% YES

79% GOOD, AVERAGE, EXCELLENT

72% NEUTRAL, AGREE, STRONGLY AGREE

FEEDBACK SURVEY COMMENTS?

The survey invites participants to write additional comments or suggestions about the services received from the Ombudsperson. This year 47% of the participants provided additional comments. It is important to shine light on the spectrum of concerns and experiences students encounter to identify concerns to identify areas for improvement; some of those comments are highlighted as follows:

"When I finally had the opportunity to talk to the person, I didn't feel like they were on my side, maybe I came in with the expectation that the Ombudsperson is a facility that represents and supports the student's side of the issue, but instead it felt more like more blame is put on me, and I just wished they were more on my side..."

"The Ombudsperson was generally knowledgeable, respectful and approachable. A great source of information if you haven't already looked into an issue, but did not help to solve or ease my stress regarding my issue since they do not provide any form of intervention or action-oriented support. In my case, this is what I was looking for, and what would have been helpful even on a small scale."

"[The Ombudsperson] is fantastic, huge endorsement for her to be able to pluck out information that otherwise would be hard to obtain. She is quiet busy, but when she gets the time she ensures that she doesn't rush anything, hence, doesn't sacrifice quality for quantity."

Impartiality is a principle of practice incorporated by all those who work as Ombudspersons through various public service sectors. Impartiality means, the Ombudsperson does not give special favour or treatment to any specific member of the university community, as there are no benefits or interests to gain from the outcomes. As an Ombudsperson, I do advocate for fairness in university policies and procedures that affect students by making recommendations and working with staff, faculty and student societies in various ways to improve upon outcomes for students. Intervention is not available when regular avenues for resolution remain available. The Ombudsperson can initiate investigations when there are concerns about fairness in the process itself; however, these take time to conduct and conclude. Over the past two years, students have expressed the want or need for intervention. As an Ombudsperson, I see the role of "being on the side of students" on a regular basis is an area that the undergraduate and graduate student societies should consider.

STUDENT MISCONDUCT

Policy AC 1300 Resolution of Non-Academic Allegations is the primary student misconduct policy. Academic units may proceed in addressing student misconduct issues using a combination of relevant university policies including policies found in the academic calendar. The Creating a Respectful and Learning Environment and Attendance Policies in the academic calendar states:

All members of the university community have the right to experience, and the responsibility to help create, such an environment. In any course, the instructor has the primary responsibility for creating a respectful and productive learning environment in a manner consistent with other university policies and regulations.

An instructor may refuse a student admission to a lecture, laboratory, online course discussion or learning activity, tutorial or other learning activity set out in the course outline because of lateness, misconduct, inattention or failure to meet the responsibilities of the course set out in the course outline.

The academic calendar includes an appeal mechanism for students by appealing through the line of authority, namely the instructor, Director/Chair and the Dean or the Dean's delegate. This past year, I observed two academic units from two different faculties address student misconduct issues with no specific procedure, such as the "Procedures for dealing with violations of academic integrity" found in the academic calendar. I acknowledge, not all situations are neatly covered by a specific policy. In such cases, academic leaders should ensure the principles of administrative fairness exist to ensure the integrity of the process. I observed the following challenges in the cases brought to my attention:

- Lack of clear and reasonable notice of the allegations, which led to confusion and mistrust between faculty, staff and students.
- Difficulty in clearly identifying the nature of the allegations.
- Students not informed of their right to access a support person or an adviser as part of the process.
- In one instance, it was not clear if a student had access to appeal. In another instance, the time available for the student to appeal became moot because too much time has passed while the student was trying to clarify the process and determine their options.

As the Ombudsperson, I initiated an investigation on one of the matters, which included conducting interviews and reviewing information available at the time and concluded the matter with a report to the Faculty. Although the Faculty did not agree with the report in its entirety, the faculty did support in taking action in response to the recommendations made. The Faculty reviewed and responded to my report as follows:

The Faculty recognizes that there could be greater clarity on the steps available to students to resolve disputes and conflicts at the Faculty. I have asked [the] Associate Dean to develop a guide to provide information to students regarding the dispute resolution processes that are available to students at the Faculty when they experience conflicts...This guide will cover issues such as students being able to access a support person during disciplinary processes and that appeal processes should be clearly explained in communications with students.

I do note that as the university develops an Equity, Diversity and Inclusion framework there may be academic units who incorporate a decolonize approach to address student misconduct issues, which I think can be applied more broadly throughout the university at the same time I encourage institutional wide consistency in the principles of administrative fairness. As David Karp, author of Little Book of Restorative Justice for Colleges and Universities (2019) state:

"The way we respond to student misconduct symbolizes the kind of community we aspire to be."



THEMES & RECOMMENDATIONS

ACADEMIC ACCOMMODATIONS – INSTITUTIONAL SHIFT

I value the opportunities to be part of policy review committees to help shape and improve university policies. Reviewing policies has its challenges and when it comes to reviewing the university Academic Accommodation Policy AC1205, the challenges are evident. A committee member expressed there needs to be an institutional shift on how we view academic accommodations. I wholeheartedly agree. The process to be registered through the Center for Accessible Learning can be daunting as students are required to provide medical documentation in order to be approved for academic accommodations, which can be expensive to obtain and difficult in accessing medical practitioners. In a paper by Dr. Prema and Dr. Dhand from Thompson River University (Dhand & Prema, 2019) written about academic inclusion and accessibility in STEM education they indicate the following barriers students encounter, which I think can be generously applied to all aspects in accessing accommodations:

- **Diminished support systems after secondary (students entering lab-based courses may not be aware of available supports in their university, or the supports simply may not be available);**
- **Lack of awareness of successful role models (students may not be aware that there are, indeed, successful scientists with disabilities from whom they can learn);**
- **Lack of access to technologies (students may not have access to the required assistive technology that would enable them to take part in lab activities);**
- **Poor self-advocacy skills on the part of students;**
- **Inadequate accommodations.**

A consistent concern brought to my attention is about the burdens students face with having to advocate for the implementation of their approved accommodations into their academic courses. The policy indicates that an instructor can only deny an accommodation if it presents undue hardship, which is rare. Furthermore, if instructors disagree, then they are to contact CAL to discuss, which may involve further consultation and if needs be a request for a formal review. Instead of instructors using the process as indicated in the policy, students find themselves in a situation where they have to re-negotiate or justify their accommodations to their instructor at critical times when they have to take exams or when assignments are due. In a 2018 report by the National Educational Association of Disabled Students (NEADS) elaborates this aspect of reaching accommodations further by stating:

Moreover, it is a truly taxing endeavour that causes a student to devote their time, energy and resources to the constant articulation of their needs that could otherwise be devoted to study, social integration and academic learning in some format.

In essence, a diverse environment does not imply an inclusive one, and vice versa. An emphasis on diversity measures encourages an emphasis on intake and recruitment programming. Meanwhile, an emphasis on inclusion measurement encourages – and potentially rewards – a holistic commitment to a fully accessible and universally designed environment, a commitment that recognizes that full inclusion comes from removal of barriers to entry and transition within post-secondary, as well as removal of ‘environmental’ barriers within programs and the student experience

In speaking of these matters, I want to recognize that during COVID, the university community has been responsive and innovative in creating resources, such as the Online Assessment Room along with faculty exercising flexibility and understanding to support students and adding resources to the Learning and Teaching and Support and Innovation Division; however, there is always room for improvement.

At this time of policy review, there is a great opportunity for the university to think of innovative and collaborative ways to build and enhance the policy framework. An example of collaborating with subject matter experts beyond the university is a human rights case between a student and York University regarding the extent a student has to disclose their medical diagnosis in order to receive academic accommodation. The Ontario Human Rights Commission intervened and created new guidelines in collaboration with ARCH Disability Law Centre and York University. The guidelines eliminate the mandatory disclosure of mental health disability diagnosis in order to receive academic accommodations (Ontario Human Rights Commission, 2016). I have provided my specific recommendations to the policy writers as part of the stakeholder consultation process, such as, a clearly defined process for reaching accommodations in practicums. A student from the policy review committee said it best when they said, *“Academic accommodations should be a given and students should not have to justify their accommodations that they are legally entitled to.”*

REFERENCES

Dhand, R., & Prema, D. (2019, May 31). Inclusion and accessibility in STEM education: Navigating the duty to accommodate and disability rights. *Disability Studies*, pp. 121-142.

National Educational Association of Disabled Students. (2018). *Landscape of Accessibility and Accommodation in Post-Secondary Education for Students with Disabilities*.

Ontario Human Rights Commission. (2016, January 6). *New documentation guidelines for accommodating students with mental health disabilities*. Ontario, York.

GRADUATE STUDENTS

The Graduate Supervision Policy calls for graduate thesis work be thoroughly reviewed and include constructive comments for improvement on a schedule negotiated with the student. Furthermore, if a draft of a thesis is not ready, the supervisor provides a written rationale. The times I have been involved in facilitating communication between supervisors and students, I notice: students complete several rounds of revisions based on feedback but lacking a written rationale about the readiness of the work and lack of discussion or confirmation of reasonable timeline for completion, which leave students feeling confined to an uncertain end to their degree.

As per the policy, a written rationale identifies key areas the student needs to complete and provides a written record for both parties to refer to in future discussions and in meeting the criteria set out in the rationale, students have a clear path to complete their degree in a timely manner. Graduate handbooks are a key source of outlining expectations of all those involved in the work of graduate programs. In my previous follow up with the Faculty of Graduate Studies most if not all graduate programs now have a graduate handbook. The policy requires academic units to include unit policies regarding graduate supervision, graduate funding and formal review of student progress

There will be differences in content; however, in my perusal of graduate handbooks, I noticed there is inconsistency in the unit policies that is required by the policy (see sections 5.9, 5.10 and 5.11). **I recommend every graduate degree program review their graduate handbook to ensure that the required unit policies, as required by the graduate supervision policy, are updated and accessible for graduate students.** I believe updated graduate handbooks will be a means to help alleviate the frustrations graduate students encounter. I have identified some key information set out by the policy that should be included in all graduate handbooks:

- **Graduate course requirements and the anticipated approximate timelines for completion of program milestones.**
- **Procedures and timelines for nominating a supervisory committee that are consistent with FGS guidelines.**
- **Expected minimum frequency with which students and supervisors would normally meet , this interval should normally not exceed 40 business days – i.e. supervisors and students should normally meet at least twice per term – unless a delay is required by field work, remote study, supervisor or student vacation, sick leave, etc.).**

- **A list of such information and metrics that the student will be required to collect and submit for any instance of formal review.**
- **Whether students are entitled to funding and, if so, the minimum funding level, and the duration and source(s) of funding, and whether/how the funding is renewable.**
- **The process by which the academic unit shall advertise internal funding opportunities, if any, for students pertaining to stipends, awards, travel, etc.**
- **The criteria (e.g. GPA, publication record, research expenses, etc.) for the disbursement of graduate budgets, the selection of nominees, and the recipients of awards.**
- **The policy will include the minimum frequency with which progress will be assessed, the basis for assessment, written feedback from the student, and mechanisms for addressing identified deficiencies in skills, knowledge, or expertise and/or less than satisfactory progress, and the consequences of sustained unsatisfactory performance.**

The policy also tasked the Faculty of Graduate Studies with implementing a campus-wide electronic system for assembling and recording aspects of formal reviews. The Faculty of Graduate Studies is currently working on the “beta” system. I believe this electronic system will be a great tool for students, staff and faculty to monitor and manage graduate research progress towards degree completion and will continue to monitor the progress of this system. I also look forward to a future review of the Graduate Supervision Policy to continue to clarify the policy and procedures. A review is scheduled sometime in 2023.

The Office of the Ombudsperson has recently created a graduate supervision checklist as a tool for students to be proactive in managing their academic work and will work with community partners, such as the Graduate Student Society, to update and make the tool more readily available to the academic units and graduate students.



MANDATE & OTHER ACTIVITIES

OFFICE STRUCTURE

The office is funded by direct contribution from undergraduate and graduate students, and a grant from the university administration. It is staffed by one full-time Ombudsperson. The Ombudsperson reports to the Ombudsperson Advisory Committee, with representation from undergraduate and graduate students, the Faculty Association, the Professional Employee Association and UVic senior administration and senate.

(Because of confidentiality requirements, committee members do not have access to individual case information.)



PROFESSIONAL DEVELOPMENT & ACTIVITIES

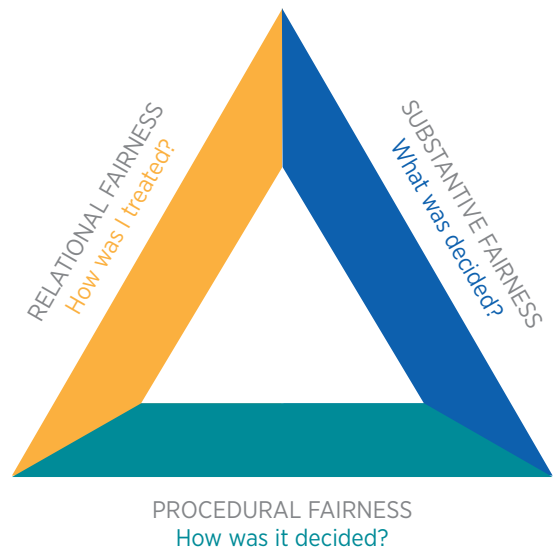
As an executive member of the Association of the Canadian Colleges and Universities Ombudspersons, I work with fellow ombuds in post secondary institutions across Canada. Since my appointment, I have been involved in developing a strategic framework for the association to support succession planning. My time and efforts is also dedicated to my duties as a co-chair of the Equity, Diversity and Inclusion Committee. In response to the EDI survey conducted earlier this year, the committee is currently working on developing an EDI professional development plan to be implemented in the later part of this year.

I attended the ACCUO virtual conference in February 2021 and I am scheduled to virtually attend the International Ombuds Association conference in April. I am looking forward to hopefully attending some of these events in person in the future.

With the pivots made to course delivery this past year, it produced a collection of hybrid outreach activities. The Ombuds office created a student orientation video that was distributed to academic units across campus including attending Graduated Student Orientation and participated in a departmental graduate cohort Q&A, this event provided the graduate students.

Connecting and collaborating with university partners is rewarding. I invite each academic unit to schedule a time in their departmental meeting to connect with my office at least once in each academic year. Currently the Ombudsperson is on the policy review committees for the review of the Academic Accommodation Policy and Discrimination and Harassment policy and currently consulting and submitting recommendations for the policy review of the Academic Integrity Policy.

THE FAIRNESS TRIANGLE



*Three Aspects of Fairness: The Fairness Triangle
(Ombudsman Saskatchewan, 2012)*



Office of the Vice-President Finance and Operations

MEMO

**University
of Victoria**

Date: April 20, 2022

To: Carrie Andersen
University Secretary

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

RE: SEMI-ANNUAL REPORT TO SENATE ON CAMPUS DEVELOPMENT

Please find attached the semi-annual report to Senate on campus development for its May 6th, 2022 meeting.

Original signed by

Susan Lewis
Acting Vice-President Academic and Provost

Original signed by

Kristi Simpson
Acting Vice-President Finance and Operations



Semi-Annual Report to Senate on Campus Development

Executive Summary

Progress continues on major capital projects on campus. The construction of the Student Housing and Dining Project is progressing well. Building one's concrete, mass timber structural elements are complete. Exterior envelope and interior finishes are progressing on all levels, and deficiency reviews have commenced with the goal of occupancy by August 2022. Building two's structure is on target for completion in May with occupancy scheduled for the spring of 2023. Construction on the West Campus Greenway is proceeding in coordination with the Student Housing and Dining landscaping improvements and is expected to be complete in the summer of 2022.

The university is at the construction document stage for an addition to the Engineering/Computer Science Building (ECS) and a separate High Bay Research and Structures Laboratory to support the expansion of Faculty of Engineering and Computer Science programs. Broad campus community engagement was completed last year, and a Development Variance Permit application has been approved by the District of Oak Bay. Funding support has been announced by the BC Government and construction is expected to commence in the summer of 2022 for completion in the summer of 2024.

The university is also in the construction document stage for a new National Centre for Indigenous Laws within an addition to the Fraser Building. Broad campus community engagement was completed last year, and a Development Variance Permit application was approved by the District of Oak Bay. Construction is expected to commence in the summer of 2022 for completion the summer of 2024.

In partnership with BC Transit, upgrades are being planned at the existing UVic Transit Exchange in front of the Bookstore. Construction is expected to begin in May, with communications and press releases planned for the coming weeks in concert with BC Transit. Construction is expected to be complete before the start of the fall 2022 term. The project includes improvements to safety, site circulation and new bus shelters, as well as the addition of two new bus bays along Finnerty Road. Three bus stops along Ring Road will also be upgraded to improve safety and functionality.

1.0 Student Housing and Dining Project

The construction of the Student Housing and Dining Project is progressing well. Building 1's concrete and mass timber structural elements are complete. Exterior Envelope and interior finishes are progressing well on all levels, and deficiency reviews commenced on the residential floors. Building 2's structure is on target for completion in May. This project includes a total of 783 beds (621 net new) and a new 600-seat dining hall. Two new 225-seat lecture theatres and conference space are also included. In addition to providing much needed student housing, the project also supports the university's sustainability goals. Both buildings are designed to the Passive House standard, which focuses on energy and greenhouse gas emission reductions from building operations. Building 1 is on schedule to be completed in August 2022 and Building 2 in the spring of 2023.

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

2.0 West Campus Greenway

The West Campus Greenway, located between Gordon Head Road and Ring Road, is now open to pedestrians and cyclists. Landscape planting, lighting and seating improvements are proceeding through the spring and summer while this popular pathway remains open. This section of the Campus Greenway implements the Campus Cycling Plan and the Campus Greenway Landscape Plan and Design Guidelines providing cyclists and pedestrians a safe active transportation corridor, as well as plaza spaces, benches and other amenities to increase campus vibrancy. The Campus Greenway is planned to be the primary east-west active transportation pathway across the campus between Gordon Head Road and Sinclair Road. This project is being coordinated with the Student Housing and Dining Project landscape improvements to implement the Campus Greenway design directions across campus. Margaret August, a Coast Salish UVic graduate in Fine Arts, was selected to create designs for banners and light projectors along the Greenway, these banners are expected to be installed in August 2022 from Gordon Head Road to Sinclair Road.

More information: <https://www.uvic.ca/campusplanning/current-projects/campusgreenway/>

3.0 Engineering and Computer Science Expansion

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

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

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

Broad campus community engagement was completed last year, and a Development Variance Permit application was approved by the District of Oak Bay. Provincial government funding support toward the project was announced in July. Construction is expected to commence in the summer of 2022 for completion in the summer of 2024.

More information: [uvic.ca/engineeringexpansion](https://www.uvic.ca/engineeringexpansion)

4.0 National Centre for Indigenous Laws

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

and research partnerships with Indigenous communities, and advancing respect, reconciliation and mutual understanding.

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

Broad campus community engagement was completed last year, and a Development Variance Permit application was approved by the District of Oak Bay. The project team is now preparing construction documents. The project has received funding from the federal and provincial governments and the Law Society of British Columbia. Construction is expected to commence in the summer of 2022 for completion in the summer of 2024.

More information: uvic.ca/fraserexpansion

5.0 UVic Transit Exchange

The university is working with BC Transit to refurbish the northwest side of the transit exchange near the Bookstore to be consistent with the 2014 upgrades in front of the Student Union Building. Construction is expected to begin in May and be completed before the fall 2022 term begins. The upgrade will refresh existing bus bays and provide two additional bus laybys on Finnerty Road. The project also includes upgrades to the existing transit stops on Ring Road to accommodate two buses lengthwise and new bus shelters. The Government of Canada and the Government of British Columbia are both supporting the project.

More information: <https://www.uvic.ca/campusplanning/current-projects/transit-exchange1/index.php>



Date: April 20, 2022

To: Senate

From: Senate Committee on Academic Standards

Re: **Revisions to the Undergraduate Academic Concession Regulation**

Att: Proposed Undergraduate Academic Concessions Regulation and Guidelines
Current Undergraduate Academic Concessions Regulation (Appendix A)
Main Regulation Consultation and Feedback (Appendix B)
Waiver Consultation and Feedback (Appendix C)

Introduction:

As many Senate members are aware, the Senate Committee on Academic Standards (SCAS) convened a sub-committee to consult with the university community and revise the Undergraduate Academic Concessions Regulation. This memo outlines the work that has been accomplished and the proposed revision to the regulation for the September 2022 undergraduate academic calendar.

In addition, if approved, for Senate to extend the temporary waiver for medical documentation for the 2022 Summer Session, until the regulation comes into effect for the Fall 2022 term.

Motion:

That Senate approve the revisions to the Undergraduate Academic Concessions Regulation for the September 2022 academic calendar.

Motion:

That Senate approve the extension of a temporary waiver of medical documentation for all requests for academic concessions during the 2022 Summer Session (May–August).

Background:

In June of 2019, SCAS struck a subcommittee to review, revise and update the Academic Concessions regulation in the undergraduate calendar. During the process of research, examination and discussion with key stakeholders, the subcommittee determined that the existing undergraduate academic concessions regulation, which has existed in its current form since 2009 (Appendix A), was no longer reflective of current practice and presented a series of serious liabilities.

Since this time, the subcommittee has undertaken a comprehensive consultation process to identify challenges and opportunities, collect feedback, and draft a revised regulation that better responds to student needs while ensuring that this improved regulation, and accompanying guidelines, is balanced with the responsibility of instructors to maintain the academic standards of their courses. A comprehensive

discussion of the background for this process, and the consultations undertaken, can be found in a SCAS memo to Senate in the docket for its [October 2020 meeting](#).

Extensive consultation with student groups, instructors, staff and administrators identified a number of challenges and concerns with the existing regulation (Appendix B). In general, these concerns were related to fairness, equity, confidentiality and privacy. The subcommittee received widespread feedback from students, instructors and staff about the importance of a revised regulation that centers student success by applying a trauma-informed lens and protecting student privacy and confidentiality (including by ensuring that instructors did not directly receive sensitive documentation).

In addition, the subcommittee was informed that the university's Student Wellness Centre was now required to charge a fee for every medical note request. The subcommittee subsequently undertook further consultation seeking feedback from students, instructors, staff and administrators about their experiences with the interim waiver of medical documentation for academic concession requests implemented as part of the university's response to the COVID-19 pandemic (Appendix C).

Based on the feedback collected and further consultations with major stakeholders, the subcommittee has drafted a proposed regulation for the undergraduate calendar along with a set of guidelines intended to assist in the interpretation and application of the regulation.

Scope of Work:

The subcommittee considered all aspects of the academic concessions process, including the various forms of concessions both during the term (sometimes glossed as "extension") and after the term has ended and grades have been submitted (deferrals, extended deferrals, Aegrotats, Withdrawals under Extenuating Circumstances, and backdated drops).

Upon consultation with SCAS, the subcommittee decided to separate the issue of implementation from this initial consideration in order to concentrate on the updated regulation and grounds and on the principles upon which these revisions will be made as these will need to be solidified before questions of aspects and approval processes related to procurement and deployment of technology can be addressed.

In general, the subcommittee's work has been focused on the following areas:

- creating a student-centered, trauma-informed academic concessions process which balances the needs of students with the requirement to maintain academic standards;
- developing a broader set of grounds for which students may apply for an academic concession that better reflects both student experiences and institutional priorities;
- reducing routine reliance on medical documentation for academic concession requests while ensuring that it is available in exceptional circumstances (as outlined in the accompanying guidelines);
- aligning this revisions process with other work being done on campus, such as the renewal of the policies on Academic Accommodations (AC1205) and Academic Integrity.

Proposed Revisions:

The proposed regulation and the draft guidelines are attached to this memo (starting on page 5). Given the extensive revisions to the existing regulation and the fact that very little of the previous version is included in the proposed one, the subcommittee did not produce a

document with changes tracked. The text of the current regulation can be found in Appendix A.

Realizing that this proposal represents a substantial revision to the current regulation, a few items are highlighted here for particular attention:

1. The grounds for requesting an academic concession have been expanded to include the following:
 - Unexpected and unavoidable circumstances, including, but not limited to,
 - Illness, trauma or bereavement,
 - personal or family affliction, including responsibility to care for a family member, or
 - Indigenous cultural or community obligations; and
 - Conflicting responsibilities, including but not limited to, circumstances such as
 - Service in the armed forces or emergency services,
 - Representing the university, the province or the country by participating in an academic event, an athletic competition or an artistic performance.
2. As shown in the guidelines, the regulation separates requests for academic concession depending on the student's circumstances:
 - If the student intends to complete the course requirements before the deadline for the submission of final grades for the course, they can make the request directly to the instructor or complete a RAC Deferral* form;
 - If a student intends to complete the course requirements but cannot do so before the deadline for the submission of final grades for the course (or requires an Extended Deferral), they will complete a RAC Deferral* form;
 - if the student is unable to complete the course requirements, they will complete a RAC Withdrawal* form and provide supporting documentation.
 - *NB: these are placeholder names for the forms; final names are still being developed
3. In all cases, students will be required to provide a justification for their request and indicate the specific grounds upon which they are making it. Documentation, including medical documentation, will only be required in certain circumstances:
 - for requests based on grounds of conflicting responsibilities (see above);
 - for requests in circumstances where it is not possible to complete the course requirements (WE, AEG);
 - in exceptional circumstances (e.g., requests that come a significant period of time after a course has ended, or requests that come after all course requirements have been completed).
4. Students will no longer be able to request a Backdated Drop directly, but Deans and designates will still be able to offer it in circumstances where it is appropriate.

Each of the changes above has come as a result of extensive consultation and feedback over the past three years with a variety of campus stakeholders including Associate Deans Academic, Student Affairs (Vikes Athletics, Health and Wellness, Tri-Faculty Advising, Office of Student Life, Office of the Registrar, International Centre for Students), student groups (UVSS, NSU, SSD), the Ombudsperson, General Council, Chairs and Directors, individual departments, the Office of Indigenous Academic and Community Engagement, the Centre

for Accessible Learning, and the First Year Instructor's Working Group. The sub-committee also received extensive feedback from individual faculty, staff and administrators.

In accordance with Appendix A of the collective agreement between the Faculty Association (FA) and the university, the FA was given the opportunity to comment on the proposed revisions. The sub-committee has addressed the comments offered in the final version of the proposed regulation and guidelines.

Other work:

The review and revision of the regulation also supports other institutional strategic priorities. For example, the SEM plan prioritizes work to "[i]mplement a comprehensive well-being framework that supports student development and academic success" (Goal 2.2) and to "[i]mplement student-centred practices that support retention and timely completion" (Goal 2.3); revisions to the academic concessions regulation represent an important contribution to this wider work. It is also aligned with other work to update university policies and regulations, including the policy on Academic Accommodation and Access for Students with a Disability (AC1205) and the Academic Integrity policy.

The Office of the Registrar is currently working to revise the Request for Academic Concession forms which will accompany the proposed regulation and guidelines. These will be released once the regulation and guidelines have been confirmed and will coincide with the revised academic calendar.

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

Academic Concessions

The university recognizes its responsibility to offer academic concessions to students whose ability to complete course requirements is interrupted by 1) unexpected and unavoidable circumstances or 2) conflicting responsibilities. In general, academic concessions take two forms:

- 1) during the term when all course requirements can be completed by the student before the instructor must submit the final grades (these are often informally called “extensions”); and
- 2) after the term has ended or when course requirements cannot be completed before final grades are submitted (including deferrals, extended deferrals, aegrotats, withdrawals under extenuating circumstances and backdated drops).

The type of academic concession a student requests will depend on whether they expect to be able to complete the outstanding course requirement(s). [Further information for students, instructors, administrators and staff can be found in the Guidelines for Undergraduate Academic Concessions Regulation](#).

There are separate processes available for students facing other situations preventing the timely completion of their course requirements, including the calendar regulation for the Policy on Academic Accommodation and Access for Students with a Disability (AC1205) and the Accommodation of Religious Observance. To determine the best process for their individual situation, students are encouraged to refer to the following table and the [guidelines](#):

Academic Concession	<u>Academic Accommodation</u>	<u>Accommodation of Religious Observance</u>
Academic Concessions provide flexibility to students who face an inability to complete course requirements due to unexpected and unavoidable circumstances or conflicting responsibilities.	<p>Accommodations reduce barriers and provide different ways of meeting essential course or program requirements. Barriers may be established as long-term and/or chronic.</p> <p>To access academic accommodations, a student must register with the <u>Centre for Accessible Learning</u>.</p>	Observance of holy days may conflict with the academic requirements of a course or program. Students may request, with reasonable notice, an accommodation from their instructors.

The process for requesting and granting academic concessions will be grounded in an assumption of good faith on the part of students, instructors, administrators and staff, in the absence of compelling evidence to the contrary.

Students have the right to request academic concessions, including through a proxy on record with the university, and to expect that their requests will be treated as confidential and in an equitable, fair, consistent, transparent and timely manner. Once a need for an academic concession has been identified, students are responsible for requesting a concession as soon as they are able, being truthful in representing their grounds for the request, and participating actively in developing a plan with the instructor to complete the work within

the appropriate timeframe. Students retain the option to request a concession before the submission of final grades directly with individual instructors.

In general, valid grounds for receiving an academic concession include:

- 1) Unexpected and unavoidable circumstances, including, but not limited to,
 - a. Illness, trauma or bereavement,
 - b. Personal or family affliction, including responsibility to care for a family member, or
 - c. Indigenous cultural or community obligations; and
- 2) Conflicting responsibilities, including, but not limited to,
 - a. Service in the armed forces or emergency services,
 - b. Representing the university, the province or the country at an academic event, an athletic competition or an artistic performance

In all cases, students are required to indicate the specific grounds on which they are requesting an academic concession and to provide a justification outlining the impact of the circumstances on their ability to complete course requirements. Additionally, students making a request based on conflicting responsibilities (point 2 above) or in exceptional circumstances (as defined in the accompanying [Guidelines](#)) are required to provide supporting documentation. The university reserves the right to request documentation for any of the specified grounds for an academic concession under exceptional circumstances as outlined in the Guidelines.

In responding to student requests for academic concessions based on valid grounds, instructors are expected to make reasonable efforts to identify alternate academic arrangements (as defined in the Guidelines). Instructors have the responsibility to be explicit and transparent about if, when and how students will be able to complete missed or delayed course requirements, both proactively in their syllabi and in response to specific requests from students. This clarity is essential when a course includes requirements outside of the regular timetable (e.g., field trips, exams scheduled outside of regular class meetings, etc.). In cases where an academic concession is not academically possible, other options can be considered. Instructors with questions or concerns about student requests for academic concessions or alternate academic arrangements are encouraged to consult with their Chair, Director or Associate Dean as appropriate.

Depending on their individual circumstances, students facing situations affecting their ability to complete course requirements other than the grounds listed above are encouraged to seek advice before submitting a request. In particular, students who face ongoing medical challenges that affect their ability to complete their course work are encouraged to consult with the [Centre for Accessible Learning](#).

A student who completes all course requirements is not eligible for an academic concession. Exceptions may be considered by the Dean (or designate) of the student's home Faculty only in circumstances where there is supporting documentation that the student was unable (e.g., not medically or otherwise fit) to make a decision on whether or not to complete the work.

If a request for academic concession is denied, a student may appeal the decision.

Guidelines for Undergraduate Academic Concessions Regulation

Purpose of Guidelines

These Guidelines are intended to accompany the Undergraduate Academic Concessions Regulation in the Undergraduate Calendar. They provide context to assist in the consistent interpretation and application of the regulation by describing assumptions and processes. While these guidelines provide supplementary information, the regulation itself remains the definitive text.

Purpose of Regulation

The purpose of the Undergraduate Academic Concessions regulation is to provide alternate academic arrangements for students experiencing unexpected and unavoidable circumstances that affect their ability to complete course requirements. Students have the option to drop a course themselves via MyPage before the academic drop deadline without submitting a formal Request for Academic Concessions (RAC).

Related Policies and Regulations

Students who require academic accommodations for long-term and/or chronic medical conditions should contact the [Centre for Accessible Learning \(CAL\)](#).

Students whose ability to complete course requirements is affected by religious observances may, with reasonable notice, request an accommodation from their instructor(s) in accordance with the [Accommodation for Religious Observance policy](#).

Key Values

The Undergraduate Academic Concessions Regulation outlines a series of key values that guide its processes and use. Specifically, it indicates that:

- requests for academic concessions will be treated as confidential and in an equitable, fair, consistent, transparent and timely manner;
- the process for requesting and granting academic concessions will be grounded in an assumption of good faith on the part of students, instructors, administrators and staff, in the absence of compelling evidence to the contrary; and
- the right of the student to request a concession is balanced with the responsibility of the instructor to ensure that course requirements and academic standards are met.

Key Terms

The Undergraduate Academic Concessions Regulation works in conjunction with other regulations, policies and definitions in the Undergraduate Calendar.

Aegrotat (AEG): Transcript notation accompanying a final grade, assigned where valid grounds for a request for academic concession affected the student's performance or prevented completion of all course work.

Backdated Drop: Drop of a course without academic penalty after the last day for withdrawing without penalty of failure.

Backdated drops cannot be requested directly by students; instead, students will request a Withdrawal under Extenuating Circumstances (WE). In exceptional circumstances (e.g., the student was not able to complete any of the course requirements) Backdated Drops represent an option for Deans (or designates) to assign.

Deferral (DEF): Additional time to complete course requirements by a deadline agreed upon by the student and the instructor. A Deferral is temporarily placed on a student's transcript and is used only when deferred status has been granted because of a request for an academic concession.

If a Deferral is granted, any required course work (including exams) must be completed at the latest by a date set by the instructor which is to be no later than the end of the term immediately following the course:

- courses ending in December: completion by the end of the following April;
- courses ending in April: completion by the end of the following August; and
- Summer Session courses: completion by the end of the following December.

In order to support conditions for student success, a significant portion of the course must be completed before a deferral may be granted. If deferred work is not completed by the deadline, the final grade for the course reverts to the grade calculated and submitted originally by the instructor on the basis of the work that was completed. A Deferral may be extended beyond the above deadlines only in exceptional circumstances and only with the written permission of the Dean (or designate) of the student's Faculty. An additional RAC is required to request an Extended Deferral.

Extended Deferral: If a student has been approved for a Deferral but is unable to complete the course work by the deferral completion deadline, the student can apply for an Extended Deferral. This must normally be done no later than the deadline set for completion in the initial Deferral. This is a decision granted by the Dean (or designate), is not guaranteed, and may depend on many factors. A request for an extended deferral is not normally granted more than once per course.

Withdrawal under Extenuating Circumstance (WE): The WE registration status will be assigned to a course and the associated grade removed (if applicable) when approved by the Dean (or designate) following a request for academic concession from a student. This registration status is appropriate when a student has completed a substantial portion of a course but is not able to complete. A course with a WE notation remains on the student's record but does not factor into the grade point average. Students who receive a WE are normally assessed full tuition for the course. A student request for a WE constitutes an exceptional circumstance for which accompanying documentation will be required (see below).

Key Definitions

Justification: Students seeking an academic concession will be required to provide a rationale for their request, which must include a clear indication of the specific grounds upon which they are making the request and the impact of the circumstances on their ability to complete course requirements.

Documentation: Students will not be required to produce documentation for requests for academic concessions related to unexpected or unavoidable circumstances, except in exceptional circumstances as determined by the Dean (or designate) based on the criteria identified below. There are two situations where documentation will always be required:

1. Students making a request based on conflicting responsibilities:
 - a. For students serving in the armed forces or emergency services, an official letter from a commanding officer or other official;
 - b. For student athletes representing the university, a letter from Vikes Athletics;
 - c. For students representing the province or the country in athletic competitions, a letter of invitation;
 - d. For students representing the university, province or country at an academic event or an artistic performance, a letter of invitation or a copy of the program indicating their participation.
2. Students requesting an academic concession because they are not able to complete the course requirements (WE or AEG).

Exceptional Circumstances: There are certain specific instances where documentation will be required in order to assess the request and identify the appropriate response. These include:

- circumstances where the student is unable to complete the course, whether the request is made before final course grades are submitted or after (WE or AEG);
- requests made by a student who has completed all course requirements but may have been unfit to make the decision to do so;
- requests made a significant amount of time after the course has ended (usually one year or more); and
- other circumstances identified by a Dean (or designate) in accordance with the guiding principles of the regulation and guidelines.

Requests for supplementary documentation for exceptional circumstances will only come from, and will only be provided to, the Dean (or designate) of the student's faculty. Individual instructors are not authorized to request documentation, including notes from health care providers, directly from students.

Alternate Academic Arrangements

Instructors are expected to make reasonable efforts to identify alternate academic arrangements for students who submit valid requests for academic concessions in their courses and are encouraged to respond in a timely manner to such requests. These efforts may include but are not limited to:

- a. an alternate examination date and time; and/or
- b. an agreed upon assignment extension.

There are certain circumstances where alternate academic arrangements may not be possible or appropriate, such as when a student is registered in a practicum or co-op term or when there are considerations related to accreditation, fairness, equity and/or academic standards. For instance, academic concessions for practicum courses may be made in consideration of the host organization. Such requests are made through the academic unit's administrative office and granted pending approval by both the program and school. Instructors are encouraged to be as explicit as possible in their syllabi about course requirements for which an alternate academic arrangement may not be available. Instructors with questions or concerns about student requests for academic concessions are encouraged to consult with their Chair, Director or Associate Dean as appropriate.

Dates for expected completion of missing coursework must be set to ensure that grades are submitted in a timely manner. If a student is unable to complete outstanding course requirements before the submission of final grades for the course, existing policies and procedures governing deferred (DEF) grades and the approval of grades will apply.

Deferred Status

A student who intends to complete the course requirements but is unable to do so before the submission of final grades may request a Deferral. A student who is subsequently unable to complete course requirements before the end date of their approved Deferral, may submit an additional academic concession request for an Extended Deferral.

There are situations where a request for a Deferral or an Extended Deferral may not be approved. These include, but are not limited to, a lack of an appropriate instructor to grade the deferred course requirements and the presence of outstanding course requirements for which alternate academic arrangements cannot be made. A decision on a request for a Deferral will also consider the proportion of course requirements remaining to be finished. If alternate arrangements cannot be made, existing policies governing the approval of grades will apply.

Syllabus

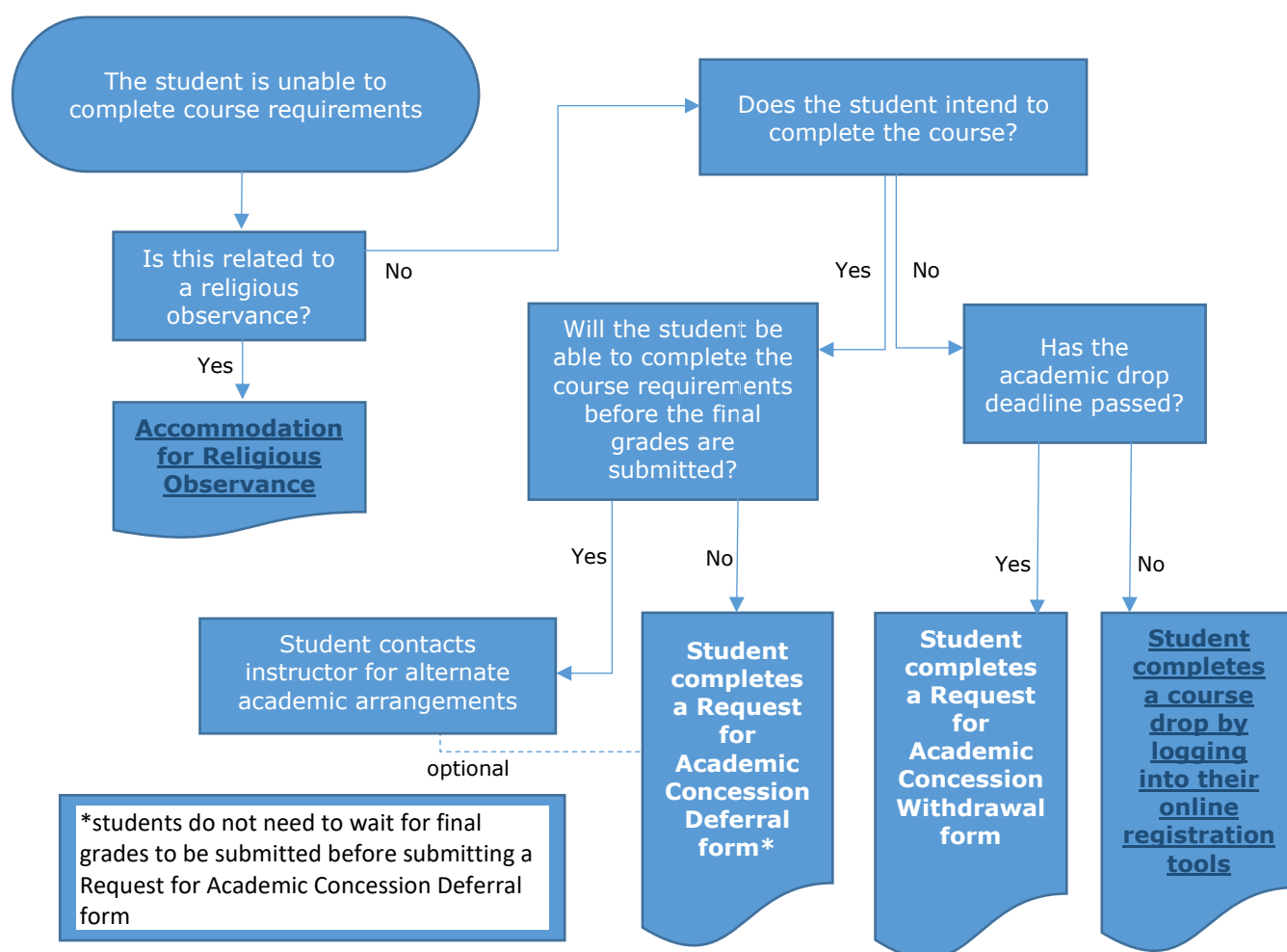
A student is responsible for the completion of their coursework. Instructors can support the successful completion of coursework by providing clear information about any specific plans for and/or limitations on alternate academic arrangements. The process for any alternate academic arrangements should be explained in advance in the course syllabus. Instructors are encouraged to proactively indicate any course requirements for which an academic concession will not be possible.

Suggested syllabus text:

Students have the responsibility to proactively seek advice when facing unexpected and unavoidable circumstances and conflicting responsibilities interfere with their academic obligations.

Procedure for Requesting Academic Concessions

There are a number of processes available to students who face challenges completing course requirements. Requests for academic concessions are separated into three categories which are outlined in the flowchart below and further explained in the guidelines following this chart.



Extended Deferrals are normally requested no later than the deadline set for completion in the initial Deferral.

It is the student's responsibility to make a request for an academic concession as soon as possible. In order to support student success, it is essential that Deans (and designates) and instructors respond to requests for academic concessions in a timely way. In a case where a student makes a

request for an academic concession a significant time after the end of a course (usually one year or longer), options may be limited and supplemental documentation, including medical documentation where appropriate, will be required.

Receiving an academic concession, particularly one that affects the total number of units in which a student is registered, can have significant impacts on other aspects of a student's academic plan and progress. Students considering requesting an Academic Concession are advised to contact the following offices as applicable:

- Students studying on a visa or study permit: [International Centre for Students \(ICS\)](#)
- Students with questions regarding academic program considerations, time to completion, etc.: [Academic Advising offices](#)
- Students receiving scholarships, bursaries and/or student loans: [Student Awards and Financial Aid \(SAFA\)](#)
- Indigenous students receiving Band, Nation or external funding: [Indigenous Student Support Coordinator \(IACE\)](#)

Key Contacts for Deans, Instructors and Staff

Deans, instructors and staff who require further information about grounds for requests for academic concessions made by students are encouraged to connect with the following resources:

- Indigenous cultural or community obligations
 - Indigenous Student Support Coordinator (IACE or OSL)
- Varsity Athletics
 - Associate Director, Sports Compliance and Student Support
- Artistic performance
 - Applicable Chair, Director or Associate Dean
- Academic event
 - Applicable Chair, Director or Associate Dean

Current Undergraduate Academic Concessions Regulation (Appendix A)

Academic Concessions

Academic Concession for work that will be completed before course grades are submitted by the instructor

A student whose academic performance is affected by injury, family or personal affliction, or illness should immediately consult with a health professional, and may request, directly from the course instructor, deferral or substitution of a mid-term test or examination, or of other work which is due during the term. This request must be accompanied by supporting documentation.

All work for which a Concession is approved must be completed before course grades are submitted by the instructor.

If the request for deferral or substitution of term work is denied, a student may appeal as described under [Appeals](#).

Academic Concession for work that will be completed after course grades are submitted by the instructor

A student whose academic performance is affected by injury, family or personal affliction, or illness, should immediately consult with a health professional and, where the due date for the work is after course grades are submitted by the instructor, must submit a formal Request for Academic Concession (RAC). A RAC must always be accompanied by supporting documentation.

An academic concession may be:

- a Deferral of a final examination, test, or other course work;
- an Extended Deferral of this work;
- an Aegrotat (AEG) notation added to a course grade in cases where injury, affliction, or illness affected performance in a completed course, or will prevent completion of a course, and a Deferral is not viable;
- a WE excluded registration status in cases where withdrawal from a course is approved due to extenuating circumstances.
- a Drop of courses without academic penalty -- and possibly without fee penalty -- after the published Last Day for Withdrawing.

All RACs, along with supporting documentation, must be submitted to the Office of the Registrar. For Deferrals, Aegrotats and Drops this must normally be done within ten working days of the end of the examination period of the term in which the course is taken. For Extended Deferral this must normally be done no later than the deadline set for completion in the initial Deferral.

If a Deferral is granted, any required course work (including exams) must be completed at the latest by a date set by the instructor which is to be not later than the end of the term immediately following the course:

- courses ending in December: completion by the end of the following April;
- courses ending in April: completion by the end of the following August;
- Summer Session courses: completion by the end of the following December.

If deferred work is not completed by the deadline, the final grade for the course reverts to the grade calculated and submitted originally by the instructor on the basis of the work that was completed. A Deferral may be extended beyond the above deadlines only in exceptional circumstances and only with the written permission of the Dean (or designate) of the student's Faculty of Registration. An additional RAC is required, asking for an Extended Deferral.

If a Request for Academic Concession is denied, a student may appeal as described under [Appeals](#).

A student who completes all course requirements is not eligible for an academic concession. Exceptions will only be considered by the Dean (or designate) of the student's Faculty of Registration if there is supporting documentation that the student was not medically or otherwise fit to make a decision on whether or not to complete the work. The RAC must be submitted to the Office of the Registrar as soon as possible after completion of the work and before the results are known.

Main Regulation Consultation and Feedback (APPENDIX B)

Consultation Timeline:

In December 2019, a consultation document based on the current Undergraduate Academic Concessions Regulation was circulated to units and groups across campus. Responses were initially requested by January 31, but the high degree of engagement led to the extension of that deadline to March 31 in order to give all interested parties a chance to submit a fulsome response.

In July 2020, a second consultation document was circulated to gather feedback from staff members, teams and units about their experiences dealing with requests for academic concessions from undergraduate students in this period of waived requirements for accompanying medical documentation due to the ongoing COVID-19 situation.

In August 2020, the proposed regulation and recommendations for future work were sent to the Chief Privacy Officer for consideration, and the feedback received is reflected in this document.

Finally, in November 2021 and again in January 2022, the Associate Deans Academic Council has provided the committee with feedback on the revisions.

General Feedback from Consultation:

Current Experiences

There was general consensus that the regulation in its current form is not working on a variety of levels. While a very small number of individual faculty members (fewer than five) advocated for the current process and grounds to be kept as they are or made more restrictive, no students, chairs and directors, or staff took this position. There was an emerging consensus in the feedback overall that the lack of a centralized process for making requests, both during the term and after the term has ended, meant that there were inconsistencies in application of the regulation across units and faculties. As well, chairs and directors, unit staff and students indicated widespread concern about student privacy and confidentiality related to the current decentralized handling and storage of sensitive supporting documents, including medical notes. Finally, the feedback revealed that this decentralized process does not lead to a method of keeping records of student requests for academic concessions in a way that would support units in creating systems and processes that would support student retention and success.

The Sub-committee noted that the university has already developed a centralized process for requesting academic concessions after the submission of grades at the end of term. Students in particular described experiencing confusion regarding the correct process to handle issues which developed during this process or that bridged both the in-course concession request and grade submission deadline. Students also indicated that their requests received different treatment depending on course instructor, department/school and faculty. Administrative units, students and instructors also reported problematic processes surrounding concessions related to episodic illnesses which bridged both the RAC process and the need for Academic Accommodations arranged through the Centre for Accessible Learning.

A particular issue reported by many respondents, including students, instructors and staff, was related to the power dynamics arising when students must request concessions directly from the instructor and to the informal processes developed across campus more generally. Instructors expressed concerns about their inability to properly support mental health

issues. Students reported the trauma associated with repeated recounting of emotional events which were met with inconsistent and often insensitive replies.

Process for Making Requests:

The subcommittee also solicited feedback specifically about the current Request for Academic Concession form and its requirement for accompanying documentation. The importance of this issue had initially been identified by earlier investigations and consistently held as an issue in the most recent consultation.

There was general dissatisfaction surrounding the form. Respondents reported issues ranging from its cluttered format to the unclear expectations in both the submission process and how requests were dealt with following submission. There was a clear request to formalize the process for notifying both students and instructors on the results of any concession decisions. The complexity of the form and opacity of the process after its submission has also led to workload constraints for staff who need to help students fill out forms or to follow up for corrections or missing information.

Finally, there were general concerns that the requirement for documentation should be proportionate to the concession requested. In addition, there were entreaties for flexibility in the timeline to make requests given student needs to seek support and resources, including the potential for retroactive requests for academic concessions within certain parameters.

The Privacy Office identified concerns centred on the need for clear instructions on what information is required to consider a request for accommodation. Based on their experience, they identify a potential privacy issue arising either through students overestimating what information should or must be provided to their instructor or an instructor requesting more information than they are entitled to; having those limits clearly set out in a form that both the student and the instructor see will help to reduce the potential for such over-disclosure.

Name of the Regulation:

There was no consensus on the desirability of either keeping the current name, Academic Concessions, or of finding a new term. Roughly equal numbers of submissions proposed a change and advocated for retention of the existing one. The subcommittee hopes that the revised regulation, along with its supporting documents and guidance, will address concerns related to the current name.

Consultation Groups:

Consultation feedback received:

	Submitter	Date Received
1.	Academic Advisor, Camosun College	November 5, 2019
2.	Associate Director, Counselling Services	December 18
3.	Faculty member, Philosophy	January 11, 2020
4.	Faculty member, Geography	January 12
5.	Associate Dean, Faculty of Humanities	January 17
6.	Faculty member, Biochemistry/Biology	January 23
7.	Centre for Accessible Learning	January 24
8.	School Director, Faculty of HSD	January 24
9.	Graduate Students Society	January 27
10.	Department of Biology	January 28
11.	Faculty member, Gender Studies	January 28

12.	Faculty member, Mathematics	January 29
13.	First Year Course Instructors Working Group	January 29
14.	Division of Continuing Studies	January 29
15.	Gustavson School of Business	January 30
16.	Office of Student Life	January 30
17.	Counselling Services Front Desk Staff	January 31
18.	University of Victoria Student Society	January 31
19.	Faculty member, Earth and Ocean Sciences	January 31
20.	Department of Mathematics	January 31
21.	Ombudsperson	January 31
22.	Faculty Association	January 31
23.	Faculty member, English	January 31
24.	Undergraduate Advisor, Faculty of Fine Arts	February 6
25.	Tri-Faculty Academic Advising Centre	February 19
26.	Faculty member, Law	February 27
27.	Students' Open Forum Against Racism	March 2

Consultation sessions held:

	Unit/Department/Group	Date
1.	Deans' Council	November 14, 2019
2.	Counselling Services	December 17
3.	Vikes Athletics	January 10, 2020
4.	First Year Course Instructors Working Group	January 17
5.	School Director, HSD	January 20
6.	Office of Indigenous Academic and Community Engagement	January 29
7.	AVPFRAA Chairs and Directors	January 30
8.	International Student Services	January 30
9.	Department of Linguistics	February 6
10.	Health Services	February 11
11.	Tri-Faculty Advising	February 12
12.	Native Students Union	February 13
13.	Associate Deans' Forum	February 14
14.	Senate Committee on Appeals	February 14
15.	Department of Mathematics and Statistics	March 10

Waiver Consultation and Feedback (APPENDIX C)

Due to the ongoing COVID-19 situation, the Senate Committee on Agenda and Governance (SCAG) approved a proposal to temporarily waive this requirement for supporting medical documentation for all requests for academic concession (both in-course and after submission of final grades) in Summer Session 2020 and 2021, Winter Session 2020/21, and Winter Session 2021/22.

At the October 2020 Senate meeting, Senators were reminded of the consultation document circulated over the summer and fall terms to gather feedback about their experience dealing with requests for academic concession from undergraduate students during the temporary period of waived requirements for accompanying medical documentation due to the ongoing COVID-19 pandemic.

Feedback Requested

The subcommittee was interested in hearing from staff members, teams and units about their experiences dealing with requests for academic concessions from undergraduate students in this period of waived requirements for accompanying medical documentation. This feedback would inform the subcommittee's work as it prepared its proposals for revision to the regulation. In particular, the subcommittee asked for information in the following areas:

- What impact has the waiving of documentation requirements had on the number of requests for academic concession that your unit has received from undergraduate students (e.g., compared to the same term in past years)?
- What impact has the waiver had on your or your team's workflow or workload? What new procedures, practices or processes have you had to introduce in response to the waiver?
- What were your expectations or assumptions about moving temporarily to a process for requesting and approving academic concessions without accompanying documentation? How have these been borne out since the waiver was implemented?
- What are your general thoughts on the process of requesting and approving academic connections without supporting documentation?

The subcommittee welcomed responses from individuals as well as from teams or units for an ongoing period. A reminder email was distributed in the fall 2021 term.

Responses

Responses provided ranged from a number of different areas with predominantly positive responses to the questions posed in that there was little impact to the number of requests for academic concessions and workload. It was generally felt that the waiver streamlined the process considerably. There was also an appreciation by both students and faculty for the need to decrease personal medical information contained in this type of documentation going forward.



OFFICE OF THE OMBUDSPERSON
University of Victoria

T: 250-721-8357

E: ombuddy@uvic.ca

w: uvicombudsperson.ca

Student Union Building (SUB), Room B205

April 27, 2022

To: Ada Saab, Associate University Secretary

Re: Proposed Undergraduate Academic Concessions and Regulations

Dear Ms. Saab,

Thank you for providing a copy of the Proposed Undergraduate Academic Concessions and Regulations. The body of work demonstrates the committee took the time to listen and thoughtfully consider the suggestions made by members of the university community. In my first annual report as the Ombudsperson in 2018, I encouraged the Senate Committee of Academic Standards to consider whether medical documentation is necessary for short-term illnesses. I am pleased to see the proposal to remove the requirement for medical documentation for in class concessions and to recognize students have the right to ask for academic concessions and for their request conducted in good faith. Consideration for circumstances for consideration for conflicting responsibilities, such as, athletic events is very welcomed as university athletes have experienced challenges with seeking flexibility in completing course work.

The proposed guide provides clarity about what options are available to students and I believe the included flow chart will help guide faculty members about the process. It would be beneficial to develop a similar guide for the undergraduate students and look forward to an opportunity to collaborate with the university community to develop this piece of work.

I support the proposed guidelines moving forward for consideration by the University Senate and look forward to working together in the future in implementing the approved changes.

Regards,

Annette O'Hara

Ombudsperson, University of Victoria

April 27, 2022

Academic Concession Sub-Committee
University of Victoria

Re: Undergraduate Academic Concession Regulation and Guidelines

This letter is in support of the revisions made to the undergraduate Academic Concession Regulation and Guidelines that better reflects the need for Indigenous students to have grounds for academic concessions when they have Indigenous cultural obligations.

The Indigenous students who have reached out to Office of Indigenous Academic and Community Engagement office for support when faced with cultural obligations and/or ceremonies have shared that cultural responsibilities are very important, and it's difficult when having to choose between community responsibilities and academic studies. Students have said that when faced with these choices, many have chosen culture and did not return to complete their studies. They have also shared that having to get Indigenous professionals at UVic to provide documentation in these requests is not appropriate due to the privacy of some cultural and sacred practices.

I am in full support of these changes that foster respect and acknowledge cultural responsibilities. These changes demonstrate how UVic is really working on decolonizing practices. I raise my hands in gratitude to this committee for making these changes a priority.

With respect,

Lalita Kines
Interim Executive Director
Office of Indigenous Academic and Community Engagement

To the Senate Committee on Academic Standards,

RE: Academic Concessions

My name is Crystal Seibold and I am the Indigenous Student Support Coordinator in the Office of Student Life. I support undergraduate and graduate Indigenous students with various aspects of their educational journeys. Over the past 10 years, there is an increasing level of students requesting support with Requests for Academic Concessions (RAC) and Fee Appeals (FRAC). In my experience, there is limited space to allow cultural obligations to be part of the reasoning that requires them to step away from their academic responsibilities. Additionally, there is limited options to provide proof of cultural ceremonies; culturally in some communities this could be viewed as disrespectful to discuss any specifics of the ceremony. It is difficult for students to speak about these sacred practices and finding supporting documentation is very challenging in this regard.

I have seen the impact when their reason is denied; it undermines their truth and responsibilities to their families, communities and Nations. My first initial thought with having cultural obligations be a valid reason within the RAC is confirming that UVIC is dedicated to accepting and creating a culture of respect; all Indigenous students are at different levels in their identities and that they belong here with supports in place to help them with all levels of their journeys. I have seen the impact financially when RAC/FRAC's are denied through the fee appeal process which can cause a devastating impact on band funding, living allowances and can jeopardize future funding.

Another important impact I have witnessed is students wondering if their cultural identity is something that should remain separate while attending school. This type of inquiry suggests that intergenerational trauma from residential schools continues to cause harm in the processed that are in place and by being dismissive in the validity of their lived experience is not acceptable. In the spirit of reconciliation through a decolonizing approach, it is important to acknowledge that cultural obligations are a valid reason that students cannot attend to their academic responsibilities. I am in full support of cultural obligations as being part of reasoning for a RAC to attend to their family, communities and Nation requests to participate in ceremony.

Crystal Seibold
Indigenous Student Support Coordinator
Office of Student Life | Division of Student Affairs
C: 250-516-5781 | Email: issc1@uvic.ca | Website: uvic.ca/studentlife

April 28, 2022

RE: Support for Proposed Revisions to Undergraduate Academic Concessions Regulation

To: Senate Committee on Academic Standards

The Student Services Leadership Team, specifically represented by the Student Wellness Centre, the International Centre for Students and the Office of Student Life, is writing to provide support to the proposed revisions to the Undergraduate Academic Concessions regulations. The following outlines our reasons for support.

Developing a Culture of Support and Trauma Informed Approach

This approach is identified as aligned with the institutional shift towards a 'culture of support.'

- This approach highlights for students that it is a responsibility of the university to offer academic concessions and the right of a student to request consideration of a concession under specific circumstances.
- In framing the process in this manner, the university is normalizing support-seeking behaviour and aligning with a trauma-informed approach to reduce the number of potentially shaming interactions or re-telling of the student's story.

Improving Clear and Consistent Application of Process

The regulation and accompanying guidelines are clearer and give a foundation for a more transparent process.

- The addition of the terms 1) **unexpected and unavoidable circumstances** or 2) **conflicting responsibilities for outlining valid grounds for receiving and academic concession**, also makes the grounds for an academic concession request more clear and more in keeping with circumstances that are routinely a part of student life, but were not necessarily recognized in the past.
- The addition of the key values that guide the regulation use and processes is also appreciated and conveys a message to students that the process is based on operating in good faith and upholding equity and fairness. The values also convey that the university will treat the students with dignity and respect.
- The clarification regarding the need for documentation is also a helpful addition. In the past, the requirement for documentation for some students and circumstances created an unnecessary barrier to the process and potential burden on Student Wellness Centre and other Medical Centre resources. This revision also gives the message to students that we err on the side of trusting them, rather than seeing their request as something to be considered untrustworthy.
- We also appreciate the addition of the section for **'Students considering requesting an Academic Concession are advised to contact the following offices as applicable'**. This helps to remind the student to consider additional impacts of the academic concession on their personal and academic experience.

Reducing Problematic use of Practitioner/Health Service Provider Resources

In the past providing documentation for students by practitioners in the Student Wellness Centre (previously Counselling Services and Health Services) has been problematic.

- A Counsellor cannot provide a professional opinion if they do not have a previously established relationship with the student, especially if being asked to verify circumstances that have occurred after

the fact. This means only students who have an established relationship with a Counsellor can access this type of letter of support; excluding students that have not been able to accessing ongoing Counsellor or are experience new or emerging challenges.

- Physicians have the same difficulty and often have much less time to meet with a student, gain an understanding of how their experiences are impacting their academics.
- A review of the regulations for Colleges of Physicians and Surgeons in each province across Canada has confirmed that the ability of physicians to hold appointments for the sole purpose of providing documentations is not acceptable.
- Given the shortage of physicians in our provincial system currently, asking for medical documentation for academic purposes further exacerbates the problem.

Reducing Barriers for Marginalized Student Populations

Students who may experience additional or disproportionate barriers to accessing healthcare or clinical support International, BIPOC, gender diverse, neurodiversity students and students Experiencing Mental Health considerations.

- Many physicians charge a fee for medical documentation making the process difficult and unfair for many students.
- By reducing the requirement to attend an appointment or access a service provider, which is often for the sole purpose of obtaining documentation to prove an extenuating circumstance, more students with marginalized identities have access to concession consideration
- Students navigating a crisis, personal safety concern, family or personal health emergency would have earlier access to concession processes, as they would not be required to wait until they are in a position to access an appointment to obtain documentation.
- Reducing barriers for students with limited access to funds, housing, transportation or family support to access an appointment or practitioner.
- Reducing barriers for students who may be at greater or disproportionate risk of systemic discrimination, traumatization or fear of police contact when interacting with healthcare systems.

We believe the proposed revisions are aligned with a student-centered approach and reduces barriers for students to access the support they need. Thank you for reviewing this letter of support; please feel free to be in contact if you have any questions about the content of this letter.

Sincerely,

Dr. Rita Knodel, Director, Student Wellness, Tricia Best, Director, International Centre for Students, and Kirsten McMenamie, Director Student Life

On Behalf of the Student Services Leadership Team



Date: April 20, 2022

To: Senate

From: Senate Committee on Agenda and Governance

Re: **10-Year Sessional Calendar Proposed Dates**

Under its authority for the academic governance of the university, Senate normally approves the 10-Year Sessional Calendar at its February meeting, each year adding one more year to the calendar. Various principles are used to coordinate the university's academic calendar for Senate's approval. The start of each term must lie within the confines of a 365-day calendar of statutory holidays and weekends and adhere to the Senate-approved operational requirements of 59-62 instructional days per term.

In order to honour the 2022 National Day of Truth and Reconciliation, this memo recommends a temporary adjustment to the calendar to allow for an extension of the term from December 2 to December 5, 2022, and a reduction of one clear full day before the start of the final exam period which would start December 7 and run until December 21, 2022.

Recommended motion:

That Senate approve the 2021-2031 10-Year Sessional Calendar.

National Day for Truth and Reconciliation:

On August 2021, in response to the provincial government's advice to observe September 30, 2021 as a statutory day of recognition of the National Day for Truth and Reconciliation, Senate held a special meeting to consider a proposed temporary revision to the 2021 Fall Course and Exam Schedule. This decision prevented the number of instructional days in the 2021 fall term from falling below the 59-day minimum.

Most recently, in recognition of the Province's approach to honour the importance of this national day, the university will plan for September 30, 2022 to be observed as a statutory day of remembrance similar to September 30, 2021. For further information, the Ministry of Indigenous Relations and Reconciliation has provided an [update](#) on the consultation currently underway regarding the best way to observe the day moving forward.

Temporary Accommodation:

As noted above, the start of each term must adhere to the Senate-approved operational requirements of 59-62 instructional days per term and the fall 2022 term is already scheduled at 59 days, the lowest number of instructional days allowable. As there are limitations regarding the way in which the academic terms are scheduled, there is no ability to accommodate a one-day loss for the upcoming 2022 fall term.

In recognition that the university will be closed on September 30, 2022, and that the fall 2022 term is already scheduled at a minimum of 59 days, a temporary adjustment is proposed in order to incorporate the 2022 observance of the National Day for Truth and Reconciliation into the academic instructional schedule. An

additional day would be added to the end of the 2022 fall Term of the Winter Session as a temporary measure so that the last day of classes would move from Friday, December 2 to Monday, December 5, 2022.

According to the Principles of the 10-Year Sessional Calendar, two clear full days are set aside after the end of classes and the start of the final exam period. It is proposed that this period is reduced to one clear full day.

The 13-day final examination schedule would begin on December 7 and run until December 21, 2022.

WINTER SESSION	2022
Labour Day – September	5
Classes Start	7
National Day for Truth and Reconciliation – September (UVic closed)	30
Thanksgiving – October	10
November 11	Fri
Reading Break – November	9 – 11
Fall Convocation – November	9 – 10
Classes end – December	2 5
Examinations – December	5–19 7 - 21

National Day of Remembrance and Action on Violence Against Women

The day of remembrance of the École Polytechnique massacre officially falls each year on December 6. According to the Principles of the 10-Year Sessional Calendar, the university observes the National Day of Remembrance and Action on Violence Against Women on December 6 if there are classes scheduled on that day. If classes are scheduled to end before December 6, the University will observe this day on the last day of classes. The 2022 fall term would originally schedule this remembrance on Friday, December 2, 2022 as this would have been the last scheduled day of classes. The proposed change to the academic schedule would place the university's observance on December 5, 2022. The observance of the anniversary will be held from 11:30 a.m. - 12:30 p.m. and does not affect the count of instructional days.

Timetable Review:

As noted, the fall 2022 term is scheduled with a total of 59 instructional days; the minimum number of instructional days allowable by Senate. Additionally, the [current ten-year sessional calendar](#) shows that a 59-day term has become the consistent total for each term of the Winter Session. A full review is required to examine how the instructional timetable can be lengthened on a more permanent basis to accommodate issues that may arise that cause the term to fall below the 59-day minimum.

On-going work to propose a Senate-approved set of principles for the scheduling of the final examination period will help ensure that any consideration to reduce the schedule of days during the final examination period will take into account priorities across disciplines within each Faculty and for both undergraduate and graduate students.

Summer Session 2027 Correction:

At its February 2008 meeting, Senate approved the moving of the Spring Convocation dates to the second full week of June. In a recent review of the dates, an error was noted in the 2027 dates for Spring Convocation. The attached 10-year Sessional Calendar for Senate's approval includes revisions to the dates for June 2027 convocation.

Winter Session 2029 Correction:

In a recent review of the dates for the 10-year Sessional Calendar, an error was noted in the instructional days for the 2029 fall term of the Winter Session. The attached 10-year Sessional Calendar for Senate's approval also includes revisions to the number of instructional days for this term.

Respectfully submitted,

2021/2022 Senate Committee on Agenda and Governance

Kevin Hall (Chair), President and Vice-Chancellor

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

Carrie Andersen, University Secretary

Carolyn Russell, Convocation Senator

Aaron Devor, Faculty of Social Sciences

Mauricio Garcia-Barrera, Faculty of Graduate Studies

Helen Kurki, Faculty of Social Sciences

Susan Lewis, Acting Vice-President Academic and Provost

Mark Gillen, Faculty of Law

Lara Wilson, Libraries

Kyle Risby, Student Senator

Ada Saab (Secretary), Associate University Secretary

Kathy MacDonald (Recording Secretary), Senate Coordinator

/attachment

UNIVERSITY OF VICTORIA SESSIONAL CALENDARS

ACADEMIC YEAR	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	2030/2031
SUMMER SESSION	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
May/Aug ("K") courses begin	May 5	May 4	May 3	May 8	May 7	May 6	May 5	May 3	May 2	May 1
May and May/June ("A"&"M") courses begin - May	10	9	15	13	12	11	10	8	14	13
Victoria Day-May	24	23	22	20	19	18	24	22	21	20
May ("A")courses end	June 2	June 1	June 7	June 5	June 4	June 3	June 2	June 7	June 6	June 5
June("J")courses begin-June	June 3	June 2	June 8	June 6	June 5	June 4	June 3	June 8	June 7	June 6
Spring Convocation-June	7,8,9,10,11	13,14,15,16,17	12,13,14,15,16	10,11,12,13,14	9,10,11,12,13	8,9,10,11,12	7, 8, 9, 10, 11 14, 15,16,17, 18	12,13,14,15,16	11, 12,13,14,15	10, 11, 12, 13, 14
May/June and June ("M"& "J") courses end-June	25	24	30	28	27	26	25	30	29	28
Canada Day-July 1	Thur	Fri	Sat	Mon	Tue	Wed	Thur	Sat	Sun	Mon
May/Aug courses Read Break	Jul 1 -2	Jun 30 – Jul1	Jul 3 – 4	Jul 1 – 2	Jun 30 – Jul 1	Jul 1 – 2	Jul 1 – 2	Jul 3 – 4	Jul 2 - 3	Jul 1 – 2
July and July/August ("P"&"R") courses begin	5	4	5	3	3	6	5	5	4	3
July courses ("P")end-July	27	26	27	25	25	28	27	27	26	25
August("Q")courses begin-July	28	27	28	26	28	29	28	28	27	26
Last day of classes - May/August ("K") courses	July 30	July 29	July 28	Aug 2	Aug 1	July 31	July 30	July 28	July 27	26
B.C. Day - August	2	1	7	5	4	3	2	7	6	5
Examinations begin - May/August courses-August	3	2	8	6	5	4	3	8	7	6
Examinations end - May/August courses-August	19	17	18	17	16	17	16	18	16	17
July/August and August "R"&"Q") courses end- August	20	19	21	18	20	21	20	18	19	18
WINTER SESSION	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Labour Day-September	6	5	4	2	1	7	6	4	3	2
Classes start	8	7	6	4	3	9	8	6	5	4
National Day for Truth and Reconciliation – September (UVic closed)	30	30								
Thanksgiving-October	11	10	9	14	13	12	11	9	8	14
November 11	Thur	Fri	Sat	Mon	Tue	Wed	Thur	Sat	Sun	Mon
Reading Break-November	10 - 12	9 - 11	13 – 15	11 – 13	10 – 12	9 – 11	10 – 12	13 – 15	12 – 14	11 – 13
Fall Convocation-November	10 & 12	9 & 10	14 & 15	12 & 13	10 & 12	9 & 10	10 & 12	14 & 15	13 & 14	12 & 13
Classes end-December	6	2	1	4	3	4	3	1	5	3
Examinations-December	9 - 20	5 – 19	4 – 18	7 – 21	6 – 20	7 – 21	6 – 20	4 - 18	8 - 22	6 – 20
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Classes start-January	10	9	8	6	5	6	10	8	7	6
Family Day – February	21	20	19	17	16	15	21	19	18	17
Reading Break-February	21 - 25	20 - 24	19 - 23	17 - 21	16 - 20	15 - 19	21 – 25	19 – 23	18 - 22	17 – 21
Easter weekend	Apr 15 – 18	Apr 7 – 10	Mar 29 – Apr 1	Apr 18 - 21	Apr 3 – 6	Mar 26 - 29	14 – 17	Mar 30 – Apr 2	Apr 19 - 22	Apr 11 – 14
Classes end-April	7	6	8	4	2	7	7	9	5	4
Examinations-April	11 – 29	11 – 26	11 – 26	7 – 25	7 – 22	10 - 26	10 – 28	12 - 27	8 - 26	7 – 25
Summer class days	60	60	60	60	60	60	60	60	60	60
Days lost	MTF	MRF	MMT	MMT	MMT	MWR	MRF	MMT	MMT	MMT
Fall class days	59	59	59	62	62	59	59	59	59-62	59
Days lost	MTWTF	MWRF	MMTW	MMTW	MMTW	MMTW	MWRF	MMTW	MMTW	MMTW
Winter class days	59	59	59	60	59	59	60	59	60	60
Days lost	MTWTF	MTWRF	MTWRFFM	MTWRF	MTWRF	MTWRFFM	MTWRF	MTWRFFM	MTWRF	MTWRF

UNIVERSITY OF VICTORIA SESSIONAL CALENDARS

2021-2031

Attached is the ten-year calendar for the period 2021- 2031. The annual calendars are subject to approval by Senate each year.

The dates for the Faculty of Law may differ because they are approved each year.

Secretary of Senate
Office of the University Secretary
University of Victoria

Adopted by Senate 2 December 1987

Revised 1 February; 5 April 1989; 6 May 1992; 6 January 1993; 5 May 1993; 1 December 1993; 6 April 1994; 3 May 1995; 7 May 1997; 7 October 1998; 5 May 1999; 4 October 2000; 11 Oct 2000; 5 December 2001; 10 January 2003; 5 March 2004; 4 February 2005; 3 February 2006; 7 February 2007; 1 February 2008; 6 February 2009; 9 April 2010; 4 February 2011; 4 March 2011; 7 October 2011; 3 February 2012; 4 May 2012; 5 October 2012; 1 February 2013; 7 February 2014; 6 February 2015; 5 February 2016; 3 February 2017; 2 February 2018, 1 February 2019, 7 February 2020, 5 February 2021, 23 August 2021.



University
of Victoria

University
Secretary

MEMO

Date: April 20, 2022
To: Senate
From: Senate Committee on Agenda and Governance
Re: **Revisions to the Senate Rules and Procedures**

This memo responds to the petition to revise the Senate Rules and Procedures (Appendix A). The petition specifically includes a motion to add a section 12.02 to the Senate Rules and Procedures which states the following:

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.

The Senate Committee on Agenda and Governance has examined the issue and does not support the proposed recommendation for a permanent change to the Senate Rules and Procedures in reaction temporary orders by the provincial government in response to the COVID-19 pandemic.

This recommendation is separate from the continued work by the committee to consider a set of principles for the Senate Rules and Procedures to support engaged participation concerning remote attendance. An update on this work was provided at the April 2022 Senate meeting (Appendix B).

Background

The [University of Victoria Senate Rules and Procedures](#) are established in accordance with the *BC University Act*, which establishes the powers of Senate. Per these procedures, revision is guided by the section "Amendments to the Rules and Procedures."

- 70.00 A notice to amend or change the Senate Rules and Procedures must specify the amendment or change proposed. The proposal will be included in the agenda of the next regular meeting of Senate, or will be considered at a special meeting called for that purpose. Following the receipt by Senate of such notice, the Senate Committee on Agenda and Governance will study the proposed amendment or change, will seek advice, as deemed appropriate by the committee, and will report its opinion or findings to the person(s) or committee proposing the amendment or change and to Senate in time for the ordinary or special meeting at which the amendment or change will be considered.

A petition is now presented to Senate members for their consideration. At the March 2022 meeting of Senate, Senate members were made aware of the petition and at this meeting, the Senate Committee on Agenda and Governance committed to an examination of the suggested revision.

University Response to the COVID-19 Pandemic

Throughout the response to the COVID-19 pandemic, the university has consistently adhered to the evidence-based advice, guidance and direction provided by the Provincial Health Officer and has followed all public health orders and health safety measures required by the Provincial Health Officer.

The principles for Senate operations adhered to public health guidance and were consistent with the operational planning across campus. These plans included virtual meetings during the pivot to online learning and teaching and mask mandates when required. As guidance from the provincial public health office recommended a move to face-to-face classes for post-secondary campuses, Senate was held in person. Currently, the public health office strongly recommends masks, and Senators are also strongly recommended to continue mask use during Senate meetings.

Senate members who were, without choice, restricted from attending a Senate meeting due to the pandemic were accommodated. Members with medical accommodations or those restricted from travel to Victoria were provided with a link to attend Senate remotely.

Senate operations will continue to follow public health office guidance in response to the COVID-19 pandemic. While there are no provincial health restrictions at this time, personal accommodations have been kept in place as they apply to the current term.

Accommodations related to the pandemic will continue in accordance with university guidelines as necessary and until more permanent remote participation principles are established.

Governance Principles for Senate

As outlined in the document presented at the April 2022 Senate meeting, there are various governance issues currently under consideration for remote Senate attendance more generally. The Act does not comment on the operational principles of Senate meetings. Instead, the Senate Rules and Procedures set out guidelines to ensure the proper functioning of Senate meetings and the specific composition of its committees and membership.

Governance principles for collegial and engaged participation, confidentiality, transparency, and voting protocols via a show of hands and secret ballot are essential considerations in making a permanent revision to the Senate Rules and Procedures. In addition, the University Secretary's Office is currently undertaking a survey of Senate best practices across Canada to ensure other possibly unanticipated issues are taken into account.

Recommendation

The Senate Committee on Agenda and Governance does not recommend approval of the petition to allow any Senator to participate virtually in Senate and Senate Committee

meetings until such time as the provincial government lifts all public health orders related to the COVID-19 pandemic. The committee does not recommend enacting a permanent change to the Senate Rules and Procedures due to the temporary orders of the provincial government's response to the COVID-19 pandemic.

/attachment

Respectively 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

Aaron Devor, Faculty of Social Sciences

Mauricio Garcia-Barrera, Faculty of Graduate Studies

Mark Gillen, Faculty of Law

Helen Kurki, Faculty of Social Sciences

Susan Lewis, Acting Vice-President Academic and Provost

Kyle Risby, Student Senator

Carolyn Russell, Convocation Senator

Lara Wilson, Libraries

Ada Saab (Secretary), Associate University Secretary

FEB 11 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.”

[illegible]

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.”

[illegible]

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

[illegible]

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.”

[illegible]



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

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

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

Current Accommodations

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

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

Recent Requests

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

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

Senate Rules and Procedures

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

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

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

Participation:

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

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

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

Confidentiality:

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

Visitor's Gallery:

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

Voting:

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

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

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

Technology Capabilities

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

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

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

Previous IT estimates included the following requirements:

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

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

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

Respectfully submitted,

2021/2022 Senate Committee on Agenda and Governance

Kevin Hall, Chair, President and Vice-Chancellor

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

Carrie Andersen, University Secretary

Aaron Devor, Faculty of Social Sciences

Mauricio Garcia-Barrera, Faculty of Graduate Studies

Mark Gillen, Faculty of Law

Helen Kurki, Faculty of Social Sciences

Susan Lewis, Acting Vice-President Academic and Provost

Kyle Risby, Student Senator

Carolyn Russell, Convocation Senator

Lara Wilson, Libraries

Ada Saab (Secretary), Associate University Secretary

Kathy MacDonald, (Recording Secretary), Senator Coordinator

/attachments

FEB 11 2022

UNIVERSITY SECRETARY
UNIVERSITY OF VICTORIA

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

[illegible]

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

[illegible]

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[illegible]

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

[illegible]



To:

Dr. David Zussman, Chair, University of Victoria Board of Governors

Dr. Kevin Hall, Chair, University of Victoria Senate

CC:

Carrie Andersen, University Secretary

Ada Saab, Associate University Secretary

February 15, 2022

Dear Dr. David Zussman and Dr. Kevin Hall,

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

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

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

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

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

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

Sincerely,

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



University
of Victoria

University
Secretary

MEMO

Date: April 20, 2022

To: Senate

From: Carrie Andersen
University Secretary

Re: Election to the Senate Committee on Agenda and Governance

The *Senate Rules and Procedures* state that:

56.00 The composition of the Senate Committee on Agenda and Governance will include members of Senate only and will be determined in part through an election conducted on the floor of Senate. Two members of Senate who are not students or convocation members will be elected to the Senate Committee on Agenda and Governance by Senate at the May meeting.

On May 3, 2019, Helen Kurki was elected by Senate to serve on the committee for a 3-year term which will end on June 30, 2022. As of July 1, 2022 there is a vacancy for an elected position on the Senate Committee on Agenda and Governance. Nominations for the position will be accepted on the floor of the May 6, 2022 Senate meeting. If required, an election will take place at the meeting.



Date: April 20, 2022

To: Senate

From: Senate Committee on Agenda and Governance

Re: **Appointments to the 2022/2023 Senate Standing Committees**

The Senate Committee on Agenda and Governance nominations sub-committee met on April 23, 2022 to consider appointments to the 2022/2023 Senate standing committees.

The Senate Committee on Agenda and Governance recommends to Senate the approval of appointments indicated in bold text in the attached document. Most new members are appointed for 3-year terms from July 1, 2022 to June 30, 2025. Committee chairs and student members appointed for one-year terms from July 1, 2022 to June 30, 2023.

Recommended Motion:

That Senate approve the appointments to the 2022/2023 Senate standing committees for the terms indicated in the attached document.

/attachment

Respectfully submitted,

2021/2022 Senate Committee on Agenda and Governance

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

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

Carrie Andersen, University Secretary

Carolyn Russell, Convocation Senator

Aaron Devor, Faculty of Social Sciences

Mauricio Garcia-Barrera, Faculty of Graduate Studies

Helen Kurki, Faculty of Social Sciences*

Susan Lewis, Acting Vice-President Academic and Provost

Mark Gillen, Faculty of Law

Lara Wilson, Libraries

Kyle Risby, Student Senator*

Ada Saab (Secretary), Associate University Secretary*

Kathy MacDonald (Recording Secretary), Senate Coordinator

*members of the Nominations Sub-committee

2022- 2023 Senate CommitteesSenate Committee on Academic Standards

Name	Faculty or Department	Term
Yasmine Kandil (NS)(Chair)	Fine Arts	2025 (2022)
Julio Navarro (S)	Science	2024 (2021)
Danu Stinson (S)	Graduate Studies	2025 (2022)
Andrew Newcombe (S)	Law	2024 (2021)
Jill Walshaw (S)	Humanities	2025 (2022)
Robert Hancock (S)	Social Sciences	2024 (2021)
Sorin Rizeanu (NS)	Peter B. Gustavson School of Business	2023 (2020)
Tania Muir (NS)	Continuing Studies	2025 (2022)
Tim Pelton (NS)	Education	2025 (2022)
Yang Shi (S)	Engineering and Computer Science	2023 (2022)
Devi Mucina (S)	Human & Social Development	2024 (2021)
TBD (NS)	Medical Sciences	2024 (2021)
Matsuko Friedland (S)	Student Senator	2023 (2022)
TBD (S)	Student Senator	2023 (2022)
TBD (NS)	Student Representative (UVSS)	2023 (2022)
TBD (NS)	Student Representative (GSS)	2023 (2022)
Alivia Wang (S)	Convocation Senator	2024 (2021)
TBD	Vice-President Academic and Provost or designate	(ex officio)
TBD	President or nominee	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Elizabeth Adjin-Tettey	A/Associate Vice-President Academic Planning	(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)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator

(NS) – non Senator

Senate Committee on Admission, Re-registration And Transfer Appeals

Name	Faculty or Department	Term
TBD	TBD	2025 (2022)
Fraser Hof (S)	Science	2023 (2020)
Kimberly Speers (NS)	Human & Social Development	2023 (2020)
Catherine Harding (S)	Fine Arts	2025 (2022)
Erin Kelly (S)	Humanities	2023 (2020)
Carmen Galang (NS)	Peter B. Gustavson School of Business	2023 (2020)
TBD	TBD	2025 (2022)
Graham McDonough (S)	Education	2025 (2022)
Rebekah Dueck (S)	Student Senator	2023 (2022)
Navinder Hundal (S)	Student Senator	2023 (2022)
TBD (NS)	Student Representative (UVSS)	2023 (2022)
TBD	President or nominee	(ex officio)
Diana Varela (NS)	Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)	(ex officio)
Trisha Best (NS)	Director or equivalent of International Centre for Students	(ex officio)
Shauna Underwood (NS)	Director or equivalent of an Advising Centre	(ex officio)
Ai-Lan Chia (NS)	Representative from Counselling Services	(ex officio)
Nicole Greengoe (NS)	Registrar	(ex officio)
LillAnne Jackson (NS)	Representative to the BC Council on Admission and Transfer, Transfer and Articulation Committee	(ex officio)
Sabrina Jackson (Secretary)	Associate Registrar	
Heidi Neeves (Recording Secretary)	Undergraduate Admissions and Records	

(S) – Senator
(NS) – non Senator

Senate Committee on Agenda and Governance

Name	Faculty or Department	Term
Kevin Hall (S) (Chair)	Chair of Senate	(ex officio)
Lara Wilson (S)	Librarian	2024 (2021)
Aaron Devor (S)	Social Sciences	2023 (2017)
TBD (S)	TBD	2025 (2022)
Joseph Salem (S)	Fine Arts	2025 (2022)
Mauricio Garcia-Barrera (S)	Graduate Studies	2023 (2020)
Chekwube Anyaegbunam (S)	Student Senator	2023 (2022)
Carolyn Russell (S)	Convocation Senator	2024 (2021)
Helga Hallgrímsdóttir (S)	Vice-Chair of Senate	(ex officio)
Elizabeth Croft (S)	Vice-President Academic and Provost	(ex officio)
Carrie Andersen (S)	University Secretary	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	
Kathy MacDonald (Recording Secretary)	Senate Coordinator	

(S) – Senator

(NS) – non Senator

Senate Committee on Appeals

Name	Faculty or Department	Term
Kathryn Chan (NS) (Chair)	Law	2023 (2020)
Mauricio Garcia-Barrera (S) (Vice-Chair)	Graduate Studies	2024 (2021)
Kenneth Stewart (S)	Social Sciences	2025 (2022)
TBD	Engineering and Computer Science	2025 (2022)
TBD	Peter B. Gustavson School of Business	2025 (2022)
Jillian Roberts (NS)	Education	2023 (2017)
Mark Laidlaw (S)	Science	2023 (2020)
Lynne Marks (S)	Humanities	2024 (2021)
Maureen Ryan (NS)	Human & Social Development	2024 (2021)
Joseph Salem (S)	Fine Arts	2024 (2021)
Ashmita Grewal (S)	Student Senator	2023 (2022)
Tom Kerr (S)	Student Senator	2023 (2022)
David Wu (S)	Student Senator	2023 (2022)
TBD (NS)	Student Representative (GSS)	2023 (2022)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Senate Committee on Awards

Name	Faculty or Department	Term
TBD	TBD	2025 (2022)
Maureen Ryan (NS)	Human and Social Development	2024 (2021)
Sudhir Nair (S)	Peter Gustavson School of Business	2025 (2022)
Linda Welling (NS)	Social Sciences	2023 (2017)
Leslee Francis Pelton (NS)	Graduate Studies	2024 (2021)
Alyssa Manankil (NS)	Alumni Association	2024 (2021)
TBD (S)	Student Senator	2023 (2022)
TBD (NS)	Student Representative (UVSS or GSS)	2023 (2022)
John Dower (NS)	Chair, Faculty of Graduate Studies Awards Committee	(ex officio)
Yvonne Rondeau (NS)	Scholarships Officer, Faculty of Graduate Studies	(ex officio)
Nicole Greengoe (NS)	Registrar	(ex officio)
TBD	President or nominee	(ex officio)
Lori Nolt (NS)	Director, Student Awards and Financial Aid	(ex officio)
Alexis Ramsdale (Secretary)	Student Awards & Financial Aid	

(S) – Senator

(NS) – non Senator

Senate Committee on Continuing Studies

Name	Faculty or Department	Term
Jo-Anne Clarke (S) (Chair)	Dean, Continuing Studies	(ex officio)
Sang Nam (NS)	Peter B. Gustavson School of Business	2023 (2017)
TBD	Education	2025 (2022)
Rustom Bhiladvala (S)	Engineering and Computer Science	2023 (2020)
TBD	Fine Arts	2025 (2022)
Donna Jeffrey (S)	Human & Social Development	2023 (2020)
Li-Shih Huang (S)	Humanities	2024 (2021)
Mark Gillen (NS)	Law	2024 (2018)
Mark Laidlaw (S)	Science	2023 (2017)
Helen Kurki (NS)	Social Sciences	2025 (2022)
Artem Kuklev (S)	Student Senator	2023 (2022)
TBD (NS)	Student Representative (UVSS)	2023 (2022)
TBD (NS)	Student Representative (GSS)	2023 (2021)
TBD (NS)	Student Representative from diploma or certificate program in Continuing Studies	2023 (2022)
TBD (NS)	Alumni Association	2025 (2022)
Kelly Diether (S)	Convocation Senator	2024 (2021)
TBD	President or Nominee	(ex officio)
Elizabeth Adjin-Tettey	Chair, Senate Committee on Planning	(ex-officio)
Kirsten Kopp (Secretary)	Continuing Studies	

(S) – Senator
(NS) – non Senator

Senate Committee on Curriculum

Name	Faculty or Department	Term
Adam Con (NS) (Chair)	Fine Arts	2024 (2021)
TBD (Vice-Chair)	TBD	2023 (2022)
Chris Graham (NS)	Peter B. Gustavson School of Business	(ex officio)
Paul Whitinui (NS)	Education	(ex officio)
LillAnne Jackson (NS)	Engineering and Computer Science	(ex officio)
Eva Baboula (NS)	Fine Arts	(ex officio)
Steve Evans (NS)	Graduate Studies	(ex officio)
Maureen Ryan (NS)	Human & Social Development	(ex officio)
Lisa Surridge (NS)	Humanities	(ex officio)
Geoff Lommer (NS)	Law	(ex officio)
Reuben Rose-Redwood (NS)	Social Sciences	(ex officio)
Adam Monahan (NS)	Science	(ex officio)
Michele Martin (NS)	Medical Sciences	(ex-officio)
TBD	Vice-President Academic and Provost or designate	(ex officio)
TBD	President or nominee	(ex officio)
Yasmine Kandil (S)	Chair, Senate Committee on Academic Standards	(ex officio)
Matsuko Friedland (S)	Student Senator from the Senate Committee on Academic Standards	(ex officio)
Sara Henderson (NS)	Acting Calendar Editor	(ex officio)
Chelsey Evans (NS)	Executive Director's designate, Co-operative Education and Career Services	(ex officio)
Nicole Greengoe (NS)	Registrar	(ex officio)
Sabrina Jackson (NS)	Associate Registrar	(ex officio)
Ada Saab (NS)	Associate University Secretary	(ex officio)
Asia Longphee (Secretary)	A/Manager, Curriculum and Calendar	

(S) – Senator

(NS) – non Senator

Senate Committee on Honorary Degrees and Other Forms of Recognition

Name	Faculty or Department	Term
Marion Buller (S) (Chair)	Chancellor	(ex officio)
Kieka Mynhardt (NS)	Science	2024 (2021)
Denise Cloutier (NS)	Social Sciences	2024 (2018)
Jonathan Bengtson (S)	University Librarian	2025 (2022)
TBD	TBD	2025 (2022)
Brock Smith (S)	Peter B. Gustavson School of Business	2023 (2017)
Sara Humphreys (NS)	Humanities	2023 (2020)
Nathaniel Hope Tucker (S)	Student Senator	2023 (2022)
Glenda Wyatt (NS)	Alumni Association	2023 (2017)
Kevin Hall (S)	Chair of Senate	(ex officio)
Ian Case (NS)	Director, University Ceremonies and Events	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) - Senator
(NS) – non Senator

Senate Committee on Learning and Teaching

Name	Faculty or Department	Term
Alexandra D'Arcy (S) (Chair)	Humanities	2024 (2021)
Michael McGuire (NS)	Engineering and Computer Science	2024 (2018)
Erin Campbell (S)	Fine Arts	2023 (2020)
Jennifer White (NS)	Graduate Studies	2024 (2021)
Brock Smith (S)	Peter B. Gustavson School of Business	2025 (2022)
TBD	Continuing Studies	2025 (2022)
Tim Andersen (NS)	Education	2023 (2020)
Sean Hier (S)	Social Sciences	2024 (2021)
Elizabeth Borycki (NS)	Human & Social Development	2023 (2020)
Deborah Curran (S)	Law	2025 (2022)
TBD	Medical Sciences	2025 (2022)
Scott McIndoe (NS)	Science	2023 (2020)
Chekwube Anyaegbunam (S)	Student Senator	2023 (2022)
TBD (S)	Student Senator	2023 (2022)
TBD	Student Representative (UVSS)	2023 (2022)
TBD	Student Representative (UVSS)	2023 (2022)
TBD	Student Representative (GSS)	2023 (2022)
Jennifer Whatley (NS)	Alumni Association	2024 (2021)
TBD (NS)	Library, (FALC)	2025 (2022)
Rebecca Warburton (S)	Convocation Senator	2024 (2021)
TBD (NS)	University Librarian Designate	(ex officio)
Wency Lum (NS)	Chief Information Officer	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
TBD (NS)	Executive Director, Learning and Teaching Support and Innovation	(ex officio)
TBD (NS)	Technology Integrated Learning Centre	(ex officio)
TBD	President or Nominee	(ex officio)
Elizabeth Adjinn-Tetty	A/Associate Vice-President Academic Planning	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator

(NS) – non Senator

Senate Committee on Libraries

Name	Faculty or Department	Term
Adrienne Boyarin (NS) (Chair)	Humanities	2023 (2020)
Deborah Curran (S)	Law	2025 (2022)
Martha McGinnis (NS)	Graduate Studies	2024 (2021)
Sylvia Pantaleo (NS)	Education	2023 (2017)
Tusa Shea (NS)	Continuing Studies	2023 (2020)
Rishi Gupta (S)	Engineering and Computer Science	2025 (2022)
Kirk McNally (NS)	Fine Arts	2023 (2017)
TBD	Social Sciences	2025 (2022)
Hao Zhang (NS)	Peter B. Gustavson School of Business	2023 (2017)
Simon Minshall (S)	Human and Social Development	2025 (2022)
TBD	Medical Sciences	2025 (2022)
Louise Page (NS)	Science	2023 (2017)
David Wu (S)	Student Senator	2023 (2022)
TBD	Student Representative (GSS)	2023 (2022)
Victor V. Ramraj (NS)	Representative of Council of Centre Directors	2024 (2021)
Inba Kehoe (NS)	Librarian selected by Faculty Association Librarians' Committee (FALC)	2023 (2020)
Ry Moran (NS)	Associate University Librarian	(ex-officio)
Lisa Goddard (NS)	Associate University Librarian	(ex-officio)
Lisa Petrachenko (NS)	Associate University Librarian	(ex officio)
TBD	President or nominee	(ex officio)
Wency Lum (NS)	Chief Information Officer	(ex officio)
Jonathan Bengtson (S)	University Librarian	(ex officio)
Kaelen Smith (Secretary)	University Librarian's Office	

(S) – Senator

(NS) – non Senator

Senate Committee on Planning

Name	Faculty or Department	Term
Elizabeth Adjin-Tettey (NS) (Chair)	A/Associate Vice-President Academic Planning	(ex officio)
Jie Zhang (NS)	Peter B. Gustavson School of Business	2024 (2021)
Sandra Hundza (S)	Education	2025 (2022)
TBD	Humanities	2025 (2022)
Adam Con (NS)	Fine Arts	2025 (2019)
Abdul Roudsari (NS)	Human & Social Development	2025 (2022)
TBD (S)	Dean	2025 (2022)
Rustom Bhiladvala (S)	Engineering and Computer Science	2023 (2020)
Michelle Lawrence (NS)	Law	2024 (2021)
Alex Brolo (S)	Science	2024 (2021)
Eva Baboula (NS)	Graduate Studies	2024 (2021)
TBD	Medical Sciences	2025 (2022)
Jo-Anne Clarke (S)	Continuing Studies	2023 (2017)
Nilanjana Roy (NS)	Social Sciences	2024 (2021)
Joban Raiwal (S)	Student Senator	2023 (2022)
TBD (NS)	Student Representative (UVSS)	2023 (2022)
TBD	President or nominee	(ex officio)
Nicole Greengoe (NS)	Registrar	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
TBD	Vice-President Academic and Provost's designate	(ex officio)
TBD	Vice-President Research and Innovation's designate	(ex officio)
Robin Hicks (S)	Dean, Faculty of Graduate Studies	(ex officio)
Ada Saab (NS)	Associate University Secretary	(ex officio)
Sandra Duggan (Secretary)	Office of the Vice-President Academic and Provost	

(S) – Senator
(NS) – non Senator

Senate Committee on University Budget

Name	Faculty or Department	Term
Jen Baggs (NS) (Chair)	Peter B. Gustavson School of Business	2024 (2018)
TBD	TBD	2025 (2022)
Phalguni Mukhopadhyaya (S)	Engineering and Computer Science	2025 (2022)
Helen Kurki (NS)	Social Sciences	2023 (2017)
Frank van Veggel (NS)	Science	2023 (2017)
James Nahachewsky (NS)	Education	2024 (2021)
TBD	TBD	2025 (2022)
Liam Peta (S)	Student Senator	2023 (2022)
Kelly Diether (S)	Convocation Senator	2024 (2021)
Kevin Hall (S)	Chair of Senate	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator

(NS) – non Senator



Date: April 21, 2021
To: Members of Senate
From: Senate Committee on Appeals
Re: **2021/2022 Annual Report**

The Terms of Reference for the Senate Committee on Appeals require that the Chair provide an annual report to Senate at its May meeting. This report covers the 2021/2022 academic year.

Appeals Received

The Senate Committee on Appeals (the "Committee") received 13 appeals in 2021/2022.

Non-Academic Misconduct Appeals:

The Committee did not receive any non-academic misconduct appeals in 2021/2022.

Academic Appeals

The Committee received 13 academic appeals in 2021/2022. Of these appeals, 11 have been resolved (decided, reached a mediated solution, or withdrawn) and 2 are ongoing. Below is a brief description of each of these appeals:

1. The first case involved a second violation of the Policy on Academic Integrity regarding sharing information during an online quiz. The Hearing Panel conducted the appeal on the basis of written materials and the case was dismissed.
2. The second case involved a third violation of the Policy on Academic Integrity regarding sharing information during a homework assignment. The Hearing Panel conducted the appeal on the basis of written materials and the case was dismissed.
3. The third case involved a violation of the Policy on Academic Integrity regarding plagiarism during a homework assignment. The parties attempted to reach a mediated agreement but failed. This appeal is ongoing.
4. The fourth case involved a second violation of the Policy on Academic Integrity regarding the sharing of information during a final examination. The Hearing Panel conducted the appeal on the basis of written materials and the case was dismissed.
5. The fifth case involved a second violation of the Policy on Academic Integrity regarding the sharing of information during a final examination. The Hearing Panel conducted the appeal on the basis of written materials and the case was dismissed.
6. The sixth case involved a second violation of the Policy on Academic Integrity regarding plagiarism during a homework assignment. The Hearing Panel conducted the appeal on the basis of written materials and the case was allowed.

7. The seventh case involved a second violation of the Policy on Academic Integrity regarding plagiarism during a homework assignment. The parties attempted to reach a mediated agreement but failed. The Hearing Panel conducted the appeal on the basis of written materials and the case was dismissed.
8. The eighth case involved an appeal regarding a decision to overturn a grade change form. The parties reached a mediated agreement, and the matter did not proceed to a hearing.
9. The ninth case involved an appeal regarding the denial of a request for an academic concession. The Hearing Panel conducted the appeal on the basis of written materials and the case was allowed.
10. The tenth case involved an appeal regarding the denial of a Request for an Academic Concession. The parties attempted to reach a mediated agreement but failed. The Hearing Panel conducted the appeal on the basis of written materials and the case was dismissed.
11. The eleventh case involved an appeal regarding the denial of a Request for an Academic Concession. The Appellant withdrew their appeal.
12. The twelfth case involved an appeal regarding the process regarding a grade change. The Hearing Panel conducted the appeal on the basis of written materials and the case was allowed.
13. The thirteen case involves an appeal regarding a request for a back-dated grade change. This appeal is ongoing.

Recommendations

As in 2020/21, a substantial number of appeal cases in 2021-22 related to academic integrity challenges arising from the new arena of online learning and teaching. The online administration of exams and the continuance of at-home learning during the COVID-19 pandemic may have contributed to the high number of appeals this year, although some of the online contexts for the academic integrity concerns raised in these appeals are not pandemic specific.

The Senate Committee on Academic Standards (SCAS) has consulted the Committee regarding its review of the Policy on Academic Integrity. The Committee has recommended that SCAS pay particular attention to online learning and evaluation in its review, so as to reduce the disagreements that sometimes arise in academic appeals about how the Policy applies in an online context. Similarly, SCAS could consider greater attention to the way in which violations of academic integrity occur during online examinations and assignments. The Committee has recommended that SCAS clarify the standard of proof required for a finding that a student has breached the Policy and include examples of the types of evidence that may support a finding that a student breached the Policy. The Committee has also recommended that the Policy clarify the way in which breaches of the policy are determined and penalties assigned. The general purpose of these recommendations is to promote greater transparency, and to assist students to understand how the disciplinary process works.

The Committee is also concerned about the continued lack of clarity regarding the authority of Chairs and Directors to change the instructor's assignment of students' final grades. It is recommended that the Office of the Vice-President Academic and Provost clarify this matter.

Within its appeal processes, the Committee strives to reduce barriers to student participation. However, the Committee notes with concern the disparity between those who

do and those who do not have the resources to support their appeal during the pre-hearing and hearing processes, and the inequities that arise from that disparity. The Committee is reviewing the appeal submission form as well as considering whether changes to the Terms of Reference are in order to make the Senate appeal process more accessible. The Committee would also like to thank the Office of Student Life for their support of students in need during what is a stressful and challenging time.

With more than half of the Committee's cases from the last year arising in relation to the Policy on Academic Integrity, the Committee believes that some of the changes that SCAS is proposing to the Policy on Academic Integrity will also help address the transparency and accessibility issues that appear in substance of the Committee's appeals. In particular, the Committee recommends that the University formalize and standardize the reporting of "first instance" decision-making on academic integrity allegations and ensure that the student's responses to any allegations are recorded at the time they are made.

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

Year	Number of appeals
2021/2022	13
2020/2021	15
2019/2020	11
2018/2019	10
2017/2018	2
2016/2017	4
2015/2016	1
2014/2015	1
2013/2014	0

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

Conclusion

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

Respectively submitted,

2021/2022 Senate Committee on Appeals

Kathryn Chan, Faculty of Law, (Chair until December 31, 2020)

Janna Promislow, Faculty of Law (Chair effective January 1, 2021)

Mauricio Garcia-Barrera (Vice-Chair), Faculty of Graduate Studies

Dale Ganley, Peter B. Gustavson School of Business

Daniel Gudino Perez, GSS Student Representative

Kylie Jack, Student Senator

Mark Laidlaw, Faculty of Science

Lynne Marks, Faculty of Humanities

Jillian Roberts, Faculty of Education

CindyAnn Rose-Redwood, Faculty of Social Sciences

Maureen Ryan, Faculty of Human and Social Development

Joseph Salem, Faculty of Fine Arts

Poman So, Faculty of Engineering

Anona Wiebe, Student Senator

Aiden Witts, Student Senator

Ada Saab (Secretary), Associate University Secretary



Date: April 20, 2022
To: Senate
From: Senate Committee on Awards
Re: **Motion to Suspend the Russian Embassy in Canada Book Prize**

The Senate Committee on Awards met on April 13, 2022 and reviewed the attached memo from the Office of the University Secretary. A member of the university has submitted a request regarding concerns raised about the Russian Embassy in Canada Book Prize.

The approved terms of reference for the book prize read as follows:

Russian Embassy in Canada Book Prize

The book prizes are a gift of the Federal Agency "Rossotrudnichestvo" under the Embassy of Russia in Canada and are awarded to top students in Russian language and culture courses in each undergraduate year.

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Germanic and Slavic Studies.

University Policy AC1130 – Student Awards includes a clause that speaks to social responsibility.

6.00 *Social Responsibility*

A member of the university community who has a concern about a particular proposed award on the basis of social responsibility may submit a written statement of concern to the Secretary of Senate.

6.01 *The Senate Committee on Awards will consider, on behalf of Senate, matters of social responsibility regarding proposed student awards in accordance with its procedural guidelines and will make a final recommendation to Senate.*

While policy AC1130 refers to concerns raised about a proposed award, it does not indicate how the Senate Committee on Awards would address matters of social responsibility as they relate to an existing award. Committee members carefully considered the concern raised and recommends the following motions.

Recommended Motion 1:

That Senate approve, and recommend to the Board of Governors that it also approve, that the University of Victoria suspend the Russian Embassy in Canada Book Prize for the 2022-2023 academic year.

Recommended Motion 2:

The Senate Committee on Awards further recommends that UVic policy be developed in response to matters of social responsibility as they relate to existing awards.

Respectfully submitted,

2021/2022 Senate Committee on Awards

Charlotte Schallié (Chair), Faculty of Humanities

Daniel Davenport, Student Senator

John Dower, Faculty of Graduate Studies

Nicole Greengoe, Registrar

Lori Nolt, Student Awards and Financial Aid

Donja Roberts, Faculty of Graduate Studies

Nahid Safari, GSS Representative

Brock Smith, Peter B. Gustavson School of Business

Linda Welling, Faculty of Social Sciences

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



University
of Victoria

University
Secretary

MEMO

Date: March 14, 2022
To: Senate Committee on Awards
From: Ada Saab, Associate University Secretary
Re: **Russian Embassy in Canada Book Prize**

As committee members are aware, the [Senate Committee on Awards Terms of Reference](#), specifies that the committee shall "consider, on behalf of Senate, matters of social responsibility regarding student awards in accordance with university policy and the committee's procedural guidelines and advise Senate with respect to any concerns relating to a particular student award."

In addition, section 6.00 of the [Student Awards Policy AC1130](#) outlines the following:

Social Responsibility

6.00 A member of the university community who has a concern about a particular proposed award on the basis of social responsibility may submit a written statement of concern to the Secretary of Senate.

6.01 The Senate Committee on Awards will consider, on behalf of Senate, matters of social responsibility regarding proposed student awards in accordance with its procedural guidelines and will make a final recommendation to Senate.

The University Secretary's Office has received the attached written statement of concern regarding the Russian Embassy in Canada Book Prize.

- **Russian Embassy in Canada Book Prize** - The book prizes are a gift of the Federal Agency "Rossotrudnichestvo" under the Embassy of Russian in Canada and are awarded to top students in Russian language and culture courses in each undergraduate year. Recipients will be nominated by the Department of Germanic and Slavic Studies.

This award is now presented for the committee's consideration at its upcoming meeting.

From: [Charlotte Schallie - Chair of Germanic and Slavic Studies](#)
To: [Kathy MacDonald - Administrative Assistant and Senate Coordinator](#)
Cc: [Lori Nolt, Director, Student Awards and Financial Aid](#); [Lisa Surridge - Humanities Associate Dean, Academic](#); [Jennifer Sauter - Germanic and Slavic Studies](#); [Ada Saab – Associate University Secretary](#); [Carrie Andersen - University Secretary](#)
Subject: Re: Russian Embassy in Canada Book Prize
Date: March 10, 2022 11:19:10 AM
Attachments: [Screen Shot 2022-03-10 at 11.10.32 AM.png](#)
[Screen Shot 2022-03-10 at 11.11.22 AM.png](#)
[Screen Shot 2022-03-10 at 11.11.37 AM.png](#)
[Screen Shot 2022-03-10 at 11.09.59 AM.png](#)

Dear Kathy,

Thank you so much for your quick reply. I hope that we can discontinue this award—and our relationship with the Russian Embassy—as soon as possible.

The Russian Embassy in Ottawa (@RussianEmbassyC) is engaged in distributing propaganda material on social media and is thus further escalating the conflict. Please see the attached screenshots.

Sincerely,
Charlotte

Charlotte Schallie (she/her)
Chair | Department of Germanic and Slavic Studies
Professor of Germanic Studies
University of Victoria
T 250-721-7321

I acknowledge and respect the ləkʷəŋən 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: Kathy MacDonald - Administrative Assistant and Senate Coordinator <usec2@uvic.ca>
Date: Wednesday, March 9, 2022 at 3:01 PM
To: Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>
Cc: "Lori Nolt, Director, Student Awards and Financial Aid" <safadirector@uvic.ca>, "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>, Jennifer Sauter - Germanic and Slavic Studies <geru@uvic.ca>, Ada Saab – Associate University Secretary <aus@uvic.ca>, Carrie Andersen - University Secretary <univsecretary@uvic.ca>
Subject: RE: Russian Embassy in Canada Book Prize

Charlotte,
As Ada is away this week, I wanted to let you know that your email has been received and someone in our office will get back to you.
Sincerely,
Kathy

From: Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>
Sent: March 9, 2022 2:57 PM

To: Ada Saab – Associate University Secretary <aus@uvic.ca>

Cc: Lori Nolt, Director, Student Awards and Financial Aid <safadirector@uvic.ca>; Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>; Jennifer Sauter - Germanic and Slavic Studies <geru@uvic.ca>

Subject: Russian Embassy in Canada Book Prize

Importance: High

Dear Ada,

In accordance with Student Awards Policy AC1130, I am requesting that the **Russian Embassy in Canada Book Prize** will be discontinued.

Given the fact that the Russian Federation is committing war crimes in Ukraine, we—the Department of Germanic and Slavic Studies—can no longer accept book prizes from a Russian government body.

Some of the books prizes have already been distributed to students prior to the onset of the war, and we are seeking guidance on how/whether we can ask our students to return these books.

Sincerely,
Charlotte

Cc to Lori Nolt and Lisa Surridge

Charlotte Schallié (she/her)
Chair | Department of Germanic and Slavic Studies
Professor of Germanic Studies
University of Victoria
T 250-721-7321

I acknowledge and respect the ɫəᑭʷəŋən 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.



Dean O'Brien @DeanoBeano1 · 6h



⚡ Residents of Kharkiv outraged at Ukrainian military for deliberately positioning their units and weapons in residential areas — multiple videos like this from around Ukraine where the population directly approaches the military and tells them to leave from their area.



and what? and what? you want to leak coordinates of our positions?

0:06 16K views



↻ 337



452





MFA Russia   @mfa_russia · 7h

...

 Russia government organization

... Maria [#Zakharova](#): We call on [#EU](#) & [#NATO](#) countries to stop the thoughtless flooding of the unviable [#Kiev](#) regime with the latest weapons systems in order to avoid enormous risk to intl civilian aviation & other means of transport in Europe & beyond.

 is.gd/XUC3uG



Department of State and 9 others



Russia in Israel ✓ @israel_mid_ru · Mar 9

✗ @kann_news, @haaretzcom and other media: The truth is that the maternity hospital has not worked since the beginning of Russia's special operation in Ukraine. The doctors were dispersed by militants of the Azov nationalist battalion.

#StopFakeNews

האווירית על בית החולים לילדים במריופול, זו מתקפה מכוונת של הכוחות הרוסים
@mayarachlin @RamEliBrandts
twitter.com/markito0171/st...

C4H10FO2P @markito0171 · 2h

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said.

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📺 Sky 501, Virgin 602, Freeview 233 and YouTube



MFA Russia 🇷🇺 and 3 others

💬 421

↻ 287

❤ 351





Russian Embassy, UK  @RussianEmbassy · 23h



🚩 Russia government organization

[#Konashenkov](#): 🇺🇦 nationalists delivered about 80 tons of ammonia to Zolochiv settlement near [#Kharkov](#). Residents from there say nationalists taught them how to act in a [#chemical](#) attack. Nationalists planning a provocation with toxins to accuse [#Russia](#) of using chemical weapons.



Минобороны России and 9 others



3,051



1,328



1,360





Date: April 20, 2022

To: Senate

From: Senate Committee on Awards

Re: **New and Revised Awards**

The Senate Committee on Awards met on April 13, 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:

- Working for a Better World Award (Revised)
- Jennifer Davison Undergraduate Scholarship in Russian Studies (Revised)
- Lee Mong Kow Bursary (New)
- St. Jude Scholarship* (Revised)
- Davison Graduate Scholarship in Economics* (Revised)
- Erna Beltsheva Graduate Scholarship in Music* (Revised)
- St. Martin Family Biology Scholarship (New)
- St. Martin Family Engineering & Computer Science Scholarship (New)
- Carbery Family Golf Award (New)
- Brent Fougner Cross Country/Track Annual Award (New)
- Vikes Honour Roll Provost Award for Excellence (Revised)
- Mathew Szymanowski Vikes Men's Rowing Award (New)
- Don Lobb Men's Rugby Award (New)
- Faculty of Law Indigenous Emergency Assistance Fund (New)
- Indigenous Law Student Award (New)
- Irene Cohen Scholarship (Revised)
- Vancouver Security Traders Association (VSTA) Finance Scholarship (New)
- Christine Welsh Scholarship (Revised)
- Doug White Vikes Men's Rowing Award (New)
- Ukraine Emergency Doctoral Student Fellowship in the Humanities (New)
- Chair in Transgender Studies Undergrad Research Scholarship for Trans, Non-Binary & Two-Spirit Students (Revised)
- William R. McIntyre Medal (Revised)
- Henry J. Warkentyne Scholarship in Applied Linguistics* (Revised)
- Vancouver Island Compassion Society Cannabis and Psychedelic Studies Scholarship* (New)
- Leslie and Kaye Jowett Graduate Scholarship* (Revised)
- University of Victoria International Mobility Access Grant (IMAG) (New-UG)

** Administered by the University Of Victoria Foundation*

Respectfully submitted,

2021/2022 Senate Committee on Awards

Charlotte Schallié (Chair), Faculty of Humanities

Daniel Davenport, Student Senator

John Dower, Faculty of Graduate Studies

Nicole Greengoe, Registrar

Lori Nolt, Student Awards and Financial Aid

Donja Roberts, Faculty of Graduate Studies

Nahid Safari, GSS Representative

Brock Smith, Peter B. Gustavson School of Business

Linda Welling, Faculty of Social Sciences

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~~

Working for a Better World Award (Revised)

One or more awards, An award of up to \$8000 each, will be given to an undergraduate students in the Bachelor of Commerce program who has secured an approved Working for a Better World designated co-op term (Fall, Spring or Summer). The Working for a Better World awards are intended to create opportunities for students to complete a co-op term with an organization that is contributing to social and/or environmental impact and who would normally be unable to fund the co-op through other means. The position must involve a high degree of social and/or environmental impact and the student must utilize their business knowledge and acumen to add value to the organization. Part-time co-ops are eligible for this opportunity.

Recipients travelling to an international location for the co-op opportunity may be eligible for up to \$2000 in additional funding to assist with travel expenses.

Students who apply to a Working for a Better World Co-op opportunity will automatically be considered for this award. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business.

Successful recipients must be willing to take part in the Working for a Better World Scholars network and be featured in the Peter B. Gustavson School of Business' promotional material (photo and story).

Jennifer Davison Undergraduate Scholarship in Russian Studies (Revised)

~~A scholarship of \$1,000 is~~ One or more scholarships of at least \$1,000 each are awarded to academically outstanding undergraduate student(s) in Russian Studies. Students must submit a description of their active participation in a university or community club promoting Russian culture.

Approval of the recipients ~~will~~ be made by the Senate Committee on Awards upon the recommendation of the Department of Germanic and Slavic Studies.

Lee Mong Kow Bursary (New)

One or more bursaries are awarded to undergraduate or graduate students.

St. Jude Scholarship Bursary* (Revised)

~~One or more scholarships are awarded awards are made annually to entering or continuing academically outstanding undergraduate student(s) pursuing a Bachelor of Music degree with a performance major in voice, with preference for students studying opera. The student(s) must demonstrate financial need and display vocal and academic excellence. The recipients must be newly admitted or returning students.~~

Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of the School of Music.

Davison Graduate Scholarship Bursary in Economics* (Revised)

One or more ~~scholarships~~ bursaries are awarded to academically outstanding women graduate students in the Department of Economics, with preference for students with financial need.

Approval of recipients is made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Economics.

Erna Beltsheva Graduate Scholarship Bursary in Music* (Revised)

One or more ~~scholarships~~ bursaries are awarded to academically outstanding graduate students in the School of Music. ~~Preference will be given to students who can competently perform Chopin's Etudes and Ballades.~~

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

St. Martin Family Biology Scholarship (New)

One scholarship will be awarded to an academically outstanding undergraduate student entering second year with the highest GPA in the Department of Biology and who:

- completed at least 15.0 units in their first year and
- did not receive a UVic scholarship in their first year at UVic.

In the case of equally qualified candidates, the student with the highest mark in their first-year Biology 184/186 course will be selected.

St. Martin Family Engineering & Computer Science Scholarship (New)

One scholarship will be awarded to an academically outstanding undergraduate student entering second year with the highest GPA in the Faculty of Engineering and Computer Science and who:

- completed at least 16.5 units in their first year and
- did not receive a UVic scholarship in their first year at UVic.

In the case of equally qualified candidates, the student with the highest mark in their first-year Engineering 120 course will be selected.

Carbery Family Golf Award (New)

One or more awards are given to undergraduate or graduate students who participate in the Vikes Men's and Women's Golf programs at the University of Victoria. Eligible students must meet all U SPORTS eligibility requirements.

Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Senior Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Director, Varsity Performance Sport.

Brent Fougner Cross Country/Track Annual Award (New)

One or more awards are given to undergraduate or graduate students who participate in the Vikes Men's or Women's Cross Country/Track program at the University of Victoria. Eligible students must meet all U SPORTS eligibility requirements.

Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Senior Director of Athletics and Recreation in consultation with the Varsity Cross Country/Track Head Coach and the Director of Varsity Performance Sport.

Vikes Honour Roll Provost Award for Excellence (Revised)

One or more awards of at least \$1,000 each are given to the undergraduate or graduate Vikes Honour Roll/U Sport Academic All Canadian recipients with the highest academic average. This may be awarded to a graduating students.

Mathew Szymanowski Vikes Men's Rowing Award (New)

One or more awards are given to undergraduate or graduate students who participate in the Vikes Men's Rowing program at the University of Victoria. Eligible students must meet all U SPORTS eligibility requirements. Preference will be given to students in the Faculty of Engineering and Computer Science.

Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Senior Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Director, Varsity Performance Sport.

Don Lobb Men's Rugby Award (New)

One or more awards are given to undergraduate or graduate students in the Faculty of Science or the Faculty of Engineering and Computer Science who compete on the Vikes Men's Rugby team. Eligible students must meet all U SPORTS eligibility requirements.

Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Senior Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Director, Varsity Performance Sport.

Faculty of Law Indigenous Emergency Assistance Fund (New)

Emergency bursaries are awarded in the event of an unforeseen emergency or circumstance to Canadian-born Indigenous students enrolled in full time or part time studies in the Faculty of Law. The funding is intended to assist with financial emergencies including, but not limited to:

- medical, optical, or dental expenses
- family crisis, community obligations, or cultural commitments and responsibilities
- unanticipated expenses that are beyond the student's control and that directly impact their ability to complete the term.

Students must apply directly to the Faculty of Law Office.

Indigenous Law Student Award (New)

One or more awards of at least \$5,000 each are given to continuing undergraduate Canadian-born Indigenous students in the Faculty of Law JD/JID program who do not otherwise have full funding through UVic scholarships and awards for their tuition and fees. Preference will be given to applicants with demonstrated financial need.

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

Irene Cohen Scholarship (Revised)

A scholarship of ~~\$1,000~~ \$1,500 is will be awarded to an academically outstanding undergraduate student who is either continuing or transferring from a BC College into their third ~~3rd~~ year in the School of Social Work. ~~Students may receive this award for two years.~~

Vancouver Security Traders Association (VSTA) Finance Scholarship (New)

One or more scholarships are awarded to academically outstanding undergraduate students continuing in the Peter B. Gustavson School of Business.

Approval of the recipient(s) is made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business.

Christine Welsh Scholarship ~~for Indigenous Students in Gender Studies~~

One or more scholarships of at least \$1,000 each are awarded to academically outstanding Canadian-born Indigenous undergraduate students entering third 3rd-or fourth 4th-year with a declared major in Gender Studies. Part-time students (minimum 6.0 units) are eligible for this scholarship.

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

Doug White Vikes Men's Rowing Award (New)

One award is given to an undergraduate or graduate student in their first year of competition with the Vikes Men's Varsity Rowing Team with the most outstanding record of performance (Novice of the Year). Eligible students must meet all U SPORTS eligibility requirements.

Award recipients will be selected on the basis of work ethic, commitment and performance criteria set by the Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Associate Director, Varsity Performance Sport.

Ukraine Emergency Doctoral Student Fellowship in the Humanities (New)

One fellowship of at least \$40,000 is awarded to an academically outstanding PhD student who, at the time of application, is enrolled at any Ukrainian university in a doctoral program in the Humanities. The area of research must focus on any aspect of Ukrainian history, language, and/or culture, the Holodomor, Holocaust Studies, Genocide Studies, human rights, and/or social justice. Preference will be given to Ukrainian citizens.

Applicants must submit the following in English:

- an up-to-date academic CV;
- a one-page letter of intent describing your research plans while at the University of Victoria;
- a clear statement of addressing the fit of your research to the Faculty of Humanities and the ways in which it aligns with the study of Ukrainian history, language and/or culture, the Holodomor, Holocaust Studies, Genocide Studies, human rights and/or social justice.

The successful applicant must have a conversational command of English in order to participate in the intellectual life of the university, as the University of Victoria is an English speaking institution. The successful applicant will be provided an official affiliation with the University of Victoria, access to its library facilities, and an office at the UVic Centre for Global Studies. They will also be provided with a peer mentor and a faculty mentor. The student will be welcomed into the intellectual life of the Centre, the Faculty, and the University.

Applications must be submitted to the Faculty of Humanities by June 30, 2022, care of the Associate Dean Research at humsassistant@uvic.ca. The duration of the Fellowship is one year and may assist with (return) airfare, medical insurance and other living expenses. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Humanities.

Chair in Transgender Studies Undergrad Research Scholarship for Trans, Non-Binary & Two-Spirit Students (Revised)

Two or more ~~\$500~~ scholarships of \$500 each are awarded to academically outstanding trans, non-binary or Two-Spirit undergraduate students entering third or fourth year who are pursuing a degree in any field. Priority will be given to students whose studies are trans-related. Further preference will be given to students with ~~who~~ demonstrated financial need.

William R. McIntyre Medal (Revised)

The William McIntyre Medal is presented annually to a member of the graduating class who, in the opinion of the Faculty, has exhibited the highest qualities of community service, student leadership and academic excellence over the course of the JD or JD/JID program in the Faculty. The medal recognizes the very special relationship that the Faculty of Law has enjoyed with the Honourable William R. McIntyre, who retired from the Supreme Court of Canada in 1989.

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

Henry J. Warkentyne Scholarship in Applied Linguistics* (Revised)

A scholarship is awarded annually to a student entering or continuing in the Diploma in Applied Linguistics program (emphasis on teaching English as a Second Language), who has demonstrated outstanding academic achievement in the final year of the Bachelor's degree. Preference is given to students with a multilingual background, and to students who have demonstrated excellence in language studies.

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

Vancouver Island Compassion Society Cannabis and Psychedelic Studies Scholarship* (New)

One or more scholarships of \$5,000 each are awarded to graduate students whose research is focused on therapeutic or medically beneficial applications for cannabis or psychedelics and/or increasing access to medical cannabis or psychedelics (increased access via cost-coverage, stigma reduction, etc.).

The scholarship is renewable for the duration of the graduate degree, up to a maximum of four years, as long as the student is making good academic progress in the same degree.

Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee. Applications must be submitted to the Dean's Office, Faculty of Graduate Studies no later than June 15th.

Leslie and Kaye Jowett Graduate Scholarship* (Revised)

~~An~~ One or more awards of ~~\$TBA~~ will be made given to a graduate students with a physical disability as defined by the 1975 UNESCO declaration. Students must submit an application

~~to the Faculty of Graduate Studies by June 15. Candidates should obtain an application from the Office of the Dean of Graduate Studies. This must be submitted by September 15th of the year of the application, together with a support letter from a physician and the names of two referees who are able to support the academic record of the student.~~

Approval of the recipient will be made by the Faculty of Graduate Studies, Graduate Awards Committee.

University of Victoria International Mobility Access Grant (IMAG) (New)

One or more grants of up to \$10,000 are awarded to undergraduate Indigenous students, low-income students and students with a disability who are Canadian citizens or permanent residents and are going abroad on international study and/or work experiences. Recipients must be at least 18 years of age and in good academic standing.

The grant, and the related supports available, aim to reduce barriers for recipients to access and participate in UVic's international outbound mobility programs and strengthen their global skills and competencies. International opportunities would include physical and virtual exchange or study abroad programs, co-op placements and other international mobility programs based at international partner universities or offered in collaboration with partner universities. The international study and/or work experiences must be longer than one week in duration and academically recognized by UVic. Part-time students are eligible to apply. Applications can be obtained from the Office of Global Engagement.

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Office of Global Engagement.



**University
of Victoria**

Senate Committee on
Curriculum

MEMO

Date: 11 April 2022

To: Senate

From: Senate Committee on Curriculum

Re: **2022/2023 Cycle 2 Curriculum Submissions**

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

On the left hand side, click on the link '2021 - 2022 Senate agenda and materials' then select the folder 'Curriculum Changes effective September 1, 2022'.

Motion: 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 September 1, 2022.

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

Respectively submitted,

2021/2022 Senate Committee on Curriculum

Adam Con, Chair, Faculty of Fine Arts

Gary MacGillivray, Vice Chair, Designate for Vice-President Academic & Provost, Faculty of Science

Eva Baboula, Faculty of Fine Arts

Sabrina Jackson, Associate Registrar

Yasmine Kandill, Chair, Senate Committee on Academic Standards

Reuben Rose-Redwood, Faculty of Social Sciences

Steve Evans, Faculty of Graduate Studies

Andrea Giles, Co-operative Education & Career Services

Nicole Kent, Student Senator

Chris Graham, Peter B. Gustavson School of Business

Adam Monahan, Faculty of Science

LillAnne Jackson, Faculty of Engineering

Geoffrey Loomer, Faculty of Law

Sara Henderson, UVic Calendar Editor

Michele Martin, Division of Medical Sciences

Ada Saab, Associate University Secretary

Maureen Ryan, Faculty of Human and Social Development

Lisa Surridge, Faculty of Humanities

Nicole Greengoe, Registrar

Paul Whitinui, Faculty of Education

Asia Longphee (Secretary), Office of the Registrar



Date: April 20, 2022
To: Senate
From: Senate Committee on Learning and Teaching
Re: **2021/2022 Annual Report**

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

The Senate Committee on Learning and Teaching met on September 9, 2021, October 7, 2021, November 9, 2021, January 6, 2022, February 7, 2022, and April 4, 2022. Over the year, the committee considered a variety of issues:

Recommendations for Revisions to the Course Experience Survey

Throughout the course of the September, October and November meetings, committee members discussed the consultation approach and reviewed draft communication regarding consultation on the recommended revisions to the Course Experience Survey. It was agreed a subcommittee would be formed to review the feedback received during the consultation process and determine how the feedback would be captured.

Recommendations for Course Modality Guidelines for Summer Term 2022 Courses

At its October meeting, committee members reviewed and approved a proposal from the Acting Associate Vice-President Academic Planning for course modality guidelines for Summer Term 2022 courses. Senate approved these guidelines at its November meeting.

Recommendations for Revisions on the Disclosure of Student Contact Information Outside of Canada

At its October meeting, committee members reviewed and approved a proposal from the Chief Privacy Officer and Legal Counsel on revisions to the undergraduate and graduate academic calendars on the disclosure of student contact information outside of Canada in anticipation of amendments being made to the *Freedom of Information and Protection of Privacy Act*.

At its January meeting, committee members reviewed and approved a further revised proposal on the revisions due to the finalized amendments made to the Act. Senate approved the revisions at its February meeting.

Recommendation for the Addition of Course Delivery Mode Definitions to the Academic Calendars

At its January meeting, committee members reviewed and approved a proposal from the Acting Associate Vice-President Academic Planning for the addition of Course Delivery Mode Definitions in the academic calendars. Senate approved the addition at its February meeting.



Consultation on Policy AC 1205 Academic Accommodation and Access for Students with Disabilities

At its February meeting, committee members heard from representatives from the project team working on revisions to the Academic Accommodation and Access for Students with Disabilities policy (AC1205). Committee members reviewed the proposed revisions and provided the project team with feedback.

At its April meeting, the committee attended a workshop on Universal Design for Learning (UDL) held by Learning Design Specialists and others from the Division of Learning and Teaching Support and Innovation.

Consultation on the Policy for Academic Integrity

At its April meeting, committee members heard from the Chair of the Senate Committee on Academic Standards on the review of the Policy for Academic Integrity. Members discussed the current policy and provided feedback for the Senate Committee on Academic Standards for revisions to the policy.

Report from the Division of Learning and Teaching Support and Innovation

The committee received regular updates from the Executive Director of Learning and Teaching Support and Innovation on the major initiatives undertaken by the Division, including the range of supports provided over the course of the pandemic.

Respectfully submitted,

2021/2022 Senate Committee on Learning and Teaching

Alexandra D'Arcy (Chair), Faculty of Humanities

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

Tim Anderson, Faculty of Education

Tina Bebbington, Library Reference Services

Elizabeth Borycki, Faculty of Human and Social Development

Erin Campbell, Faculty of Fine Arts

Andrea Giles, Executive Director, Cooperative Education & Career Services

Sean Hier, Faculty of Social Sciences

Navinder Hundal, Student Senator

Nicole Kent, GSS representative

Brian Leacock, Peter B. Gustavson School of Business

Alex Li, Student Senator

Wency Lum, Chief Information Officer

Michael McGuire, Faculty of Engineering

Scott McIndoe, Faculty of Science

Dipayan Ng, UVSS Representative

Tim Richards, Faculty of Law

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

Laura Vizina, Division of Continuing Studies

Rebecca Warburton, Convocation Senator

Jennifer Whately, Alumni Association Representative

Jennifer White, Associate Dean, Faculty of Graduate Studies

Ada Saab (Secretary), Associate University Secretary



Date: April 20, 2022
To: Senate
From: Senate Committee on Libraries
Re: **2021/2022 Annual Report**

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

The Senate Committee on Libraries (SCL) met six times during 2021-2022:

29th September 2021
27th October 2021
24th November 2021
20th January 2022
17th February 2022
17th March 2022

The committee is due to meet on April 21st and May 26th, 2022

Issues considered over the course of the year

A) Administrative and Organizational Matters

1. Membership of the SCL Appeals Sub-Committee

At the September meeting, the committee established the membership of the SCL Appeals sub-committee. The Chair thanked the following members for agreeing to sit on the SCL Appeals Sub-Committee during this period:

- Adrienne Boyarin
- Samuel Holland
- Martha McGinnis
- Tusa Shea

2. This year involved the creation of an Appointment Committee for the Review of the University Librarian. The Senate Committee on Libraries performed its role in providing to Dr. Elizabeth Adjinn-Tettey, Acting Associate Vice-President Academic Planning and Chair of the Appointment Committee, a list of recommended nominees to fill the position of three members of faculty on the Appointment Committee. Dr. Adjinn-Tettey had kindly attended the meeting of the Senate Committee on Thursday, January 20th, 2022 (in camera by zoom without the University Librarian) and explained the process to the Committee. After Dr. Adjinn-Tettey retired from the meeting, the committee provided a list comprising 14 nominees and the Chair duly passed these nominations on to Dr. Adjinn-Tettey. Three members were duly selected.

Members of the Committee were also invited by Dr. Adjin-Tettey to offer comments on the position criteria for the University Librarian.

B) Select Substantive Matters

3. A consideration of the re-opening of the libraries following the restrictions that had been in place during the Covid period in 2020-21 and of the libraries' strategic directions for 2021-22 and beyond. In an earlier year, the Senate Committee had been involved in the creation of three pillars: Open, Engaged and Enduring with four areas of activity under each pillar. See <https://www.uvic.ca/library/about/ul/strategic/index.php>. The strategic directions are designed to be forward looking and re-emphasize equity, diversity, inclusion, and reconciliation as a foundation. The libraries have been fully open for business as of January 4th, 2022 in keeping with the university's COVID-19 protocols.

4. A consideration of the organizational restructuring of the libraries that had taken place over 2020-21 in conjunction with key colleagues from the Peter B. Gustavson School of Business (Elango Elangovan and Rick Cotton) and all employee groups to provide a structure that will best serve the community as a 21st Century Library. Essentially there were three Standing Committees, which were open for anyone to attend:

- Student Academic Success (SAS-SC)
- Research & Collections (RC-SC)
- Reconciliation & Community Engagement (RCE-SC)
 - *NB: These have now been streamlined into a single Standing Committee to which a variety of working groups report.*

Various Working Groups sit under these and take forward the strategic work of the libraries. E.g. *Digital Preservation; Info Services* – and there will soon be an *Indigenous Knowledge Keepers & Elders* Advisory Group. Time-limited task groups provide for more specialist project focus.

5. A consideration of the new Library Management System (Alma. Primo). This system will be operational with effect from June 28, 2022. It supports most of the libraries' critical processing e.g. purchases and ordering of physical and e-materials; cataloguing of all data; inventory control (circulation/tracking/user records); and access control to licensed resources. The current system was over 20 years old and was designed chiefly to deal with physical material. The shift to the new interface enables the inclusion of the electronic resources which now make up the majority of the collection. It is acknowledged that there will be some disruption around this changeover. Outreach and communication has been undertaken by the library.

6. The Committee received an update from Ry Moran, Associate University Librarian-Reconciliation on his role and future plans. These include key structural aspects and staffing appointments, including Indigenous recruitment where possible. The Indigenous Law & Indigenous Outreach Librarian position remained unfilled and there would be further discussions with the Faculty of Law with respect to the unique opportunities and challenges around this. The ideal candidate would have strong knowledge and background in Indigenous and Common law, as well as hold a MLIS degree since there would likely be some very specialist work involved.

A top priority would be the Indigenous Law section within the Law Library: how to foster interest and also ensure respect in terms of different traditions around protocols and anchors for memory-keeping and sharing.

An Indigenous Studies Librarian is also planned for the McPherson Library to help with related staff development and training opportunities across campus.

Other key activities included a Task Group which would focus on matters such as:

- Decolonization – especially in relation to descriptions and metadata.
- The majority of Indigenous material held throughout the libraries had been catalogued and indexed through the eyes of colonialism. This was often inaccurate or inappropriate – some racist, some touching on human rights issues too. It would require detailed and sensitive focus. Offensive systems and descriptive practices would need to be changed. But nor would it simply be a case of re-naming everything since material might need to keep some form of its original title in order to ensure it could be found from all related reference sources. So this would be a huge and extremely delicate task. Accurate and appropriate descriptions would be key.
- How and where Indigenous material should be shared or kept is another area of focus and would form part of wider Library space discussions.
- Advocacy work would also be important – there is a need to push back against publishers to ensure they were using culturally sensitive and appropriate terminology and descriptions.
- Within the Library itself areas of focus include:
 - Highlighting the collections – e.g. small displays in the front lobby of the main Library building, such as the one on Lee Maracle (a revolutionary Indigenous author and poet who had recently passed away).
 - The architect working on the new ground floor welcome/reception space was sensitive to our requests that the area reflect indigenous priorities and approaches.
 - 'Inclusive' spaces – more thought about how to bring elements of the land inside the building – the Indigenous approach is that the land itself is a library and includes archives. So we should aim to bring this interpretation and understanding to all our visitors.
 - Aside from a more enlightened and sensitive approach to the cataloging and indexing of Indigenous collections already here, there would also be a need for more respectful curation of new donations. Donors would need to feel assured that their material would be cared for properly, with associated handling protocols, legal care and respect. If we are seen and known to do this with sensitivity then hopefully UVic could set a good example and lead the way in this field.
 - Enhancing Library guides within UVic Libraries
- Activation or rejuvenation of some existing partnerships will help increase access to collections held elsewhere. E.g. UVic's Memo of Understanding with LAC (Libraries & Archives Canada) that should evolve so that Faculty and students would have more access to materials held in wider archives.

- Ry is also working group on Cultural Heritage with the International Federation of Library Associations (IFLA). Libraries can play a key role in raising awareness around the protection of the cultural heritage of Indigenous people and to promote respect for Indigenous knowledge and traditions around the world.

7. John Durno gave a presentation on the historic computing collection which is held in the Libraries. The collection covers equipment from the 1980s through to about 2000 and is held in the lower level of the McPherson library. It includes Commodore equipment; Macs; early PCs; institutional computers etc. Also a very early Kontex system which arrived in basic box form from Physics.

There were also some 'kit' computers; floppy discs; early games; software and associated documentation – not just hardware.

The aim of the collection was to illustrate the evolution of this technology. It was therefore important for everything within to be operational if possible. That being the case, some modern interventions had been required to activate/re-activate components. There was also some conversion and some emulation (i.e. using new computers to mimic older ones - though old hardware was retained).

The collection had initially come to life through IdeaFest in 2016. Purchasing Services had a warehouse collection and then more community donors came forward. Eventually Libraries' budget and space enabled everything to be pulled together into one collection.

Key uses for this collection have so far included Exhibitions (e.g. 'Endangered Data Week'); collaborations; Open Houses; inclusion in the Digital Humanities Summer Institute in 2019; data recovery (some digitized materials were then sent to the Special Collections & University Archives).

Moving forwards there was more scope for interaction with Media Studies; Digital Humanities; computing history and game studies etc.
The link to his presentation would be sent to members and John would welcome any questions or inquiries.

8. The Committee reviewed the ways the libraries communicate with faculties, departments, divisions and centres as well as with individual members of faculty, graduate and undergraduate students.

Existing methods include:

- A robust website.
- Various social media platforms.
- Events sponsored by the libraries.
- Departmental Library faculty Representatives (DLFRs).
- Subject Librarians, who build close relationships within their fields.
- The attendance by AULs at Faculty Council meetings (or equivalent) across campus to give more personal updates and answer questions.
- Focused newsletters: the Faculty Newsletter and *Ampersand* (more directed to the wider community and for those who specifically signed up to receive it).

Going Forward, the following initiatives are under development:

- An Operational task Force to oversee and coordinate the Faculty Newsletter. Currently, there are three issues per year.
- A logging of the most used elements in the Faculty Newsletter as well as hits to the "Frequently Asked Questions" section of the library website to track the type of information most commonly sought by the library users.
- Improvement of the library website with, perhaps, an enhancement of the "Frequently Asked Questions" as well as on Library guides or Library Resource Guides.
- A series of "Pathways to Scholarships" workshops
- A reinstatement of social events for DFLRs and subject librarian as well as cross discipline events including with graduate and undergraduate student organizers and representatives.
- Liaison with Faculty and Departmental "Library Committees" where such committees exist eg. Within the Faculty of Law.
- Liaison with Faculty and Departmental graduate secretaries who have a direct line to students. This component can be enhanced and developed towards undergraduate students.

9. Alex Burdett, Director Law Library, provided a detailed informational session as to proposed renovations to the Diana Priestly Law Library that will occur as part of the additions to the Murray and Anne Fraser Building to encompass the National Centre for Indigenous Law. A major component will be the incorporation into the Law Library of the Centre for Asian Pacific Initiatives (CAPI). Construction will begin in Summer 2022.

10. The Committee was kept apprised of proposals for the University of Victoria to endorse the Open Access 2020 principals to (OA 2020), a global alliance to accelerate the transition to open access with respect to library materials. In particular, Inba Kehoe made a presentation to the Committee concerning the component of "Open Monographs".

Key features of the presentation included:

Open Monographs definition:

- License, costs, formats (print on demand, with a PDF or HTML online version that is free. Advanced formats, like Epubs, have a charge) peer review, royalties (based on print publication sales) and dynamic (can include links)

Benefits of Open Access:

- Increased readership and access, wider readership in terms of geographical reach and socioeconomic status, reader interaction, multimodal publishing, links to primary sources and use in teaching

Challenges of Open Access:

- Academic culture highly favours traditional publishing. Monographs are vital for career progression, recognition and status. Some tenure committees do not recognize publications that are open access.

Various Open Access Business Models:

- **Gold:** authors pay book processing charge, print on demand for paperback/hardcover, PDF free and EPUB to purchase, Creative Commons license

- **Green:** deposit in repository, embargoes, versions that can be deposited, funding agencies requirement
- **Diamond:** Libraries and SCOAP3 partnership to contribute to central fund
- **Delayed/embargoed:** Monographs are published open access after recoup of money from sales
- **Subsidies for institutions with press:** local authors don't pay, strong relationship with libraries, will sell POD and make an open access version
- **Freemium** – Basic HTML (read-only), libraries pay for premium PDF

Library consortia/ partnership support:

- Libraries pay fixed costs for open access collections. The published can sell print and e-book editions. No charge to authors.
- MIT Press allowing open access to ~90 titles per year via recurring participation fees
- Cambridge University Press publishing select lists of titles to be made open access once the published works meet a revenue threshold. Knowledge Unlatched, a third party vendor that offers libraries and publishers the opportunity to work together for sustainable open access in all disciplines

In submitting this report, the Chair acknowledges with gratitude the ongoing support of University Librarian, Jonathan Bengtson, who each meeting provided the Committee with a detailed and comprehensive update of internal and external matters concerning the Libraries. These updates provide an essential vehicle of communication with Committee. The Chair also expresses thanks to secretaries Kaelan Smith (from January 2022) and Sheila Cresswell, who retired in December 2021. Finally, the Chair expresses thanks to all the members of the Committee.

Respectfully submitted,

2021-2022 Senate Committee on Libraries

Robert Howell, (Chair), Law

Jonathan Bengtson, University Librarian

Adrienne Boyarin, Humanities

Lisa Goddard, Associate University Librarian, Advanced Research Services

Samuel Holland, Student Senator

Inba Kehoe, Librarian selected by Faculty Association Librarians' Committee

Wency Lum, Chief Information Officer

Richard Marcy, Human & Social Development

Martha McGinnis, Grad Studies

Kirk McNally, Fine Arts

Ry Moran, Associate University Librarian, Reconciliation

Adair Ng, Student Representative (GSS)

Louise Page, Science

Sylvia Pantaleo, Education (*on Leave Jan-June 2022*)

Lisa Petrachenko, Associate University Librarian, Collections & Open Scholarship

Victor V. Ramraj, Representative of Council of Centre Directors

Tusa Shea, Continuing Studies

Henning Struchtrup, Engineering

Linda Welling, Social Sciences

Hao Zhang, Peter B. Gustavson School of Business

Kaelan Smith (Secretary) Libraries



Date: April 20, 2022

To: Senate

From: Senate Committee on Planning

Re: **2021-2022 Annual Report of the Senate Committee on Planning**

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

The Senate Committee on Planning met nine times in during 2021-2022:

September 8, 2021
 October 6, 2021
 November 3, 2021
 December 1, 2021
 January 5, 2022
 February 2, 2022
 March 2, 2022
 April 6, 2022
 May 4, 2022

ACTION ITEMS APPROVED BY SENATE:

1. That Senate approve and recommend to the Board of Governors that it also approve, the proposed name change to the Faculty of Engineering and Computer Science, as described in the document "Change of the name of a Faculty".
 [Approved by Senate at its meeting on April 9, 2021]
 [Approved by the Board of Governors at its meeting on May 26, 2021]
2. That Senate approve the proposed curriculum change for the Diploma in Business Administration, as described in the document "Curriculum Change for Diploma in Business Administration".
 [Approved by Senate at its meeting on May 7, 2021]
3. That Senate approve and recommend to the Board of Governors that it also approve, the proposal to establish an undergraduate certificate in American Sign Language, as described in the document "Undergraduate Certificate in American Sign Language".
 [Approved by Senate at its meeting on May 7, 2021]
 [Approved by the Board of Governors at its meeting on May 26, 2021]
4. That Senate approve and recommend to the Board of Governors, that it also approve the proposal to establish an option in Geology in the Bachelor of Science in Earth and Ocean Science, as described in the document "New Option in Geology".
 [Approved by Senate at its meeting on May 7, 2021]
 [Approved by the Board of Governors at its meeting on May 26, 2021]
5. That Senate approve the proposal to renew the Approved Centre Status for the Centre for Global Studies for the period July 1, 2021 through June 30, 2026, as described in the memorandum dated March 26, 2021.
 [Approved by Senate at its meeting on May 7, 2021]

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

[Approved by Senate at its meeting on May 7, 2021]

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

[Approved by Senate at its meeting on October 1, 2021]

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

[Approved by Senate at its meeting on October 1, 2021]

9. That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Certificate in Computer-based Information Systems, as described in the document "Proposal to discontinue a Certificate".

[Approved by Senate at its meeting on October 1, 2021]

[Approved by the Board of Governors at its meeting on November 23, 2021]

10. That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Bachelor of Science in Climate Science, as described in the document "B.Sc. Climate Science", and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

[Approved by Senate at its meeting on October 1, 2021]

Approved by the Board of Governors at its meeting on November 23, 2021]

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

[Approved by Senate at its meeting on November 3, 2021]

[Approved by the Board of Governors at its meeting on November 23, 2021]

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

[Approved by Senate at its meeting on November 3, 2021]

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

[Approved by Senate at its meeting on November 3, 2021]

[Approved by the Board of Governors at its meeting on November 23, 2021]

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

[Approved by Senate at its meeting on November 3, 2021]

[Approved by the Board of Governors at its meeting on November 23, 2021]

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

[Approved by Senate at its meeting on December 3, 2021]

[Approved by the Board of Governors at its meeting on January 25, 2022]

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

[Approved by Senate at its meeting on December 3, 2021]

[Approved by the Board of Governors at its meeting on January 25, 2022]

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

[Approved by Senate at its meeting on December 3, 2021]

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

[Approved by Senate at its meeting on December 3, 2021]

[Approved by the Board of Governors at its meeting on January 25, 2022]

19. That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to change the name of the Master of Management program, as described in the document “Master in Management: Name Change”.

[Approved by Senate at its meeting on January 7, 2022]

[Approved by the Board of Governors at its meeting on January 25, 2022]

20. That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Master in Nursing, Nurse Practitioner Post-degree Stream, as described in the document “Master in Nursing, Nurse Practitioner Post-Degree Stream”, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

[Approved by Senate at its meeting on January 7, 2022]

[Approved by the Board of Governors at its meeting on January 25, 2022]

21. That Senate approve the proposed change to the Graduate Diploma in Evaluation, as described in the document “Unit Value Change: ADMN 596-Evaluation Project, Graduate Diploma in Evaluation”.

[Approved by Senate at its meeting on January 7, 2022]

22. That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish an Honours Option for the Bachelor of Science Combined Biochemistry and Chemistry Degree program, as described in the document “Biochemistry and Chemistry (Bachelor of Science – Combined Honours)”, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

[Approved by Senate at its meeting on January 7, 2022]

[Approved by the Board of Governors at its meeting on January 25, 2022]

23. That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish an Honours Option for the Bachelor of Science Combined Microbiology and Chemistry Degree program, as described in the document "Microbiology and Chemistry (Bachelor of Science – Combined Honours)", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

[Approved by Senate at its meeting on January 7, 2022]

[Approved by the Board of Governors at its meeting on January 25, 2022]

24. 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.

[Approved by Senate at its meeting on February 4, 2022]

25. 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".

[Approved by Senate at its meeting on February 4, 2022]

26. 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)".

[Approved by Senate at its meeting on February 4, 2022]

[Approved by the Board of Governors at its meeting on March 29, 2022]

27. 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".

[Approved by Senate at its meeting on March 4, 2022]

[Approved by the Board of Governors at its meeting on March 29, 2022]

28. 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".

[Approved by Senate at its meeting on March 4, 2022]

29. 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".

[Approved by Senate at its meeting on March 4, 2022]

30. 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".

[Approved by Senate at its meeting on March 4, 2022]

Approved by the Board of Governors at its meeting on March 29, 2022]

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

[Approved by Senate at its meeting on March 4, 2022]

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

[Approved by Senate at its meeting on March 4, 2022]

33. That Senate approve the proposed changes to the Doctor of Philosophy in Geography program, as described in the document “PhD Geography”.
[Approved by Senate at its meeting on March 4, 2022]
34. That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to change the credentials in French to “French and Francophone Studies”, as described in the memorandum dated January 21, 2022.
[Approved by Senate at its meeting on March 4, 2022]
[Approved by the Board of Governors at its meeting on March 29, 2022]
35. That Senate approve the proposal to renew the Canadian Institute for Substance Use Research (CISUR) as an Approved UVic Research Centre for the five-year period July 1, 2022 through June 30, 2027, as described in the memorandum dated January 7, 2022.
[Approved by Senate at its meeting on April 1, 2022]
36. That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Bachelor of Arts in Music, as described in the document “Major Program in Music Leading to the Bachelor of Arts Degree with a Major in Music (Faculty of Fine Arts), and that this approval be withdrawn should the program not be offered within five years of the granting of approval.
[Approved by Senate at its meeting on April 1, 2022]
[Pending approval by the Board of Governors at its meeting on May 31, 2022]
37. That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Master of Science in Chemistry Accelerated Option, as described in the document “MSc in Chemistry – Accelerated Option”, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.
[Approved by Senate at its meeting on April 1, 2022]
[Pending approval by the Board of Governors at its meeting on May 31, 2022]

ACTION ITEMS THAT ARE PENDING REVIEW BY SENATE in 2021-2022:

1. That Senate approve the proposal to extend the Approved Centre Status for the Centre for Youth and Society (CFYS) for the 12-month period from July 1, 2022 through June 30, 2023, as described in the memorandum dated March 4, 2022.
2. That Senate approve, and recommends to the Board of Governors that it also approve, the proposal to grant School status to the Indigenous Governance Program, as described in the document “School of Indigenous Governance Proposal”.

ACTION ITEMS THAT ARE PENDING REVIEW BY SENATE COMMITTEE ON PLANNING 2021-2022:

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

1. On March 30, 2022 the proposal to establish a Bachelor of Science in Climate Science was submitted to the Ministry of Advanced Education, Skills and Training for review and approval. At the time of this report, final approval had not been received.
2. On March 30, 2022 the proposal to establish a Minor in Indigenous Community Development and Governance was submitted to the Ministry of Advanced Education, Skills and Training for review and approval. At the time of this report, final approval had not been received.

FULL PROGRAM PROPOSALS STATUS REPORT:

1. On September 25, 2020 the proposed Master of Engineering in Biomedical Systems (Professional MEng.) was submitted to the Ministry of Advanced Education, Skills and Training. On May 21, 2021 the Ministry of Advanced Education, Skills and Training granted the University of Victoria approval to offer the Master of Engineering in Biomedical Systems (Professional MEng.) degree.

OTHER BUSINESS:

At its meeting on December 1, 2021, the Senate Committee on Planning considered the proposal to offer a double-degree option for partner university students participating in the Master of Global Business program. This proposal was presented for information to Senate at its meeting on January 7, 2022.

Respectfully submitted,

2021-2022 Senate Committee on Planning

Dr. E. Adjin-Tetty (Chair)	Office of the Vice-President Academic and Provost
Dr. Eva Baboula	Faculty of Fine Arts
Dr. R. Bhiladvala	Faculty of Engineering and Computer Science Division
Dr. J. Clarke	of Continuing Studies
Dr. A. Con	Faculty of Fine Arts
Ms. A. Giles	Co-operative Education Program & Career Services
Ms. N. Greengoe	Office of the Registrar
Dr. R. Gupta	Faculty of Engineering and Computer Science Faculty of
Dr. R. Hicks	Graduate Studies
Dr. C. Holder	Faculty of Humanities
Dr. M. Koch	Faculty of Humanities
Dr. Michelle Lawrence Dr.	Faculty of Law
G. McDonough	Faculty of Education
Dr. C. Milton	Office of the Vice-President Research and Innovation
Mr. A. Newcombe	Faculty of Law
Dr. A. Roudsari	Faculty of Human and Social Development
Dr. N. Roy	Faculty of Social Sciences
Ms. A. Saab	Office of the University Secretary
Dr. R. St. Clair	Faculty of Education
Ms. C. Todd	Graduate Representative and Student Senator Peter B.
Dr. J. Zhang	Gustavson School of Business
Ms. S. Duggan (Secretary)	Office of the Vice-President Academic and Provost



University
of Victoria

Senate Committee on
Planning

MEMO

Date: April 20, 2022

To: Senate

From: Senate Committee on Planning

Re: **Proposal to extend the Approved Centre Status for the Centre for Youth and Society (CFYS)**

At its meeting on April 6, 2022, the Senate Committee on Planning considered the proposal to extend the Approved Centre Status for the Centre for Youth and Society (CFYS)

The centre status is set to expire on June 30, 2022. A 12-month extension will provide an opportunity to internally evaluate the viability and needs of the centre, and its continued operation. An assessment of the centre's funding sustainability under the current Director's mandate is needed prior to launching an external evaluation.

The following motion is recommended:

Motion: that Senate approve the proposal to extend the Approved Centre Status for the Centre for Youth and Society (CFYS) for the 12-month period from July 1, 2022 through June 30, 2023, as described in the memorandum dated March 4, 2022.

Respectfully submitted,

2021-2022 Senate Committee on Planning

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



MEMORANDUM

DATE: March 4, 2022

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

FROM: Dr. Cynthia Milton, Associate Vice President Research

RE: Centre for Youth and Society (CFYS) - **Request for Approved Centre Status Extension**

I am writing under the delegated authority of the Vice-President Research & Innovation. Dr. Lisa Kalynchuk has reviewed and is in agreement with this recommendation.

The centre status of the Centre for Youth and Society (CFYS) is scheduled to expire on June 30, 2022 in adherence with University of Victoria policy number RH8300, *Establishment, Review, and Closure of Research Centres*. The CFYS is under the directorship of Dr. Frederick Grouzet.

In order to internally evaluate the viability and needs of the centre, its continued operation and the larger UVic research and academic landscape of youth studies, we are requesting a twelve-month extension of the Centre's approval status, from July 1, 2022 until June 30, 2023. Prior to launching an external evaluation, we need to assess the centre's funding sustainability. This request has been made at this date in order to allow for us to extend recently the present Director's mandate by one year to align with the CFYS centre status.

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

That the Senate Committee on Planning recommends that Senate extends for 12 months the Approved Centre Status for the Centre for Youth and Society until June 30, 2023.



University
of Victoria

Senate Committee on
Planning

MEMO

Date: April 20, 2022

To: Senate

From: Senate Committee on Planning

Re: **Proposal to grant School status to the Indigenous Governance Program**

At its meeting on April 6, 2022, the Senate Committee on Planning considered the proposal to grant School status to the Indigenous Governance Program.

The evolution of the Indigenous Governance Program into the School of Indigenous Governance will provide the infrastructure to further expand and broaden its objectives and mandates that reflect the strategic direction of the university. Obtaining School status is necessary for moving the Indigenous Nationhood Graduate Certificate program from a Human and Social Development level program into IGOV; developing and launching a formal PhD program; increasing student enrolment in MA, PhD and IN programs; and reinstating the international exchange program and Indigenous Leadership Forum (ILF).

The following motion is recommended:

Motion: that Senate approve, and recommend to the Board of Governors that it also approve, the proposal to grant School status to the Indigenous Governance Program, as described in the document "School of Indigenous Governance Proposal".

Respectfully submitted,

2021-2022 Senate Committee on Planning

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

UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

School of Indigenous Governance Proposal

Submitted by:	Name and title	Email
Contact person	Shawna McNabb	igovao@uvic.ca
Dean or designate	Maureen Ryan	hsdasdn@uvic.ca

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	June 9, 2021
Pre-consultation with Faculty of Graduate Studies – please contact fgscirc@uvic.ca	Dec 3, 2021
Departmental approval	Aug 15, 2021
Faculty Council* approval <i>*or equivalent Faculty voting body</i>	Dec 2, 2021
Graduate Executive Committee approval	N/A
FGS Council approval	N/A
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	Mar 28, 2022
Indigenous Academic and Community Engagement	Summer 2021

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	-



School of Indigenous Governance Proposal

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)	Indigenous Governance Faculty of Human and Social Development
Anticipated implementation date of change	September 1, 2022
Name, title, phone number and e-mail address of contact person	Shawna McNabb, Academic Administrative Officer Local 6436, igovao@uvic.ca
B. History and context of the program indicating value and impact of the program change.	
<p>The Indigenous Governance Program (IGOV) is submitting a proposal to move from a program to a school. The growth of the program into a school will provide the infrastructure for IGOV to further expand and broaden it's objectives and mandates that reflect the University's priorities in the Strategic Framework, Indigenous Plan, International Plan, Strategic Enrolment Plan, and Research Strategic Plan. The future benefits of securing school status will include the moving of the Indigenous Nationhood Graduate Certificate program from Human and Social Development level program into IGOV; develop and launch a formal PhD program; increase student enrolment in MA, PhD and IN programs; and reinstate the international exchange program and Indigenous Leadership Forum (ILF).</p> <p>At this time, we are not seeking a name change for IGOV. The name will remain the same and the only addition will be school status and will read "School of Indigenous Governance".</p> <p>IGOV is a dynamic scholarly community of students, faculty, community members and staff dedicated to teaching, practicing, and honoring Indigenous ways of relational governing. The program has a long historical tradition of offering a critical and rigorous intellectual home for Indigenous and non-Indigenous scholars from the local and international context. IGOV is a unique program because it focuses on supporting Indigenous good governance by drawing inspiration and guidance from the scholarship of Indigenous resurgence and Indigenous feminisms.</p> <p>For 22 years IGOV has been identified as a program. The evolution of the program into a school will provide the infrastructure for IGOV to further expand and broaden it's objectives and mandates that reflect the University's priorities in the Strategic Framework, Indigenous Plan, International Plan, Strategic Enrollment Plan, and Research Strategic Plan. Currently, IGOV has tenured and tenure-track faculty and functions as a school for promotion and tenure decisions, provides and reports on academic resource planning, manages an operational budget for staff and faculty recruitment costs, and receives annual Faculty of Graduate Studies student funding allocations.</p>	

The Indigenous Governance Program has always focused on creating Indigenous leaders and non-Indigenous allies to address Indigenous futurities beyond the impacts of colonization that continue to threaten Indigenous governance. The last two academic program reviews included consultations with our alumni and students as well as extensive consultation with local and international Indigenous communities and Elders, with whom IGOV has worked. Those extensive consultations led to the following recommendations:

- Growth of the program to be more inclusive of diverse practices of Indigenous governance.
- Reconfiguring the SPARR PhD into a formal program. The focus of the formal PhD would be to produce leaders and scholars that centre Indigenous governance in a changing global context. Housing a formal PhD program requires school status.
- All the recommendations clearly highlighted the need for moving the program into a place of permanency within the Faculty of Human and Social Development (HSD). School status will allow IGOV to house new programs such as a formal PhD program and the Indigenous Nationhood Certificate.

C. Indicators of labour market and student demand.

With no marketing and advertising, IGOV and the Faculty of Graduate Studies have together received 37 inquiries about a date for the IGOV MA to re-open, and 16 inquiries about an IGOV PhD over the past 12 months, for a total of 48 inquiries as of summer 2021.

Current work on developing a formal PhD program is contingent on IGOV holding school status.

Within HSD and across the university, a program cannot be housed within another existing program. This means a program must be housed within a Faculty, department, or school. Moving the IGOV program to school status provides an institutional foundation to build capacity in the development of a formal Indigenous PhD program and embed the Indigenous Nationhood Certificate within the IGOV school. This will ensure there is capacity to develop programming at the intersection of power, gender, race, social justice, and equity for all Indigenous peoples.

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

There are five full-time research stream faculty to support the growth of IGOV. The recent recruitment of new faculty from the local, national, and global context has expanded IGOV's research and scholarship in the following areas:

- Indigenous feminist and gender perspectives;
- Indigenous health and wellness;
- critiques of power production and use;
- strong connections with local community, languages and the land;
- deeper engagement with land-based curriculum, community governance projects and theses;
- enhanced academic cultural supports for students to navigate being good visitors in this territory; and
- engaging Indigenous governance from the perspective of sustainable development and water security during an era of climate change.

IGOV's faculty research agenda aligns well with strategic research plan in advancing IGOV's research impact, partnership development and deepening connections with community in the 'local' (Island and BC) and global context.

IGOV Faculty Areas of Research:

Hōkūlani K. Aikau is Kanaka 'Ōiwi (Native Hawaiian).

Dr. Aikau is an interdisciplinary scholar with training in American Studies and Sociology and teaching experience in Political Science, Indigenous Politics, Native Hawaiian Politics, and Pacific Islands Studies. Her research focus is contemporary Native Hawaiian Identity and Politics; Indigenous Resurgence and Climate Change in the Pacific; Indigenous Environmental Justice; Native Feminist Theory; American Race Relations; and Indigenous Food Sovereignty.

Devi Dee Mucina is an Indigenous Ubuntu from the Ngoni, Chewa, and Shona people of southern Africa. He received his PhD from the Ontario Institute for Studies in Education, department of Sociology and Equity Studies, University of Toronto. His academic interests are Indigenous African philosophies, decolonizing Indigenous masculinities, Indigenous fathering and other-fathering, and using Ubuntu oralities and disability studies to understand the social memory of Indigenous children.

Dawn Smith is Nuu-chah-nulth from Ehattesaht, but grew up in W̱ SÁNEĆ (Tsawout). She received her EdD in Educational Leadership and Policy from the Faculty of Education and the University of British Columbia. Her research focus is in Nuu-chah-nulth self-determination, feminism, strict laws of nature and medicines and decolonization. Dr. Smith has the forthcoming publication "Decolonising our futures: Neo-colonial Criminal Injustice and the Mass Imprisonment of Indigenous Women". She is also the author of "Indigenous Communities in Canada: Nuu-chah-nulth, Beech Street Books"; "Narratives of Memory, Migration, and Xenophobia" in the European Union and Canada; Chapter 2 "I-witness Holocaust Field School Experiences, Indigenous Peoples, and Reconciliation in Canada"; and co-authored "Building Transdisciplinary Relationship through Multidirectional Memory Work and Education."

Gina Starblanket is Cree and Saulteaux and a member of the Star Blanket Cree Nation in Treaty 4 territory. She is principal investigator of the SSHRC-funded Prairie Relationality Network, co-author of *Storying Violence: Unravelling Colonial Narratives in the Stanley Trial* (ARP: 2020), and co-editor of *Visions of the Heart: Issues Involving Indigenous Peoples in Canada* (OUP: 2019). Gina's research focuses on Indigenous political life and takes up questions relating to decolonization, gender, Indigenous feminism, treaty implementation, and relationality.

Heidi Kiiwetinepinesiiik Stark (Turtle Mountain Ojibwe) received her PhD in American Studies from the University of Minnesota, Twin Cities, in 2008. Her doctoral research focused on Anishinaabe treaty-making with the United States and Canada and serves as the foundation for her manuscript, *Unsettled: Anishinaabe Treaty-Relations and U.S./Canada State-Formation* (in progress, University of Minnesota Press, First Peoples Series). Her primary areas of research and teaching are Indigenous law and treaty practices, Aboriginal and Treaty rights, Indigenous politics in the United States and Canada, Indigenous feminism and gender violence, and ethnohistorical research methods. Her research background includes

collaborative work with Indigenous communities in the United States and Canada.

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.

IGOV is not putting forward curriculum design changes as part of the proposal for school status. A PhD program proposal will be submitted separately in Cycle 1 of the calendar and curriculum change process.

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

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

Does the program design include plans for distance education delivery? If yes, provide details. No

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

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

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

Identify the program learning outcomes.

Provide anticipated times to completion.

Describe any plans for international or indigenous opportunities or perspectives.

Plans for integration of teaching and research.

G. Anticipated enrolment and student financial support plan.

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

No additional resourcing is requested at this time.

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

There are no other Schools for Indigenous Governance in British Columbia.

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 Director of IGOV consulted with and received guidance from local Elders and Knowledge Holders throughout the revitalization process of IGOV. Respecting Indigenous protocols of consultation which involve meeting in person, sharing a meal, and seeking guidance about how to proceed with relaunching IGOV. This process values building relationship in the context of in person engagement, which was witnessed by Shawna McNabb and Marla Sampson.

Below are Elders and Knowledge Keepers we visited to seek support for the IGOV status change from a program to a school. Since 2019 to present IGOV has been in consultation with the following Elders and Knowledge Keepers.

July 1, 2019 to present - Lorna Williams July 1, 2019 to present - Skip Dick
July 1, 2019 to present - Gerry Ambers
July 1, 2019 to present - Chaw-win-nis
July 1, 2019 to present - Glenn Patterson
July 1, 2019 to present - Lisa Hall
July 1, 2019 to present - Temosen (Charles Elliott)



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Office of the Vice Provost for Academic Excellence

April 7, 2022

Aloha e Dr. Mucina,

I write this letter to confirm my strong support for the application that Indigenous Governance has submitted for school status.

I write as a long-time affiliate and partner of the Indigenous Governance program, particularly in my capacity as a Professor of Indigenous Politics within the Department of Political Science at the University of Hawai'i at Mānoa and as a co-convenor of the Hui 'Āina Pilipili, Native Hawaiian initiative of the UHM College of Social Sciences. Our programs have been partners with IGOV since 2006. In fact, my very first experience as a new faculty hire in 2007 was not on the UHM campus but was actually a two-week intensive seminar at UVIC with IGOV. Over the years, this partnership has been incredibly fruitful, resulting in the successful, collaborative mentorship of dozens of MA and PhD students. The partnership has influenced our scholarship in exciting ways, as we have all benefited from comparative and immersive study of Indigenous political issues across various nations and geographies. Our faculty and students have even produced an edited volume together, *Everyday Acts of Resurgence*.

I am so encouraged to see the ways that IGOV has refreshed and grown in the last couple of years. Just before the pandemic hit, we had met with you in Honolulu to discuss ways to extend the partnership between UVIC and UHM, as well as to finalize a formal MOU between our institutions. With this letter, I lend my support to the continued evolution of IGOV and its ability to better serve Indigenous communities and students.

As I have learned from you, for 22 years IGOV has functioned as a school, in terms of its institutional operational status, even though it has been formally called a program. Securing formal status as a school ensures the Indigenous Governance Program has the necessary infrastructure to nurture and build relationships with students, alumni, community members, and Indigenous scholars from other territories. This transition would be consistent with the recommendations made from previous academic program reviews. With school status, IGOV can house a formal PhD program and the Indigenous Nationhood Graduate Certificate program. IGOV's mission and mandate aligns with the university's strategic plan for increased Indigenous research and student enrolment, and it furthers UVIC's commitment to building reciprocal relationships with Indigenous nations.

2500 Campus Road, Hawai'i Hall 209
Honolulu, Hawai'i 96822
Telephone: (808) 956-8447
Fax: (808) 956-7115



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For these reasons I support awarding IGOV school status within your university. Please feel free to reach out to me at goodyear@hawaii.edu or at +01-808-221-4220, if I can be of further assistance. I look forward to the continued growth of our educational partnership and endeavors.

Na'u me ka 'o ia 'i'o,

Original signed by Noelani Goodyear-Ka'opua

Noelani Goodyear-Ka'ōpua
Interim Assistant Vice Provost for Faculty Excellence
Professor of Political Science, Indigenous and Native Hawaiian Politics

2500 Campus Road, Hawai'i Hall 209
Honolulu, Hawai'i 96822
Telephone: (808) 956-8447
Fax: (808) 956-7115



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TEL 778.782.3363
FAX 778.782.5907
www.sfu.ca/sca

Thursday April 7th 2022

Dear Dr. Mucina,

I write this letter to confirm the support of Dr Henry Daniel, SFU Distinguished Professor and Professor of Dance, Performance Studies, and New Media Technologies in the School for the Contemporary Arts at Simon Fraser University for the application that Indigenous Governance has submitted for school status.

For 22 years, IGOV has been identified as a program, however within the Faculty of Human and Social Development and the university at large, it has functioned as a school, in terms of its institutional operational status. Securing school status ensures the Indigenous Governance Program has the necessary infrastructure to address feedback (that it has consistently received over the years) through extensive consultations with students, alumni, Elders, community members, and Indigenous scholars from the local, national and global contexts. This feedback is consistent with the recommendations made from previous academic program reviews.

With school status, IGOV will be in a position to house a formal PhD program and the Indigenous Nationhood Graduate Certificate program. IGOV's mission and mandate aligns with the university's strategic plan for increased Indigenous research and student enrolment, centring the Calls to Action of the TRC, enhancing Indigenous governance and self-determination, and working towards building reciprocal relationships with Indigenous communities and nations. Moving the program into status of school will align IGOV with the permanent governing structure of the HSD Faculty.

Original signed by Henry Daniel

Henry Daniel, PhD - Artistic Director & Choreographer: Full Performing Bodies
Distinguished SFU Professor | Professor - Dance, Performance Studies, New Media Technologies | School
for the Contemporary Arts | Goldcorp Centre for the Arts |
149 West Hastings Street, Vancouver, BC. V6B 1H4 | C: +1 778 994 3897 | Office: +1 778
782 3897 | hdaniel@sfu.ca | www.henrydaniel.ca





COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

April 8, 2022

Dr. Devi Mucina
Director, Indigenous Governance Program
Faculty of Human & Social Development
University of Victoria
Victoria, BC
V8P 5C2

Dear Dr. Mucina,

I am writing this letter in wholehearted support of the Indigenous Governance Program achieving school status. I understand that while IGOV has been identified as a program for the past 22 years, within the Faculty of Human and Social Development and the university at large it has functioned as a school in terms of its institutional operational status. I see the value of securing school status as it will ensure the IGOV Program has the necessary infrastructure to address feedback from academic program reviews and through extensive consultations with students, alumni, Elders, community members, and Indigenous scholars from the local, national and global contexts. It is wonderful to hear that IGOV can now achieve school status, and that it will be in a position to house a formal PhD program and the Indigenous Nationhood Graduate Certificate program.

As you know, in the fall of 2019, I was able to spend a week with you and the staff of the IGOV program as a visiting scholar. We had good discussions as you began to transition to new approaches, and I am delighted to see the direction it has taken since that time. The new faculty are stellar, offering local, national, and international approaches, and involving community engagement and land based experiences. I particularly value the Indigenous feminist and resurgent approaches, which we discussed during my visit.

As universities move forward with Indigenous strategies, it is important to consider that IGOV's mission and mandate aligns with the university's strategic plan for increased Indigenous research and student enrolment, centring the Calls to Action of the TRC, enhancing Indigenous governance and self-determination, and working towards building reciprocal relationships with Indigenous communities and nations. Governance issues are key, and moving the program into status of school will align IGOV with the permanent governing structure of the HSD Faculty.

If you require anything further from me in support, please let me know.

Yours Truly,

Original signed by Kim Anderson

Dr. Kim Anderson
Associate Professor
Canada Research Chair in Indigenous Relationships
kimberle@uoguelph.ca

Department of Family Relations and Applied Nutrition
Macdonald Institute - 50 Stone Road East
Guelph, Ontario, Canada N1G 2W1
519-824-4120 x 56321
frandept@uoguelph.ca
uoguelph.ca/family

IMPROVE LIFE

**Professor Brendan Hokowhitu
Professor of Indigenous Research
University of Queensland**

12 April 2022

Tēnā koe Dr. Mucina,

I write this letter to confirm my support for the application that Indigenous Governance has submitted for school status. Although I can not write on behalf of my university, I do write my support as a current Professor of Indigenous Research at the University of Queensland. My support comes from a unique position of having been a Dean of two of the only Indigenous Faculties in the world, at the University of Alberta (Faculty of Native Studies) and the University of Waikato (Faculty of Māori and Indigenous Studies). It is extremely important that Indigenous academic units are given as much academic autonomy as possible so that key notions within the truth and reconciliation process can be upheld by the University, including giving support to Indigenous ways of knowing, pedagogies and praxis, and to processes of Indigenous academic self-determination.

For 22 years, IGOV has been identified as a program, however within the Faculty of Human and Social Development and the university at large, it has functioned as a school, in terms of its institutional operational status. Securing school status ensures the Indigenous Governance Program has the necessary infrastructure to address feedback (that it has consistently received over the years) through extensive consultations with students, alumni, Elders, community members, and Indigenous scholars from the local, national and global contexts. This feedback is consistent with the recommendations made from previous academic program reviews. With school status, IGOV will be in a position to house a formal PhD program and the Indigenous Nationhood Graduate Certificate program.

IGOV's mission and mandate aligns with the university's strategic plan for increased Indigenous research and student enrolment, centring the Calls to Action of the TRC, enhancing Indigenous governance and self-determination, and working towards building reciprocal relationships with Indigenous communities and nations.

Moving the program into status of school will align IGOV with the permanent governing structure of the HSD Faculty.

Professor Brendan Hokowhitu

Original signed by Brendan Hokowhitu



April 11, 2022

Devi Mucina, PhD
Director, Indigenous Governance Program
Faculty of Human & Social Development
University of Victoria

Dear Dr. Mucina,

As a Tier 2 Canada Research Chair in Indigenous Governance in the faculties of Law and Management at Dalhousie University, and Honorary District Chief for the Confederacy of Mainland Mi'kmaq, please accept this letter in my support of the application that Indigenous Governance has submitted for school status at the University of Victoria.

For 22 years, IGOV has been identified as a program, however within the Faculty of Human and Social Development (HSD) and the university at large, it has functioned as a school, in terms of its institutional operational status. Securing school status ensures the Indigenous Governance Program has the necessary infrastructure to address feedback (that it has consistently received over the years) through extensive consultations with students, alumni, Elders, community members, and Indigenous scholars from the local, national and global contexts. This feedback is consistent with the recommendations made from previous academic program reviews and aligns with the Truth and Reconciliation Commission Calls to Action (CTA) and with many of the recommendations in the Missing and Murdered Indigenous and Girls Final Inquiry Calls to Justice (CTJ). With school status, IGOV will be in a position to house a formal PhD program and the Indigenous Nationhood Graduate Certificate program.

IGOV's mission and mandate aligns with the university's strategic plan for increased Indigenous research and student enrolment, centring both the CTA and CTJ, enhancing Indigenous governance and self-determination, and working towards building reciprocal relationships with Indigenous communities and nations.

Moving the program into status of school will align IGOV with the permanent governing structure of the HSD Faculty.

M'sit No'kmaq (All My Relations)

Sherry Pictou, PhD. (she/her)
Honorary District Chief, Confederacy of Mainland Mi'kmaq
Tier 2 Canada Research Chair: Indigenous Governance
Assistant Professor, Faculties of Law & Management

UNIVERSITY OF HAWAII AT MĀNOA
Department of Political Science

April 7, 2022

Dr. Devi Dee Mucina
Director, Indigenous Governance Program

Dear Dr. Mucina,

I write this letter to affirm my support for the application that Indigenous Governance has submitted for school status. I write as a faculty member of the Indigenous Politics specialization within the Department of Political Science. Our programs have been partners in a series of exchanges since 2006 and our faculty have produced an edited volume together, *Everyday Acts of Resurgence*. I am happy about the recent revitalization of IGOV and want to lend my support to its continued growth and ability to serve its Indigenous communities and students from around the world.

You have informed me of the following: that for 22 years, IGOV has been identified as a program, however within the Faculty of Human and Social Development and the university at large, it has functioned as a school, in terms of its institutional operational status. Securing school status ensures the Indigenous Governance Program has the necessary infrastructure to address feedback (that it has consistently received over the years) through extensive consultations with students, alumni, Elders, community members, and Indigenous scholars from the local, national and global contexts. This feedback is consistent with the recommendations made from previous academic program reviews. With school status, IGOV will be in a position to house a formal PhD program and the Indigenous Nationhood Graduate Certificate program. IGOV's mission and mandate aligns with the university's strategic plan for increased Indigenous research and student enrolment, centring the Calls to Action of the TRC, enhancing Indigenous governance and self-determination, and working towards building reciprocal relationships with Indigenous communities and nations. Moving the program into status of school will align IGOV with the permanent governing structure of the HSD Faculty.

It is for the above reasons that I support your application to award IGOV school status within your university.

Na'u nō me ka 'oia'i'o,

Original signed by Noenoe Silva

Noenoe K. Silva
Professor, Native Hawaiian and Indigenous Politics



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Dr. Devi Mucina
Director, Indigenous Governance Program
University of Victoria

April 7, 2022

Dear Dr. Mucina,

I write this letter to confirm the support of the Department of Ethnic Studies at the University of Hawai'i at Mānoa (UHM) for the application that Indigenous Governance has submitted for school status.

For 22 years, IGOV has been identified as a program, however within the Faculty of Human and Social Development and the university at large, it has functioned as a school, in terms of its institutional operational status. Securing school status ensures the Indigenous Governance Program has the necessary infrastructure to address feedback (that it has consistently received over the years) through extensive consultations with students, alumni, Elders, community members, and Indigenous scholars from the local, national and global contexts. This feedback is consistent with the recommendations made from previous academic program reviews. With school status, IGOV will be in a position to house a formal PhD program and the Indigenous Nationhood Graduate Certificate program.

IGOV's mission and mandate aligns with the university's strategic plan for increased Indigenous research and student enrolment, centring the Calls to Action of the TRC, enhancing Indigenous governance and self-determination, and working towards building reciprocal relationships with Indigenous communities and nations.

Moving the program into status of school will align IGOV with the permanent governing structure of the HSD Faculty. Such an alignment will help to facilitate student exchanges with our Department of Ethnic Studies and other units that are a part of our Hui 'Āina Pilipili Native Hawaiian Initiative in the UHM College of Social Sciences. We thus lend our fullest support to IGOV.

Me ka 'oia'i'o (Sincerely),

Original signed by Ty Kawika Tengan

Ty P. Kāwika Tengan
Associate Professor and Chair, Department of Ethnic Studies
Associate Professor, Department of Anthropology

2560 Campus Road, George Hall 301
Honolulu, Hawai'i 96822-2287
Telephone: (808) 956-8086
Fax: (808) 956-9494
ethnicstudies.manoa.hawaii.edu

April 11, 2022

Dear Dr. Mucina,

I write this letter to confirm the support of the Indigenous Governance School, Faculty of Human and Social Development for the application that Indigenous Governance has submitted for school status.

For 22 years, IGOV has been identified as a program. However, within the Faculty of Human and Social Development and the university at large, it has functioned as a school, in terms of its institutional operational status. Securing school status ensures the Indigenous Governance Program has the necessary infrastructure to address feedback (that it has consistently received over the years) through extensive consultations with students, alumni, Elders, community members, and Indigenous scholars from the local, national and global contexts. This feedback is consistent with the recommendations made from previous academic program reviews. With school status, IGOV will be in a position to house a formal PhD program and the Indigenous Nationhood Graduate Certificate program.

IGOV's mission and mandate align with the university's strategic plan for increased Indigenous research and student enrolment, centring the Calls to Action of the TRC, enhancing Indigenous governance and self-determination, and working towards building reciprocal relationships with Indigenous communities and nations.

Moving the program into status of school will align IGOV with the permanent governing structure of the HSD Faculty.

Yours Sincerely,

Original signed by Njoki Wane

Dr Njoki Wane, PhD
Professor & Chair
Department of Social Justice Education
Ontario Institute for Studies in Education
University of Toronto
Carnegie & African Diaspora Scholar
Member of Presidents' Teaching Academy
252 Bloor St West
Toronto, ON M5S 1V6



Date: April 20, 2022
To: Senate
From: Senate Committee on University Budget
Re: **2021/2022 Annual Report**

During the 2021/22 academic year, the Senate Committee on University Budget continued to work with administration throughout the integrated planning and budget planning processes. The committee met four times:

October 1, 2021	January 21, 2022
November 25, 2021	March 25, 2022

At the **October 1, 2021** meeting, Vice-President Academic and Provost, Valerie Kuehne, and Acting Vice-President Finance and Operations, Kristi Simpson, provided an overview of the integrated planning and university budgeting processes. Ms. Simpson reviewed the 2021/22 Budget Expenditure Allocation Report and responded to questions from committee members. This report is available as part of the September 2021 Open Board meeting docket at https://www.uvic.ca/universitysecretary/assets/docs/bogmeetings/2021-22/2021sep28_open_session_meeting_docket.pdf.

Also at the October meeting, the committee passed a motion that all meetings for 2021/2022 be deemed closed and confidential and that all materials submitted to the committee in 2021/2022 be deemed closed and confidential unless these are submitted as open documents.

At the **November 25, 2021** meeting, Acting Vice-President Finance and Operations, Kristi Simpson, reviewed the 2022/2023 budget approach and key assumptions informing the development of the budget.

Also at the November meeting, Executive Director Academic Resource Planning, Tony Eder, reviewed the priorities and the process for developing Part One of the Budget and Planning Framework.

At the **January 21, 2022** meeting, Vice-President Academic and Provost, Valerie Kuehne reviewed a draft of the 2022/23 to 2024/2025 Planning and Budget Framework, Part One. Dr. Kuehne reported on the process for developing this portion of the document, and reviewed the approach and content. Committee members asked questions and provided feedback regarding the proposed budget priorities and related issues.

At the **March 25, 2022** meeting, the committee received a presentation on the 2022/2023 – 2024/2025 Planning and Budget Framework. Executive Director Academic Resource Planning, Tony Eder, reviewed the strategies and priorities outlined in Part One of the draft framework. Acting Vice-President Finance and Operations, Kristi Simpson, reviewed Part Two of the draft framework, including

sources of revenue, expenditures, fee increases, and priorities investments made in the continued response to the COVID-19 pandemic.

Respectfully submitted,

2021/22 Senate Committee on University Budget

Jen Baggs (Chair), Peter B. Gustavson School of Business

Hélène Cazes, Humanities

Laura Cowen, Science

Kelly Diether, Convocation Senator

David Foster, Student Senator

Kevin Hall, President and Vice-Chancellor

Helen Kurki, Social Sciences

James Nahachewsky, Education

Frank van Veggel, Science

Graham Voss, Social Sciences

Ada Saab (Secretary)

Faculty of Human and Social Development

STRATEGIC PLAN 2022-2026
BUILDING ON OUR COLLECTIVE STRENGTHS
Developed March 2022



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Territory Acknowledgment

Unceded ləkʷəŋən & ƳSÁNEĆ Territories
We acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and ƳSÁNEĆ peoples whose historical relationships with the land continue to this day.

A Message from the Dean



The Faculty of Human and Social Development (HSD) is a community of scholars, practitioners, learners, and educators. We are dedicated to creating momentum for the transformative research and education needed to rise to meet the key human challenges of our time.

Our new strategic plan builds on consultations and discussions that have taken place over the past year within our community, resulting in a shared vision for HSD. We commit to our collective strengths and aspirations as educators and researchers in human and health services. Our plan embeds and values the United Nations Sustainable Development Goals (UN SDGs), the United Nations Declaration on the Rights of Indigenous Peoples, and British Columbia's Declaration of the Rights of Indigenous Peoples Act (the Declaration Act). We have envisioned a roadmap for HSD to become a local and global leader in transformative research, teaching, and professional practice for just, equitable, decolonial, and sustainable futures.

Our strategic plan is built around the key visual of building HSD together as a home: a home for all to live out our collective aspirations and contribute to building healthy and sustainable communities, locally and globally. Our mission and vision are supported by values and priorities that together seek to make a meaningful difference over the short and long-term and will create conditions of success for everyone who calls HSD their home. Our plan identifies priorities and goals, and builds in the opportunity to measure our success, learn, and recalibrate as we go. Everyone plays an important role - no matter how small or big - in realizing our strategic goals. Through your individual and collective contributions, we will go farther together towards living out our values, priorities, and the futures we envision.

A handwritten signature in black ink, reading "Helga Kristín Hallgrímsdóttir".

Helga Kristín Hallgrímsdóttir, PhD
Professor and Dean, Faculty of Human & Social Development

About Us

HSD is home to globally recognized researchers, scholars, and educators, across seven schools (academic units) including:

- ▲ Child and Youth Care
- ▲ Health Information Science
- ▲ Indigenous Governance
- ▲ Nursing
- ▲ Public Administration
- ▲ Public Health and Social Policy
- ▲ Social Work

Our faculty are leading innovative research that impacts diverse sectors including public policy, public health, health services, information science, child and social services, and Indigenous governance.

Numbers alone don't tell the whole story. Here's a snapshot to illustrate **how we are already building on our collective strengths.**

Research Profile and Funding

HSD faculty hold **major awards, research chairs and other distinguished affiliations** with key regional, national, and international funders.

The HSD Research Support Centre is the only **faculty-based** research support service of its kind at UVic.



\$6.8M **\$3.2M**

In 2020, 55 new projects started. In 2021, 57 new projects started.

ABOUT US

Teaching and Research

We work with donors, partners, and communities on learning, teaching, and research for change.



80+

Staff

50+

Sessional Instructors

110+

Faculty Members

Academic Profile

Students, staff, faculty, and alumni contribute their local and global perspectives to solve pressing human challenges of our time:



18 Graduate Programs

800+ Graduate Students

7 Undergraduate Programs

1800+ Undergraduate Students

22,000

Alumni network of regional, national and international change makers.

UVic's Impact and Rankings



#1 in Canadian comprehensive universities, a distinction shared with SFU in 2022 (Maclean's Ranking).

in North America for international research collaboration (Leiden University rankings).

\$3.7B

UVic annual economic impact.

We are **LEADERS IN DISTANCE LEARNING** and have offered degrees by distance for 40+ years.

We are known for **TEACHING EXCELLENCE**

and for Indigenous led, community-based, national and international research relationships and projects, some with local-to-global partnerships.

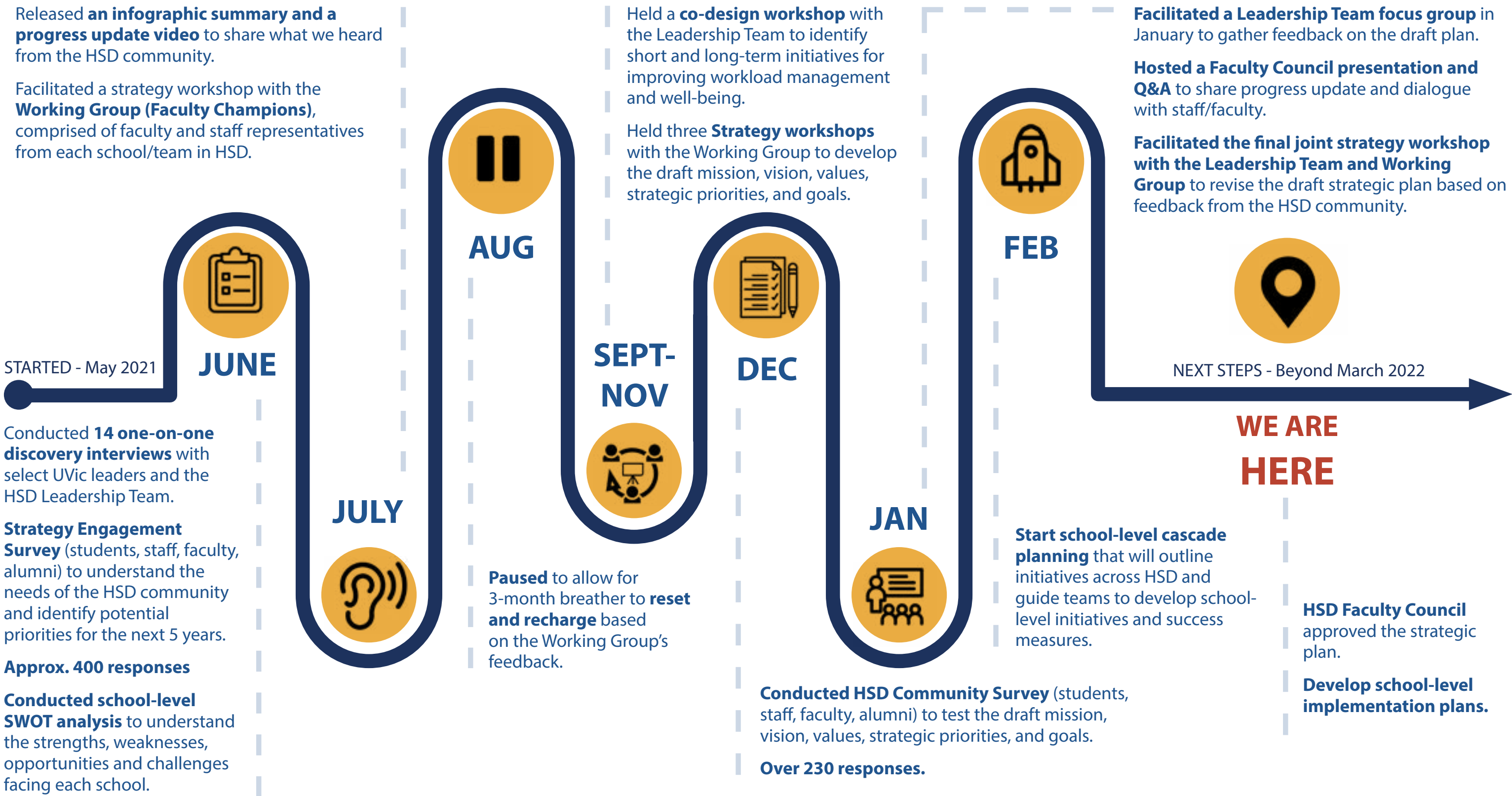
HSD is home to the **INDIGENOUS STUDENT SUPPORT CENTRE** where all are welcome.

HSD has a **LONG HISTORY OF TEACHING INDIGENOUS SPECIALIZATIONS** and recruits more Indigenous students and faculty with each passing year.

TOP UNIVERSITY

For promoting Indigenous visibility—a position it's held since this category was introduced in 2018.

Our Strategy Co-creation Journey



CO-CREATION JOURNEY

This strategy co-creation journey was designed and facilitated by Impact Plus Consulting, which is led by a HSD alumna. (www.impactplusconsulting.ca)

Building HSD Together



OUR MISSION

HSD engages and innovates for just, equitable, decolonial, and sustainable futures.

OUR VISION

HSD will be a recognized local and global leader in transformative research, teaching, and professional practice for just, equitable, decolonial, and sustainable futures.

OUR VALUES

With mutual respect and accountability, we hold up justice, equity, decolonization, and Indigenization.

We nurture our individual and collective strengths through interdisciplinary and collaborative practice.

We are committed to fostering reciprocal relationships, a healthy and inclusive culture, and centering human and planetary health.

We engage with and support students of all backgrounds in transformative learning, research, and practices.

We strive to create and sustain an ecosystem of innovation for learning, growth, and risk-taking.

We promote community engagement and advocacy to foster change.

OUR STRATEGIC PRIORITIES

Pursue Transformative Learning and Teaching Experiences

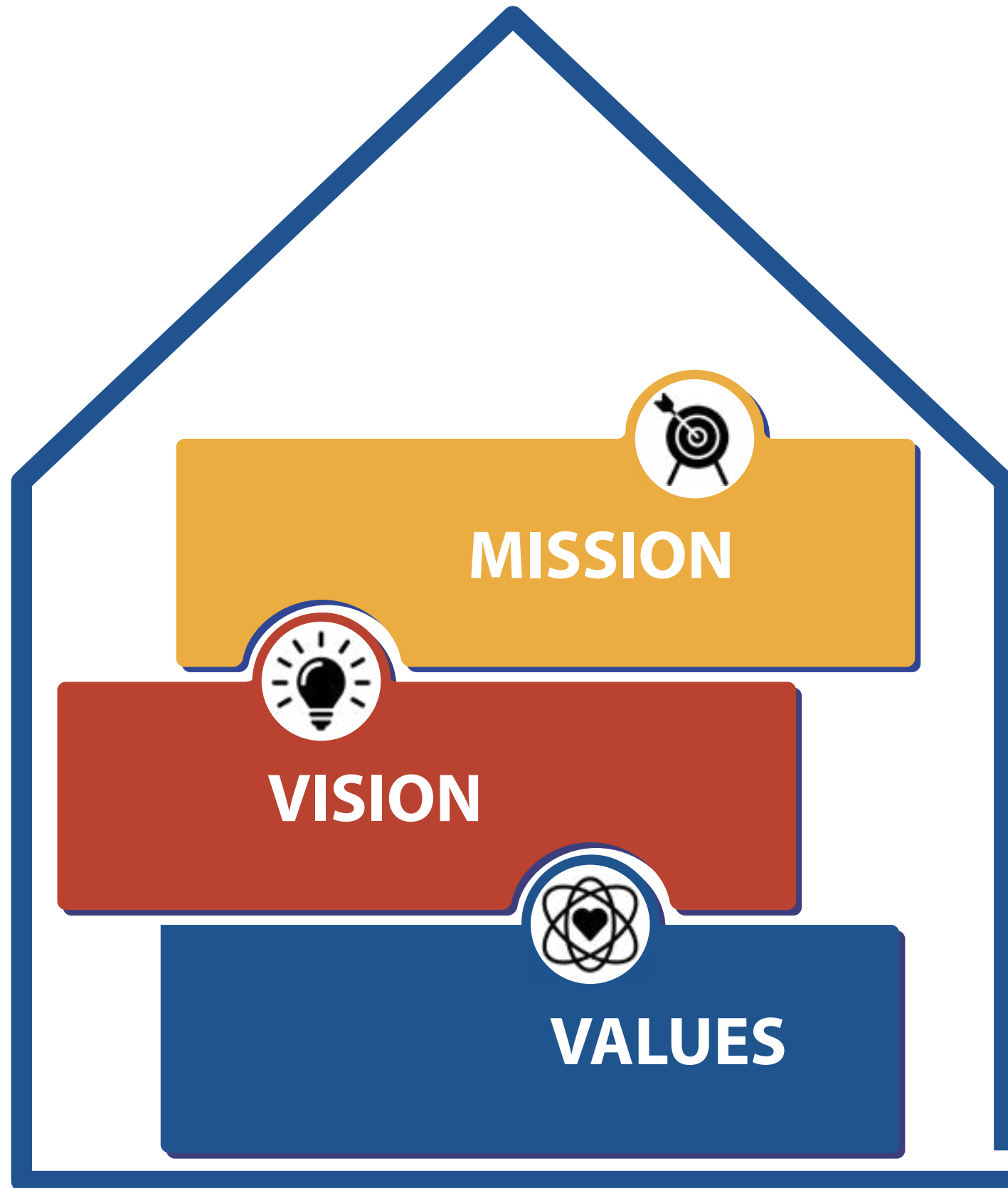
Amplify Research Profile and Excellence

Advance EDI, Decolonization, and Indigenization

Enhance our Digital and Physical Infrastructure

Foster a Healthy and Inclusive Culture

Raise our Visibility and Impact Locally and Globally



Our Mission

HSD engages and innovates for just, equitable, decolonial, and sustainable futures.

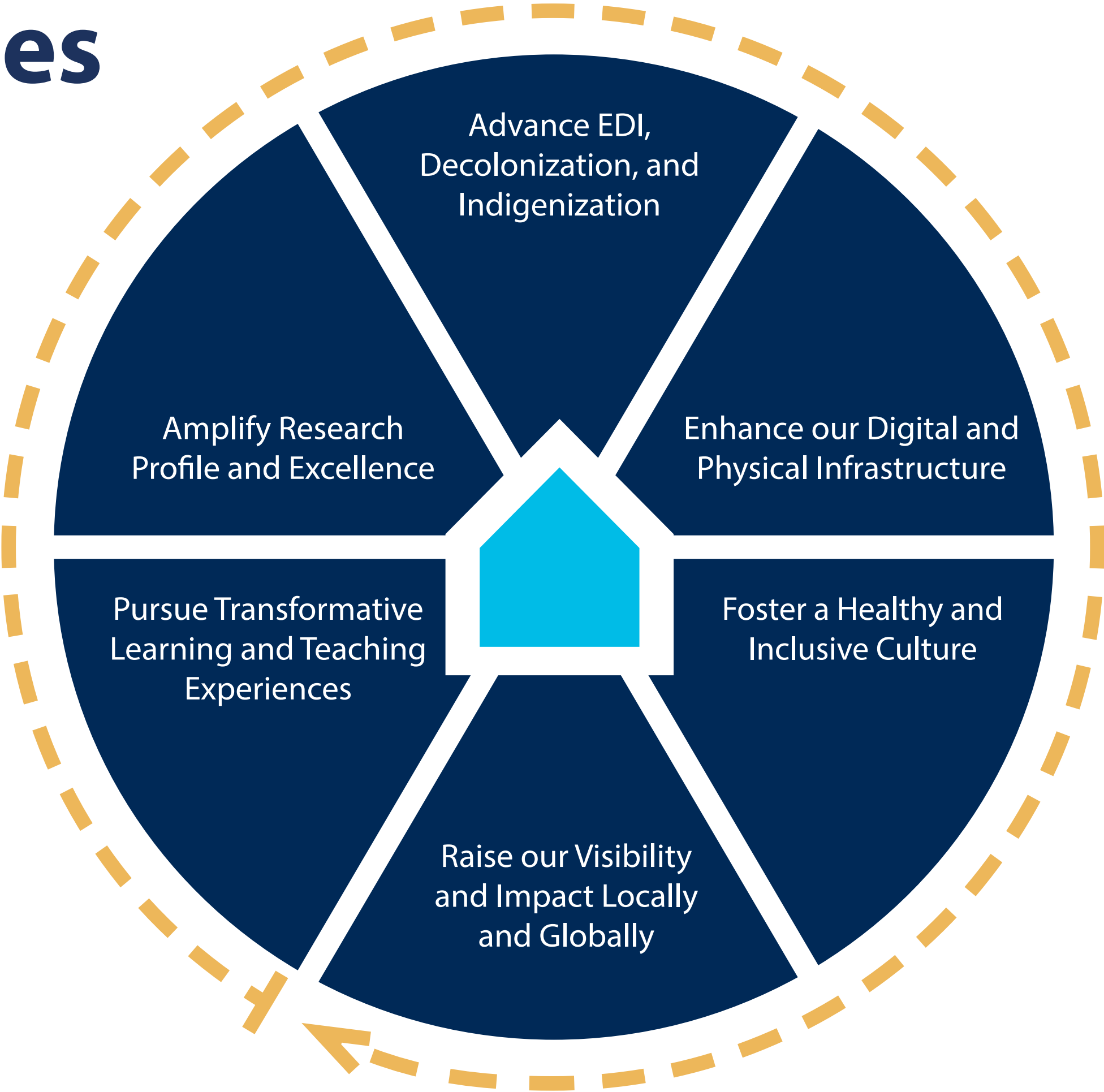
Our Vision

HSD will be a recognized local and global leader in transformative research, teaching, and professional practice for just, equitable, decolonial, and sustainable futures.

Our Values

- ▲ With mutual respect and accountability, **we hold up justice, equity, decolonization, and Indigenization.**
- ▲ **We nurture our individual and collective strengths** through interdisciplinary, and collaborative practice.
- ▲ **We are committed to fostering reciprocal relationships**, a healthy and inclusive culture, and centering human and planetary health.
- ▲ **We engage with and support students of all backgrounds** in transformative learning, research, and practices.
- ▲ **We strive to create and sustain an ecosystem of innovation** for learning, growth, and risk-taking.
- ▲ **We promote community engagement and advocacy** to foster change.

Priorities



Priority

Pursue Transformative Learning and Teaching Experiences



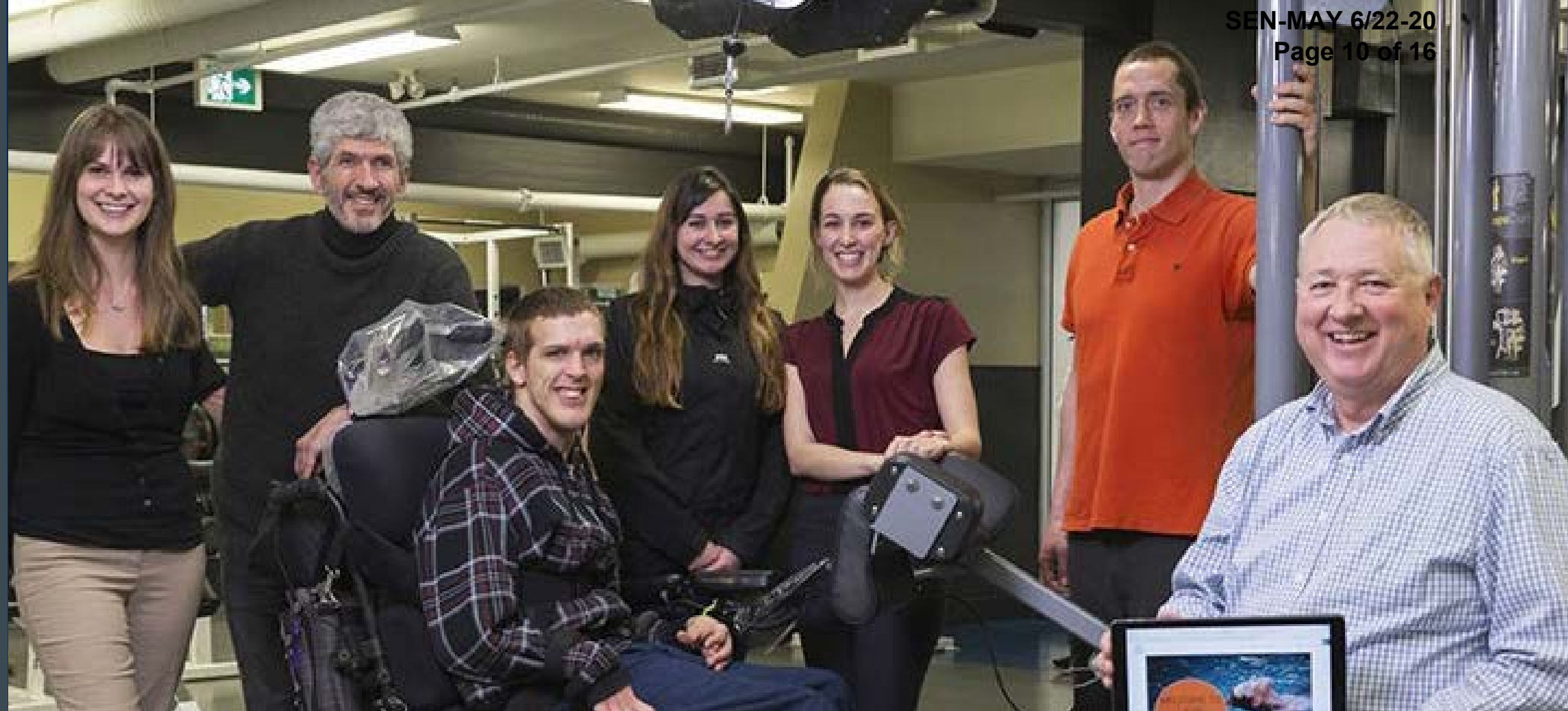
GOALS

- Further embed anti-racism, equity, diversity and inclusion, decolonization, Indigenization, accessibility, sustainability, and other approaches in teaching and learning.
- Continue to prepare students to address pressing real-world challenges through the integration of diverse pedagogies for transformative learning.
- In partnership with community, focus on addressing financial barriers for students to enable greater accessibility and affordability.
- Foster transformative teaching experiences across schools through supporting opportunities for professional development and scholarly activity for instructors and staff.
- Diversify our undergraduate and graduate student population and support and retain students from engagement to post-graduation.

Priority

Amplify Research Profile and Excellence

PRIORITIES



GOALS

- Raise the profile and amplify impact of faculty and student research through effective and targeted communication of our research findings.
- Grow the number of national and international research partnerships that are headed by HSD researchers as Principal Investigators.
- Diversify our research funding sources through increased opportunities for research innovation and larger grant funding that connects HSD with individual donors and partners within the public, for profit, and not-for-profit sectors.
- Promote and facilitate transdisciplinary community-led research with students and faculty.
- Increase funding for the HSD Research Centre to strengthen research supports for students and faculty.
- Continue to support the Research Centre's focus on research excellence and research supports for students and faculty.

Priority

Advance EDI, Decolonization, and Indigenization



GOALS

- Support students, staff, and faculty to live out and promote social justice values in all aspects of their work.
- Honour the diversity of Indigenous ways of being and knowing through reciprocal and respectful relationships with Elders, Knowledge Keepers, and local communities.
- Prioritize and support the work to advance EDI, decolonization, and Indigenization.
- Foster a welcoming and inclusive environment with and by students, faculty, and staff who are BIPOC, of diverse abilities, migrant and refugee identities, gender, and sexual minorities or an underrepresented group.



Priority

Enhance our Digital and Physical Infrastructure

PRIORITIES



GOALS

- In partnership and collaboration with Learning and Teaching Support and Innovation (LTSI), focus on enhancing the user experience of new and existing technologies within HSD that transform the delivery of our academic programs.
- Enable and advocate for accessibility to technologies for students, staff, faculty and within local/First Nations communities to increase access to HSD programs and services.
- Ensure that our physical and virtual infrastructure and services are optimally used to support learning, collaboration, and connection.
- Update our physical and virtual infrastructure and services to better reflect the diversity of the HSD community.

Priority

Foster a Healthy and Inclusive Culture



GOALS

- Foster an increased sense of community and belonging within HSD.
- Increase collaboration within HSD and with local and global communities.
- Create spaces and opportunities for students, staff, and faculty to thrive and maintain a holistic balance in their lives.
- Invest in and celebrate the excellence and diversity of contributions of students, staff, faculty, and alumni.
- Develop our collective resilience to thrive amidst the challenges of the world we live and serve in.

Priority

Raise our
Visibility
and Impact
Locally and
Globally

PRIORITIES



GOALS

- Collectively advance HSD's reputation and ranking locally and globally through strategic advocacy, brand building, marketing, and fund development.
- Strengthen networks and partnerships with UVic faculties, communities, employers, government, media, and local and global partners through respect, reciprocity, and accountability.
- Expand opportunities for students and alumni to meaningfully engage and sustain mutually-beneficial relationships with HSD and the broader community.

Next Steps

IMPLEMENTATION & REVIEW PROCESS

2022 - WE ARE HERE

Next Steps

Through an extensive 8-month engagement process with nearly 700 responses across two feedback surveys, **HSD students, staff, faculty, and alumni suggested initiatives and ideas to help achieve the vision** associated with the priority areas.

Our implementation and review process provides flexibility for our 7 schools (academic units) to develop implementation plans and success measures within their schools and align with priorities across HSD and UVic.

Implementation and review plans will be developed to honour and amplify the unique strengths and context of each school. We will collaborate with school directors to identify existing short and long-term initiatives, not necessarily new initiatives, to amplify our impact.

The dean's office will provide **regular communication on initiatives and share progress** on the Strategic Plan through our HSD Annual Review.

As we implement the plan, **we will listen to and work with our partners** across and beyond the university to respond to emerging needs within communities – local, regional, and international. Let's build together.

Approve the Plan

- Faculty Council reviews and vote on the strategic plan.
- Determine implementation lead(s) in collaboration with schools/teams.

Develop Implementation Plans

- Develop school-level implementation plans, tailored to each school's unique strengths and context.
- The dean's office will develop success measures to track our progress in collaboration with the schools.

ONGOING

Monitor and Review Progress

- Continue to communicate, implement, evaluate, and adapt the plan.

APRIL-
MAY

MAY-
AUGUST

MARCH

Launch/Communicate the Plan

- Develop and implement an integrated communications plan to share the approved strategic plan across and beyond HSD.

NEXT STEPS



Human and Social Development
University of Victoria
PO Box 1700 STN CSC
Victoria BC V8W 2Y2
Canada

hsdinfo@uvic.ca
uvic.ca/hsd

Office of the Vice-President Academic and Provost

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

DATE: April 20, 2022

TO: Members of Senate

FROM: Susan Lewis, Acting Vice-President Academic and Provost

RE: Annual Update on the Advisory Committee on Academic Accommodation and Access for Students with Disabilities

As per the university's policy on Academic Accommodation and Access for Students with Disabilities (AC1205), the Office of the Vice-President Academic and Provost is pleased to provide members of Senate with this annual report on the activities of the Advisory Committee on Academic Accommodation and Access for Students with Disabilities.

New Terms of Reference

As an advisory body to the Provost, in 2021, the Provost approved a revision to the terms of reference of the Advisory Committee (attached), with the most substantive change being an update to the composition of the committee. Notably, the Vice-Provost has taken on the role of committee chair, replacing the Associate Vice-President Student Affairs or designate. The membership structure now includes two student representatives from the Society for Students with a Disability and two faculty members from the Academic Advisory Committee on Equity and Diversity, among others (see below for an up-to-date list).

As per the new terms of reference, the committee meets at least four times per year. In 2021/22, the committee met on the following dates:

- October 25, 2021
- November 30, 2021
- January 28, 2022
- February 11, 2022

Policy AC1205

In addition to operationalizing the new terms of reference, Advisory Committee members provided critical feedback on proposed revisions to the Academic Accommodation and Access for Students with Disabilities (policy AC1205).

Policy AC1205 has been in effect since January 2006 and was last edited December 2017. The policy articulates the expectations and responsibilities of the institution, instructors and students in ensuring a successful and accessible learning environment. Students with disabilities seeking academic accommodation are expected to contact UVic's Centre for Accessible Learning (CAL) to initiate the process of determining and arranging the appropriate academic accommodation in individual situations. Every year, approximately 10% of students register with CAL.

As a result of feedback received to date, including through the Advisory Committee, the project team to review the policy has extended their timeline in order to have additional engagements with stakeholders, develop training, and explore resources that can support the implementation of the updated policy. The project team will continue discussions with the Advisory Committee before bringing the revised policy to Senate for approval later this year.

Membership in 2021/22

- Susan Lewis, Acting Vice-Provost (Chair)
- Joel Lynn, Executive Director, Student Services
- Laurie Keenan, Director, Centre for Accessible Learning
- Sabrina Jackson, Associate Registrar
- Leah Shumka, Equity & Human Rights Representative
- Garry Sagert, University Systems Representative
- Annette O'Hara, Ombudsperson
- Laurene Sheilds, Executive Director, Division of Learning and Teaching Support and Innovation
- Evanthia Baboula, Associate Deans Academic Council Representative
- Maureen Ryan, Associate Deans Academic Council Representative
- Tim Richards, Senate Committee on Learning and Teaching Representative
- Devi Mucina, Senate Committee on Academic Standards Representative
- Carmen Rodriguez de France, Academic Advisory Committee on Equity and Diversity Representative
- Victoria Wyatt, Academic Advisory Committee on Equity and Diversity Representative
- Sophia Papp, University of Victoria Students' Society Representative

- Hannah Brown, Graduate Students' Society Representative
- Julia Denley, Society for Students with a Disability Representative
- Jonathan Granirer, Society for Students with a Disability Representative

Attached: Terms of Reference for the Advisory Committee on Academic Accommodation and Access for Students with Disabilities (July 2021). The previous Terms of Reference (August 2018) is also included for reference.

**Advisory Committee on Academic Accommodation and Access
for Students with Disabilities**

TERMS OF REFERENCE

PURPOSE:

In accordance with University Policy AC1205 (Academic Accommodation and Access for Students with Disabilities), the Office of the Vice-President Academic and Provost will appoint and maintain an Advisory Committee on Accommodation and Access for Students with Disabilities (Advisory Committee) that will:

- a) address issues relevant to the implementation and improvement of this policy; and
- b) provide a report of its activities to Senate on an annual basis.

The execution of this responsibility is assigned to the Office of the Vice-Provost on behalf of the Vice-President Academic and Provost.

MEMBERSHIP:

Membership is determined on an annual basis by the Office of the Vice-Provost. Positions will be permanently held for:

- a) Vice-Provost (chair)
- b) one (1) undergraduate student appointed by the UVSS
- c) one (1) graduate student appointed by the GSS
- d) two (2) students appointed by the Society for Students with a Disability
- e) Executive Director, Student Services
- f) Director, Centre for Accessible Learning
- g) Associate Registrar
- h) Executive Director, Equity & Human Rights or designate
- i) Chief Information Officer and Associate Vice-President University Systems or designate
- j) Ombudsperson
- k) Executive Director, Division of Learning and Teaching Support and Innovation
- l) Two (2) associate deans representing the Associate Deans Academic Council
- m) One (1) faculty member from the Senate Committee on Learning and Teaching
- n) One (1) faculty member from the Senate Committee on Academic Standards
- o) Two (2) faculty members from the Academic Advisory Committee on Equity and Diversity

MANDATE:

The Advisory Committee has a responsibility to consider, review, and recommend opportunities for the University to further enhance the quality of the campus community for students with disabilities and to advise University leadership on issues that reflect the University's legal duty to accommodate and its commitment to an inclusive and welcoming academic environment for students. Specifically, the Advisory Committee will:

- 1) Review available institutional data, plans, goals, and issues related to supporting students with disabilities and recommend priorities based on key issues or themes identified in this information to the Vice-President Academic and Provost; this review should be undertaken in concert with the implementation of UVic's Strategic Enrolment Management Plan;
- 2) Review institutional policies and procedures related to accessibility, including Policy AC1205, and make recommendations to appropriate governing bodies and/or University leadership for consideration;
- 3) Receive any matters which arise in the fulfillment of policy and/or procedures related to accessibility and make recommendations to the appropriate governing bodies and authorities;
- 4) Review government and educational research, trends, reports, and requirements and make recommendations to appropriate governing bodies and/or University leadership for consideration; and
- 5) Serve as a forum to discuss new ideas, concepts, projects or technology which will assist the University to better fulfill its responsibilities to students with disabilities and enhance a culture of accessibility on campus.

COMMITTEE OPERATIONS:

- 1) The Advisory Committee will meet at least four (4) times per year.
- 2) The Vice-Provost will report to Senate in March on the activities and recommendations of the Advisory Committee.
- 3) The Vice-Provost may assign a small working group to consider a specific issue or project on behalf of the Committee.
- 4) The Advisory Committee, through its chair, will identify issues to be addressed by the Senate Committee on Learning and Teaching and the Senate Committee on Academic Standards.
- 5) Guests with expertise or advice on specific issues may be invited to Advisory Committee meetings.
- 6) Agendas and minutes of these meetings will be sent out to all committee members at least 24 hours in advance.



Advisory Committee on Academic Accommodation and Access for Students with Disabilities

TERMS OF REFERENCE

The terms of reference for the Advisory Committee were presented to Senate for feedback in November 2010. The terms of reference have now been finalized and will be submitted to the Vice-President Academic and Provost for approval.

PURPOSE:

In accordance with University Policy AC1205 (Academic Accommodation and Access for Students with Disabilities), the Office of the Vice-President Academic and Provost will appoint and maintain an Advisory Committee on Accommodation and Access for Students with Disabilities that will:

- a) address issues relevant to the implementation and improvement of this policy; and
- b) provide a report of its activities to Senate on an annual basis.

The execution of this responsibility is assigned to the Office of the Associate Vice-President Student Affairs on behalf of the Vice-President Academic and Provost.

MEMBERSHIP:

Membership is determined on an annual basis by the Office of the Associate Vice-President Student Affairs. Positions will be permanently held for:

- a) two (2) undergraduate students appointed by the UVSS;
- b) two (2) graduate students appointed by the GSS;
- c) AVP Student Affairs (Chair or Designate);
- d) Executive Director, Student Services (Chair on behalf of AVPSA)
- e) Director, Centre for Accessible Learning
- f) Director, Equity & Human Rights or designate;
- g) Ombudsperson;
- h) Executive Director, Division of Learning and Teaching and Innovation
- i) Accessibility Coordinator, Facilities Management;
- j) One member from the Senate Committee on Learning and Teaching;
- k) One member from the Senate Committee on Academic Standards.

MANDATE:

The Advisory Committee on Academic Accommodation and Access for Students with Disabilities (Advisory Committee) has a responsibility to consider, review, and recommend opportunities for the University to further enhance the quality of the campus community for students with disabilities and to advise University leadership on issues that reflect the University's duty to accommodate. Specifically, the Advisory Committee will:

- 1) Review available institutional data, plans, goals, and issues related to supporting students with disabilities and recommend priorities based on key issues or themes identified in this information to the Vice-President Academic and Provost;
- 2) Review institutional policies and procedures related to accessibility, including Policy AC1205, and make recommendations to appropriate governing bodies and/or University leadership for consideration;
- 3) Receive any matters which arise in the fulfillment of policy and/or procedures related to accessibility and make recommendations to the appropriate governing bodies and authorities;
- 4) Review government and educational research, trends, reports, and requirements and make recommendations to appropriate governing bodies and/or University leadership for consideration;
- 5) Serve as a forum for new ideas and concepts which will assist the University to better fulfill its responsibilities to persons with disabilities.

COMMITTEE OPERATIONS:

- 1) The Advisory Committee will meet four (4) or more, if required, times per year with dates allocated across the annual academic calendar.
- 2) The Associate Vice-President Student Affairs will provide a report to Senate in March on the activities and recommendations of the Advisory Committee.
- 3) The Associate Vice-President Student Affairs may, from time to time, assign a small working group to consider a specific issue or idea that requires evaluation beyond the capacity of the Advisory Committee.
- 4) The Advisory Committee will identify issues to be addressed by the Senate Committee on Learning and Teaching and the Senate Committee on Academic Standards.
- 5) From time to time, guests with expertise or advice on specific issues may be asked to participate in Advisory Committee meetings.
- 6) Agendas and minutes of these meetings will be sent out to all committee members at least 24 hours in advance.



2021-22

Annual Report on Non-Academic Misconduct Allegations
and Resolutions

March 2022

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INTRODUCTION

The university Resolution of Non-Academic Misconduct Allegations Policy (hereinafter referred to as 'Policy AC1300') was approved by the Senate and the Board of Governors in May 2011. Policy AC1300 came into effect in August 2011 and was renewed and updated in August 2017.

Policy AC1300 requires annual reporting to Senate and the Board of Governors detailing the nature of non-academic misconduct allegations, types of offenses and sanctions assigned to students found responsible for violating the policy and appeals.

2020-2021 Trends Identified in Student Non-Academic Misconduct:

Conduct trends observed by the Office of Student Life in the 2021-2022 reporting year include the following, as defined in Policy AC1300:

- Allegations not investigated (79 allegations)
 - Increase in allegations involving unauthorized access
 - Increase in allegations involving liquor violations

There was a large increase in allegations not investigated (79) this year compared to 31 allegations not investigated in 2020-2021. This was due in part to an increase in the number of informal processes initiated as early resolution opportunities for concerns on campus. A significant number of these allegations related to reported unauthorized access in relation to the Residence guest restriction applied by the university in response to COVID-19 concerns. This restriction was in place during the 2021-2022 academic year and prohibits all non-residence students from accessing any area of the Residence Complex. These allegations were responded to informally. The majority of these allegations also involved reported liquor violations on university property. The trend towards engaging in informal processes as a means of early resolution can be observed in the higher number of allegations not investigated under the policy and fewer formal investigation processes initiated.

BACKGROUND

Purpose and Scope of Policy AC1300

Policy AC1300 was designed to broadly address student conduct incidents that arise from time to time such as:

- theft, vandalism, or tampering with emergency equipment;
- unauthorized entry or presence in a university building;
- fraud, misuse or impersonation;
- disruptive or dangerous behaviours;
- high-risk alcohol and/or drug use;
- non-compliance with university policy;'
- failure to follow previous sanctions;
- assisting in non-academic misconduct; and
- illegal activities by a student occurring on university property or in connection with a university activity.

Policy AC1300 was developed and implemented to respond to student non-academic misconduct in a clear, predictable, and transparent manner with consistent response mechanisms. Generally, policy jurisdiction applies to student conduct issues that occur on university property and off-campus conduct only when the behaviour is directly connected to university operations or where students are formally representing the university. The policy does not govern issues of academic integrity or academic appeals, issues of student conduct administered under the Sexualized Violence Prevention and Response Policy (GV0245), or issues that are governed by previously existing university policies including the Discrimination and Harassment Policy (GV0205).

Policy AC1300 and its associated procedures include processes that are intended to facilitate fair and consistent decisions when resolving student misconduct allegations while supporting the clarification of what constitutes non-academic student misconduct at the university. Further, the policy and associated procedures:

- encourage the informal resolution of issues whenever appropriate;
- describe how a member of the university community can submit an allegation;
- set out investigative processes for formal allegations;
- describe possible sanctions for confirmed misconduct;
- provide criteria for determining any sanction(s) for confirmed misconduct (after an investigation);
- provide protocols around how to communicate decisions to the respondent and complainant; and
- provide processes to appeal decisions and sanctions.

(I) ALLEGATIONS SUBMITTED AND REVIEWED UNDER POLICY AC1300

How Sanctions are Determined when Misconduct is Confirmed

Where misconduct has been confirmed after an investigation, whenever possible, the sanctions applied are not intended to be punitive. Rather, whenever possible, the misconduct resolution process primarily focuses on assigning sanctions with educational outcomes that are designed to help support students' personal growth and development and to help the students understand the impact of their actions.

Decisions on appropriate sanctions for confirmed misconduct are made based on numerous considerations including:

- (a) the seriousness and impact of the Respondent's conduct on the University Community, a University Activity or the university's reputation or property;
- (b) whether the incident is isolated;
- (c) whether the incident was inadvertent or deliberate;
- (d) whether other university policies were violated;
- (e) related financial costs; and
- (f) any other mitigating factors.

When sanctions are applied against students found responsible for misconduct, the goal is to help the Respondent student to understand the full impact of their actions while helping the student to take steps to repair the harm done where appropriate, implement positive change and restore relationships and community whenever possible. Where appropriate and possible, Respondent participation and accountability are taken into account when determining appropriate sanctions.

Sanctions are not predetermined, but rather are reflective of the individual circumstances of the Respondent student and the specifics of a given case.

It is important to note that in some circumstances, it is appropriate for the university to impose punitive sanctions up to and including time-limited or permanent suspension from the university.

Table 1 - Summary of Non-Academic Misconduct Allegations

Table 1 contains information on the types of allegations submitted, investigated and resolved under Policy AC1300 since April 2016. It is important to note that a student may be investigated under Policy AC1300 for multiple allegations. With the renewal of Policy AC1300 in 2017, new categories of non-academic misconduct were introduced, which were not tracked in previous years. Dashes (-) in the table below indicate that the category was not applicable or tracked during that year.

Categories of Non-Academic Misconduct Allegations	Number of Allegations Received					
	<i>April 2016 –</i>	<i>April 2017 –</i>	<i>April 2018 –</i>	<i>April 2019 –</i>	<i>April 2020 –</i>	<i>April 2021 –</i>
	<i>March-17</i>	<i>March-18</i>	<i>March-19</i>	<i>March-20</i>	<i>March -21</i>	<i>March - 22</i>
High-risk alcohol or drug use	2	3	1	4	4	5
Disruptive or dangerous behaviour (includes verbal or communicated threats and physical assaults)	12	25	18	28	22	9
Theft, damage, or destruction to university property	2	4	10	11	4	1
Violation of previously imposed sanction or restriction	2	1	1	2	0	3
Unauthorized entry or presence	-	5	3	10	7	11
Fraud, Misuse or Impersonation	-	0	4	4	1	2
Submission of False, Frivolous or Vexatious Allegations	-	0	0	0	0	0
Illegal activities	-	0	0	0	0	0
Non-Compliance with University Policy	-	0	1	3	0	0
Assisting in Non-Academic Misconduct	-	0	0	0	0	0
Sexualized Violence (any unwanted act of a sexual nature)	5	1	-	-	-	-
Threatening written material or online messaging	1	-	-	-	-	
Allegations investigated	24	39	38	62	38	31
Allegations not investigated	3	12	4	10	31	79
Totals	27	51	42	72	69	110

Table 2 - Summary of Non-Academic Misconduct Outcomes

Table 2 contains summary information on the outcomes or resolutions reached under Policy

Outcome/Resolution	Number of Sanctions Assigned					
	Apr 2016 - Mar 2017	Apr 2017 - Mar 2018	Apr 2018 - Mar 2019	Apr 2019 - Mar 2020	Apr 2020 - Mar 2021	Apr 2021 - Mar 2022
A. Sanctions						
Written Warning	22	20	20	17	22	13
Apology	6	4	9	3	1	2
Participation in an Alternative Dispute Resolution Process (e.g., restorative justice, mediation, facilitated dialogue, etc.)	4	2	0	0	0	2
Limitation of Specified University Privileges	1	0	0	0	0	0
Restitution:						
(a) <i>Reflection Assignment</i>	9	17	6	7	15	2
(b) <i>Community Service</i>	2	1	1	0	0	0
(c) <i>Financial Re-payment</i>	0	0	4	2	4	1
Participation in Training/Workshops	10	10	1	0	0	1
Student Conduct Accountability Plan Development	-	2	3	0	0	0
Behavioural Agreement	-	-	2	4	13	6
Restricted Access (e.g., evicted from Residence, restricted access to segments of university property or university activity)	11	8	6	12	9	10
Notice of Trespass	0	0	-	-		
No contact	5	1	1	0	3	2
On-going meetings with Office of Student Life	2	4	3	0	2	2
Residence Probation	-	7	2	0	0	0
Time-limited Suspension from University	0	2	0	1	0	0
Permanent Suspension from University	0	1	0	0	0	0
Total sanctions	70	81	58	46	69	41
B. Other outcomes						
No Finding (<i>allegation dismissed due to insufficient information</i>)	0	2	2	2	11	2
Investigation discontinued	-	-	4	0	0	1
Student found not responsible for non-academic misconduct	3	2	2	1	3	0
Allegation(s) still under investigation	2	3	5	11	4	0
Student withdrew from university prior to conclusion of investigation	0	0	-	2	1	0
Total other outcomes	5	7	13	16	19	3

Table 3: Appeals under Policy AC1300

Under Policy AC1300, the following appeal options are available:

Available Appeal Options	Appeals Submitted April 2017 – March 2018	Appeals Submitted April 2018 – March 2019	Appeals Submitted April 2019 – March 2020	Appeals Submitted April 2020 – March 2021	Appeals Submitted April 2021 – March 2022
Appeal by complainant of the Office of Student Life's decision to not investigate a non-academic misconduct allegation	0	0	0	0	0
Appeal submitted deemed not to meet appeal grounds established in policy	0	0	0	0	0
Appeal of minor sanctions imposed for confirmed non-academic misconduct	4	0	0	0	2
Appeal of major sanction imposed by the President to the Senate Committee on Appeals	0	1	0	0	0
Total appeals	4	1	0	0	2

(II) Response to Trends

In response to the identified trends outlined in this report, the Office of Student Life plans to:

- Further develop the opportunities and processes for voluntary resolution and informal responses under the policy;
- Increase capacity to offer educational opportunities to support students to understand their responsibilities as a community member;
- Work with Residence Services to identify opportunities for early intervention and prevention strategies for all conduct issues; and
- Work with Legal Services to identify appropriate sanctions for respondents who participate in continued or repeated low-level conduct incidents.



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

Date: April 13, 2022
To: **Dr. Kevin Hall** - Senate Chair
From: Lisa Kalynchuk, Vice-President Research & Innovation
Re: *Annual report to Senate on UVic-approved research centre approvals, renewals and closures*

On October 3, 2014, Senate approved the reporting on UVic research centres' establishment, renewal and non-renewal (closure). This new reporting process was initiated to align practices with procedure and to give Senate members an annual overview of research centre activities. It was agreed that the Vice-President Research & Innovation would report annually to the Senate (in May) and the Board of Governors (in June) on the establishment, renewal and closure of UVic-approved research centres rather than doing so on an ad-hoc basis.

The 2021-22 annual report is appended here (Attachment A) for the information of Senate members, along with the approval authorities (Attachment B) and list and description of current centres (Attachment C).

ATTACHMENT A

ANNUAL REPORT TO BOARD 2021/22

Establishment, renewal and closure of UVic-approved research centres

The purpose of this annual report is to provide Senate with information about the establishment, renewal and closure of UVic-approved centres.

ESTABLISHMENT OF NEW RESEARCH CENTRES

There were no new research centres established in the 2021-22 academic year.

REVIEW OF EXISTING CENTRES

Inter-institutional

No inter-institutional research centres were reviewed in the 2021-22 academic year.

Multi-faculty

Canadian Institute for Substance Use Research (CISUR)

An external review of CISUR was conducted on campus on 19 & 20 October 2021. The recommendation to renew the centre-status of CISUR for a further five-year term from 1 July 2022 through 30 June 2027 was approved by Senate at its meeting on 1 April 2022.

Centre for Advanced Materials and Related Technology (CAMTEC)

CAMTEC was reviewed on 26 & 27 July 2021. The recommendation for a further five-year renewal from 1 January 2022 until 31 December 2026 was approved by Senate on 5 November 2021.

Centre for Youth and Society (CFYS)

On the recommendation of the Senate Committee on Planning from the meeting of 6 April 2022, the request to extend the approved centre status of CFYS for one year (from 1 July 2022 to 30 June 2023) will be considered by Senate at the meeting on 6 May 2022.

Inter-faculty

No inter-faculty research centres were reviewed in the 2021-22 academic year.

Intra-faculty

Astronomy Research Centre (ARC)

After consultation with the Office of the Vice-President Research & Innovation, the Dean of Science has approved a one-year extension of the approved centre status for ARC from 1 April 2023 – 31 March 2024 in order to allow more time to conduct their five-year review.

Centre for Social & Sustainable Innovation (CSSI)

After consultation with the Office of the Vice-President Research & Innovation, the Dean of the Gustavson School of Business has approved a one-year extension of CSSI from 1 January 2023 – 31 December 2023.

Victoria Subatomic Physics & Accelerator Research Centre (VISPA)

After consultation with the Office of the Vice-President Research & Innovation, the Dean of Science has approved the six-month extension of VISPA from 1 January 2023 – 30 June 2023. This will allow more time for the centre to conduct their five-year review.

MAJOR CHANGES TO EXISTING RESEARCH CENTRES

No major changes to existing research centres occurred in the 2021-22 academic year.

DISESTABLISHMENT / CLOSURE OF EXISTING RESEARCH CENTRES

No centres were closed in the 2021-22 academic year.

ATTACHMENT B

UVIC-APPROVED RESEARCH CENTRES

Approval levels for establishment, renewal and closure (as required by policy/procedures RH8300)

ACTIONS					
Establishment of new centres	Dean(s)	VPR	SCP	Senate	BOG
Inter-institutional	consult	recommend	recommend	recommend	approve
Multi-faculty	consult	recommend	recommend	approve	information
Inter-faculty	recommend	approve	information	information	information
Intra-faculty	approve	information		information	information
Renewal/closure/disestablishment of existing centres					
Inter-institutional	consult	recommend	recommend	recommend	approve
Pacific Institute for Climate Solutions (PICS)					
Multi-faculty	consult	recommend	recommend	approve	information
Canadian Institute for Substance Use Research (CISUR)					
Centre for Advanced Materials and Related Technology (CAMTEC)					
Centre for Asia Pacific Initiatives (CAPI)					
Centre for Global Studies (CFGs)					
Centre for Indigenous Research and Community-Led Engagement (CIRCLE)					
Centre for Studies in Religion and Society (CSRS)					
Centre for Youth and Society (CFYS)					
Institute for Integrated Energy Systems (IESVic)					
Institute on Aging and Lifelong Health (IALH)					
Inter-faculty	recommend	approve	information	information	information
None at present					
Intra-faculty	approve	information		information	information
Astronomy Research Centre (ARC)					
Institute for Applied Data Analytics (Matrix Institute)					
Centre for Forest Biology (FORB)					
Centre for Social and Sustainable Innovation (CSSI)					
Victoria Subatomic Physics and Accelerator research Centre (VISPA)					

BACKGROUND INFORMATION ON UVIC-APPROVED RESEARCH CENTRES

UVic Research centres are entities made up of **a group of faculty members who collaborate on shared areas of research**. Their work provides added value over and above individual research programs. UVic encourages the establishment of research centres that will enhance and facilitate disciplinary and interdisciplinary research collaboration, knowledge transfer and training. UVic's institutional research centres are central to our efforts to raise the profile of our research enterprise and assert our strengths within a global arena. At UVic, the guidelines for establishing a Research Centre are listed in the policy on [Establishment and Review of Research Centres \(and Associated Procedures\)](#) RH8300, and include:

- a) Promote and facilitate collaborative and/or interdisciplinary research and enhancement of research networking capacity and infrastructure.
- b) Increase and effectively manage the resources and research support for its members and the wider university community.
- c) Provide education and training in research and related skills, especially for graduate and undergraduate students and thereby enhance the academic programs of their constituent academic units.
- d) Contribute to the university's strategic educational and research missions and to support synergies between research, teaching and learning.
- e) Transfer and mobilize knowledge gained through research for the benefit of society, via a variety of mechanisms as appropriate.
- f) Enhance the reputation of its members, the constituent academic units, and the university through the quality of its work.

UVic currently has 15 research centres, 10 of which report to the Vice-President Research (currently delegated to the Associate Vice-President Research) and the rest reporting to a Dean or Deans.

The administrative requirements, approval and renewal processes, breadth of activities, and other aspects of research centres occur along a continuum that is proportionate to the breadth of their academic constituencies. This proportionality is primarily based on the location of the majority of the membership and activities of the centre and approximately parallels a department-faculty-university structure. Information about the UVic-approved research centres is listed under their categories below. More information can be found on the Research website:

<https://www.uvic.ca/research/learnabout/home/centres/index.php>

INTER-INSTITUTIONAL - membership and activities between multiple universities

Pacific Institute for Climate Solutions (PICS)

Date of establishment: 11 March 2008

Name of Director: Dr. Sybil Seitzinger

The mission of PICS is to partner with governments, the private sector, other researchers and civil society in order to undertake research, monitor and assess the potential impacts of climate change and develop and promote viable mitigation and adaptation options to better inform climate change policies and actions. A search is underway for the new PICS Executive Director who will begin on 1 November 2022.

MULTI-FACULTY - membership and activities normally between 3 or more faculties

Canadian Institute for Substance Use Research (CISUR) (formerly CARBC)

Date of establishment: 1 April 2003

Director: Dr. Tim Naimi

CISUR's mandate involves the study of psychoactive substance use, with particular attention to the exploration of ways to minimize negative impacts on individuals and society. Substance use, like other human behaviours, is influenced by multiple factors: personal, social and environmental. Effectively addressing the negative impacts requires understanding the various factors that influence substance use and that contribute to the differential impact of that use (positive or negative).

Centre for Advanced Materials and Related Technology (CAMTEC)

Date of establishment: 1 November 1992

Director: Dr. Fraser Hof

CAMTEC is a research centre committed to interdisciplinary work on advanced materials and technology. CAMTEC's objectives are to carry out fundamental and applied research in advanced materials, to train technical and academic personnel in these areas, and to disseminate the knowledge gained from the research through scientific publications, conferences, workshops and seminars. Dr. Fraser Hof was appointed Director of CAMTEC for a 4 term, starting on 1 January 2022 and ending on 31 December 2025.

Centre for Asia Pacific Initiatives (CAPI)

Date of establishment: 1 April 1989

Director: Dr. Victor V. Ramraj

The Centre's primary mandate is to conduct and facilitate research on policy issues related to the Asia-Pacific region. In addition, the Centre serves as a regional research facility to UVic and to the larger community. In March of 2022, Dr. Ramraj was re-appointed in his position as Director of CAPI for an additional five-year term ending 30 June 2027.

Centre for Global Studies (CFGS)

Date of establishment: 1 July 2000

Director: Dr. Oliver Schmidtke (2021-2022 Dr. Martin Bunton is serving as Acting Director)

CFGS is committed to fostering reflection on the complex array of social forces associated with an increasingly interconnected world characterized by new forms of economic activity, artistic production, politics, media, nationalism, ethnicity, spirituality and community that increasingly transcend local, national and regional boundaries.

Centre for Indigenous Research and Community-Led Engagement (CIRCLE)

Date of establishment: 1 June 2008

Director: Dr. Heidi Stark

The mandate of CIRCLE involves providing opportunities for collaborative Indigenous research development and implementation as well as capacity development and support for diverse Indigenous and allied research partners. The Centre also facilitates and supports the development, implementation and utilization of Indigenous research that is interdisciplinary, inter-institutional and community-led.

Centre for Studies in Religion and Society (CSRS)

Date of establishment: 1 April 1991

Director: Dr. Paul Bramadat

CSRS is a leading centre in Canada for scholarly interdisciplinary research on the intersection of religion and public life. The Centre hosts several national public policy research networks, sponsors visiting fellowships for senior and junior scholars and members of the community, and produces a dynamic annual program of public lectures and seminars.

Centre for Youth and Society (CFYS)

Date of establishment: 1 April 2002

Director: Dr. Fred Grouzet

CFYS aims to promote the well-being of youth from diverse social, economic and ethnic backgrounds across developmental transitions and in evolving societal circumstances. The core mandate of the Centre is to promote research and action that contribute to the well-being of youth, while offering the larger community a hub for dialogue in the form of seminars and workshops. Upon the recommendation of the Office of Vice-President Research & Innovation, Dr. Grouzet's directorship of CFYS has been extended for 1 year from 1 July 2022 – 30 June 2023.

Institute on Aging and Lifelong Health (IALH)

Date of establishment: 1 May 1993

Director: Dr. Scott Hofer (2021-2022 Dr. Damien Contandriopoulos is serving as Acting Director)

IALH's mandate is to promote and conduct basic and applied research throughout the lifespan. Research is conducted in partnership with seniors, their families, organizations, health care providers and the government. The research conducted includes needs assessments and social surveys, experimental research, program evaluations, development of clinical diagnostic tools and social policy research, some of which is conducted using the Survey Research Centre.

Institute for Integrated Energy Systems (IESVic)

Date of establishment: 1 February 1994

Director: Dr. Andrew Rowe (January-June 2022 Dr. Ned Djilali is serving as Acting Director; candidate search is under way)

IESVic is unique in its wide-ranging approach to sustainable energy research. The Institute's work involves strategic clean technologies, electrification and system integration, built environment, energy-economy-policy modeling and integrated planning for water-energy-land systems. IESVic provides leadership at the University of Victoria in the study of critical energy issues, human dimensions of energy, education and training, and works closely with industry, not-for-profits and government.

INTER-FACULTY - membership and activities normally between 2 faculties

None at present.

INTRA-FACULTY - membership and activities normally within a single department, a non-departmentalized Faculty, or between departments in a single faculty

Astronomy Research Centre (ARC)

Date of establishment: 1 April 2015

Faculty: Science

Director: Dr. Kim Venn

ARC brings together world-renowned researchers with the expertise to answer many basic questions about our universe. UVic scientists work closely with colleagues at the nearby [NRC Herzberg Astronomy and Astrophysics Centre](#) and at the [TRIUMF Laboratory](#) to form one of the largest concentrations of astronomy talent in Canada. Members are engaged in research ranging from observational planetary and stellar astrophysics, to computational astrophysics and cosmology, and observational galactic and extra-galactic astronomy. ARC is also involved in the development of some of the next-generation astronomical facilities, including the Thirty Meter Telescope, and leading-edge technologies such as high contrast imaging and adaptive optics.

[Centre for Forest Biology \(FORB\)](#)

Date of establishment: 10 December 1990

Faculty: Science

Director: Dr. Juergen Ehltng

FORB carries out fundamental and applied research in forest biology as well as trains graduate students and postdoctoral fellows. Research projects emphasize the adaptations of trees and their interactions with the environment, forming an integral part of climate solutions and mitigation.

[Centre for Social and Sustainable Innovation \(CSSI\)](#)

Date of establishment: January 2011

Faculty: Business

Director: Dr. Natalie Slawinski

CSSI is powered by the constantly charging battery of action, ideas and research housed at the Peter B. Gustavson School of Business. The Centre's goal is to open a door to the array of resources that help students, faculty and staff incorporate all kinds of sustainability into their studies, careers and lives. Business leaders can learn how research affects their industries, enlist students for creative sustainability solutions and speak in UVic classes about their field experiences.

[Institute for Applied Data Analytics \(Matrix Institute\)](#)

Date of establishment: April 2018

Faculty: Engineering

Name of Director: Dr. Ted Darcie & Dr. Margaret-Anne Storey

The Institute for Applied Data Analytics (known as the Matrix Institute) looks to coordinate, expand research capacity and enhance the UVic brand as a world-class destination for research and teaching in leading-edge Data Science. The Institute engages a broad spectrum of experts from diverse disciplines, including law, business, science, healthcare and social sciences to address vital social and public policy issues related to security, privacy, economics, environment and the impact of data-driven technology on society.

[Victoria Subatomic Physics and Accelerator Research Centre \(VISPA\)](#)

Date of establishment: January 2011

Faculty: Science

Name of Director: Dr. Randall Sobie

VISPA brings together people with the skills and expertise to investigate the fundamental constituents of the universe. VISPA members collaborate on leading international particle physics experiments, share computing and laboratory resources, jointly support and manage technical staff, provide a natural home for adjunct faculty from other institutions, and support high quality graduate and post-doctoral training.



University
of Victoria

University
Secretary

MEMO

Date: April 20, 2022
To: Members of Senate
From: Carrie Andersen, University Secretary
Re: **Regalia Design – Masters in Management**

As members of Senate may recall, the Masters in Management (MM) program was approved for delivery by the Faculty of Graduate Studies and the Peter B. Gustavson School of Business. The first group of students will graduate from the MM program in Fall 2022. Graduates of this program will receive a degree not previously offered by the university; therefore, it is necessary to determine the regalia hood for this degree.

The Senate approved guidelines for regalia state that:

Bachelors

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

*BA: scarlet
BRA: green
BCom: burgundy
BMus: pink
BSc: gold
BSN: apricot
Bed: blue
BSW: citron
BCYC: turquoise
BEng: orange
BSEng: pale yellow
JD: blue-purple*

Masters

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

*MASC: orange
MPA: russet*

Consistent with the guidelines for regalia, it is recommended that the regalia hood for the MM be burgundy. The regulations state that Masters degrees will have a "mitred neckpiece and a narrow band of black velvet one inch from the edge of the hood on the outside only". As the Masters of Business Administration (MBA) regalia hood has a band of black velvet, the MGB was differentiated with a band of white velvet. In turn, it is recommended that the colour of the band on the MM regalia hood be designed with a band of pewter blue.

After consultation with the Faculty of Graduate Studies, the School of Business and the Convocation Committee, it is recommended that the regalia hood for the MM be burgundy with a mitred neckpiece and narrow band of pewter blue one inch from the edge of the hood on the outside only.

Recommended motion:

That Senate approve the regalia hood for the Masters in Management be burgundy with a mitred neckpiece and a narrow band of pewter blue velvet one inch from the edge of the hood on the outside only.



**University
of Victoria**

**University
Secretary**

MEMO

Date: April 20, 2022

To: Members of Senate

From: Carrie Andersen
University Secretary

Re: **2021/2022 Emeriti**

Below is a listing of faculty, assistant teaching professors and librarians who were granted emeriti status in 2021/2022. This list is for Senate's information and will be submitted for inclusion into the 2022/2023 academic calendar, effective September 1, 2022.

Robert Alexander, BA (Western), MA (UofT), PhD (Cantab)
 Geraldine Allen, BSc, MSc (UBC), PhD (Oregon St.)
 Bradley Anholt, BSc (Alberta), MSc (Calgary), PhD (UBC)
 Deborah Begoray, BA (U of A), MA (Calg), PhD (UBC)
 Ashoka Bhat, BSc (Mys), BE, ME (Indian Inst of Sci), MSc, PhD (Tor), FIEEE, PEng
 Michael Bodden, BA, MA, PhD (Wis, Madison)
 Susan Boyd, BA (California, Santa Cruz), MCP (Antioch), PhD (Simon Fraser)
 Wanda Boyer, BEd (Calgary), MEd, PhD (S. Mississippi)
 Susan Brenna-Smith, BCom (U of Saskatchewan), MBA (Athabasca University), CPA, CA
 Sally Brenton-Haden, BMus, BEd (Mount Alison), MEd (New Brunswick), PhD (Alta)
 James Cassels, BA (Carleton), LLB (Western), LLM (Columbia), QC
 Warwick Dobson, BEd (Newcastle-upon-Tyne), MA (Lancaster), MA (Ed), PhD (Sussex)
 Sadik Dost, DipIng (KaraWanddeniz U of Tech), PhD (Istanbul Tech U), PEng
 Merwan Engineer, BA (UBC), MA, PhD (Queen's)
 Gerard Ferguson, BA (St. Patrick's), LLB (Ottawa), LLM (NY)
 Gordon D. Fulton, BA (Tor), MA, PhD (London)
 Kathryn Gillis, BSc (Queen's), PhD (DAL)
 Donna Greschner, BComm (Saskatchewan), LLB (Saskatchewan), BCL (Oxford)
 Emmanuel Herique, MA, D de Ille cycle (Nancy)
 Wanda Hurren, BEd, MEd (Sask), PhD (UBC)
 Kurt Kellan
 Mary Kerr, BFA (Manitoba), Doctor of Canon Law (honoris causa)(Manitoba)
 Tim Lilburn, BA (Regina), MA (Gonzaga), PhD (McMaster)
 Nigel Livingston, BSc, MSc, PhD (British Columbia)
 Wu-Sheng Lu, BSc (Fudan), MSc (E China Normal), MSc, PhD (Minnesota), FIEEE, FEIC
 Karen MacKinnon, BSN, MSN (Toronto), PhD (Calg)
 Michael Masson, BA (UBC), MA, PhD (Colo)
 Margo Matwychuk, BA (Winnipeg), MPhil, PhD (CUNY)
 Robert Miles, BA (SFU), MPhil (London), PhD (Sheffield)
 Hiroko Noro, BA, MA (Aoyama Gakuin), PhD (U of T)
 Paul Romaniuk, BSc (Honours), PhD (McMaster)
 Wolff-Michael Roth, MSc (Germ), PhD (Mississippi)

Esther Sangster-Gormley, BSN, MS (Florida), PhD (Dalhousie)
Margaret Scaia, BSN (Brit Col), MN (Calg), PhD (Victoria)
Timothy Stockwell, MA Hons. (Oxford), MSc (U of Surrey), PhD (London, UK)
Tadanobu Suzuki, MTS, MA, MLS
Stephen Tax, BCom (U of Manitoba), MBA, PhD (Arizona State University)
Duncan Taylor, BA (Queen's), PhD (Calif-Santa Cruz)
Reeta Tremblay, MPhil (Nehru), MA, PhD (Chicago)
Christopher Upton, BSc, PhD (Lond)
Michael Webb, BA (UBC), MSc (LSE), PhD (Stan)



University
of Victoria

University
Secretary

MEMO

Date: April 20, 2022
To: Members of Senate
From: Carrie Andersen
University Secretary
Re: **Elections update**

Members Elected by the Faculties

The following have been acclaimed by their faculty colleagues to serve on Senate for a three-year term beginning July 1, 2022 and ending June 30, 2025:

- Deborah Curran – Faculty of Law
- Graham McDonough – Faculty of Education
- Simon Minshall – Faculty of Human and Social Development
- Sudhir Nair – Peter B. Gustavson School of Business
- Danu Stinson – Faculty of Graduate Studies
- Jill Walshaw – Faculty of Humanities

The following have been elected by their faculty colleagues to serve on Senate for a three-year term beginning July 1, 2022 and ending June 30, 2025:

- Rishi Gupta – Faculty of Engineering and Computer Science
- Catherine Harding – Faculty of Fine Arts

Members Elected by Faculty Members

The following have been elected by their faculty colleagues to serve on Senate for a three-year term beginning July 1, 2022 and ending June 30, 2025:

- Donna Jeffrey – Faculty of Human and Social Development
- Phalguni Mukhopadhyaya – Faculty of Engineering and Computer Science

The following have been acclaimed by their faculty colleagues to serve on Senate for a one-year term beginning July 1, 2022 and ending June 30, 2023:

- Kenneth Stewart – Faculty of Social Sciences

Student Representatives

There are 16 student positions on the Senate, elected from the students who are members of the University of Victoria Students' Society and the Graduate Students' Society, in a manner that ensure that at least one student from each faculty is elected and three students from the Faculty of Graduate Studies are elected.

On January 10, 2022 a call for nominations was issued for student representatives to the Senate. Eight students were nominated and acclaimed. A second call for nominations was issued on February 28, 2022 for the eight remaining student representatives. Three nominations were received and were acclaimed.

The following students were acclaimed to Senate for 2022/2023.

- Chekwube Anyaegbunam (Faculty of Graduate Studies)
- Rebekah Dueck (Faculty of Education)
- Matsuko Friedland (Faculty of Human and Social Development)
- Ashmita Grewal (Faculty of Human and Social Development)
- Nathaniel Hope Tucker (Faculty of Social Sciences)
- Navinder Hundal (Faculty of Science)
- Tom Kerr (Peter B. Gustavson School of Business)
- Artem Kuklev (Faculty of Social Sciences)
- Liam Peta (Faculty of Social Sciences)
- Joban Raiwal (Faculty of Engineering and Computer Science)
- David Wu (Faculty of Fine Arts)

There continues to be five vacancies for student representatives on Senate. A third call for nominations will be issued late August/early September.



UVic undergraduate program changes: September 2022

Peter B. Gustavson School of Business

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Peter B. Gustavson School of Business	BCOM	Commerce	Change of the required courses for a program, Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP), Faculty of Human and Social Development, Department of English, Academic and Technical Writing Program

 Add new item

UVic undergraduate program changes: September 2022

Faculty of Education

Academic unit(s)	Code	Title	Type(s) of change	Consultation
School of Exercise Science, Physical and Health Education	BSC-KNSM	Kinesiology	Other	Co-operative Education Program and Career Services
School of Exercise Science, Physical and Health Education	UG-KINE-REQ	Kinesiology: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	
School of Exercise Science, Physical and Health Education	MNR-PE	Physical Education	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Curriculum and Instruction	BED-STE*	Post-Degree Professional Program (Secondary)	Other, Change of the required courses for a program	Department of Curriculum and Instruction
School of Exercise Science, Physical and Health Education	UG-RHED-REQ	Recreation and Health Education: Requirements	Change in the description of a program or credential not involving any change in program or credential requirements	
Department of Educational Psychology and Leadership Studies	DIPL-SPED	Special and Inclusive Education	Change in the description of a program or credential not involving any change in program or credential requirements	
Department of Educational Psychology and Leadership Studies	PSC-SPED	Special and Inclusive Education	Change in the description of a program or credential not involving any change in program or credential requirements	

✚ Add new item

UVic undergraduate program changes: September 2022

Faculty of Engineering and Computer Science

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Faculty of Engineering and Computer Science	UG-EN-REQ	Faculty of Engineering and Computer Science: Requirements	Other	Department of Civil Engineering, Department of Electrical and Computer Engineering, Department of Mechanical Engineering, Software Engineering, Biomedical Engineering
Department of Mechanical Engineering	BENG-MECH	Mechanical Engineering	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

 Add new item

UVic undergraduate program changes: September 2022

Faculty of Fine Arts

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Art History and Visual Studies	BA-AHAH	Art History and Visual Studies	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, Other	Associate Vice-President Academic Planning (AVPAP)
Department of Art History and Visual Studies	BA-AHAM	Art History and Visual Studies	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, Other	Associate Vice-President Academic Planning (AVPAP)
Department of Art History and Visual Studies	UG-AHVS-REQ	Art History and Visual Studies: Requirements	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Music	BMUS-COMP	Composition and Theory	Change of the required courses for a program, Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Faculty of Fine Arts	UG-FA-REQ	Faculty of Fine Arts: Requirements	Change in the description of a program or credential not involving any change in program or credential requirements, Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

Academic unit(s)	Code	Title	Type(s) of change	Consultation
School of Music	BA-MUAM*	Music	Creation	Associate Vice-President Academic Planning (AVPAP), Cultural, Social and Political Thought, Department of Art History and Visual Studies, Faculty of Education, Faculty of Fine Arts, Film Studies, Department of French, Department of English, Department of Anthropology, Department of Writing, Department of Theatre, Department of Germanic and Slavic Studies, Department of Hispanic and Italian Studies, School of Environmental Studies, Department of Philosophy, Department of History, Department of Gender Studies, Department of Psychology, Department of Sociology, Faculty of Humanities, Department of Visual Arts, Department of Linguistics
School of Music	BMUS-MEC	Music Education Secondary (Choral)	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, Other	Associate Vice-President Academic Planning (AVPAP)
School of Music	BMUS-MEI	Music Education Secondary (Instrumental)	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
School of Music	UG-MUS-REQ	Music: Requirements	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Music	BMUS-MART	Musical Arts	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
School of Music	BMUS-MYSS	Musicology and Sound Studies	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)

Academic unit(s)	Code	Title	Type(s) of change	Consultation
School of Music	BMUS-PRFM	Performance	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Department of Theatre	BFA-THFM	Theatre	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Department of Theatre	BA-THAH	Theatre History	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, Other	Associate Vice-President Academic Planning (AVPAP)
Department of Visual Arts	BFA-VAFH	Visual Arts	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, Other	Associate Vice-President Academic Planning (AVPAP)
Department of Visual Arts	BFA-VAFM	Visual Arts	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, Other	Associate Vice-President Academic Planning (AVPAP)
Department of Writing	BA-WRAM	Writing	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, Other, Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Writing	BFA-WRFM	Writing	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, Other	Associate Vice-President Academic Planning (AVPAP)

 Add new item

UVic undergraduate program changes: September 2022

Faculty of Human and Social Development

Academic unit(s)	Code	Title	Type(s) of change	Consultation
School of Health Information Science	BSC-HINF	Health Information Science	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
School of Child and Youth Care	PSC-ICYC	International Child and Youth Care	Discontinuance	Associate Vice-President Academic Planning (AVPAP)
School of Public Administration	MNR-ADMN	Public Administration	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
School of Public Health and Social Policy	BA-PH*	Public Health	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, Change in name of program or credential	Associate Vice-President Academic Planning (AVPAP)

 Add new item

UVic undergraduate program changes: September 2022

Faculty of Humanities

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of English	BA-ENAH	English	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Department of English	BA-ENAM	English	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
European Studies	MNR-EURO	European Studies	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Department of French	BA-FRAH	French and Francophone Studies	Change in name of program or credential	Associate Vice-President Academic Planning (AVPAP), Faculty of Humanities
Department of French	BA-FRAM	French and Francophone Studies	Change in name of program or credential	Associate Vice-President Academic Planning (AVPAP), Faculty of Humanities
Department of French	MNR-FREN	French and Francophone Studies	Change in name of program or credential	Associate Vice-President Academic Planning (AVPAP), Faculty of Humanities
Department of French	UG-FRAN-REQ	French and Francophone Studies: Requirements	Change in name of program or credential	Associate Vice-President Academic Planning (AVPAP), Faculty of Humanities
Department of History	BA-HSAH	History	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP), Department of French
Department of French	CERT-FLCP	Language and Cultural Proficiency: French	Other	Associate Vice-President Academic Planning (AVPAP), Faculty of Humanities
Department of Germanic and Slavic Studies	CERT-GLCP	Language and Cultural Proficiency: German	A modification that significantly changes a program or credential's focus, content, structure, or requirements	Associate Vice-President Academic Planning (AVPAP)
Department of Pacific and Asian Studies	CERT-JLCP	Language and Cultural Proficiency: Japanese	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Linguistics	UG-LING-REQ	Linguistics: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	
Department of Pacific and Asian Studies	UG-PAAS-REQ	Pacific and Asian Studies: Requirements	Change in the description of a program or credential not involving any change in program or credential requirements	

UVic undergraduate program changes: September 2022

Faculty of Science

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Psychology, Department of Biology	BSC- BPSD	Biology and Psychology	Other	Associate Vice-President Academic Planning (AVPAP), Department of Biology, Department of Mathematics and Statistics
Department of Psychology, Department of Biology	BSC- BPSC	Biology and Psychology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of Biology, Department of Mathematics and Statistics
Department of Biology	BSC- BISH- NUBI	Concentration in Neurobiology	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP), Department of Psychology
Department of Biology	BSC- BISM- NUBI	Concentration in Neurobiology	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP), Department of Psychology
Department of Economics, Department of Mathematics and Statistics	BSC- FESC	Financial Mathematics and Economics	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of Mathematics and Statistics, Department of Computer Science, Department of Economics
School of Earth and Ocean Sciences	MNR- OSC	Ocean Sciences	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	

 Add new item

UVic undergraduate program changes: September 2022

Faculty of Social Sciences

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Psychology, Department of Biology	BSC- BPSD	Biology and Psychology	Other	Associate Vice-President Academic Planning (AVPAP), Department of Biology, Department of Mathematics and Statistics
Department of Psychology, Department of Biology	BSC- BPSC	Biology and Psychology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of Biology, Department of Mathematics and Statistics
School of Environmental Studies	BA- ESAM	Environmental Studies	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	
Department of Economics	BA- ECAH-FIN	Finance Option	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Economics	BA- ECAM-FIN	Finance Option	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Economics	BSC- ECSM-FIN	Finance Option	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Economics	BSC- ECSH-FIN	Finance Option	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Economics, Department of Mathematics and Statistics	BSC- FESC	Financial Mathematics and Economics	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of Mathematics and Statistics, Department of Computer Science, Department of Economics
Global Development Studies	MNR- GDS	Global Development Studies	Other	Department of Economics

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Human Dimensions of Climate Change	UG-HDCC-REQ	Human Dimensions of Climate Change: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP), School of Public Administration, Canadian Studies, Department of Economics, School of Environmental Studies, School of Earth and Ocean Sciences, Department of Gender Studies, Department of Geography, Department of History, Department of Psychology, Department of Philosophy
Department of Political Science	BA-POAH-EURO	Option in European Studies	Change in name of program or credential, Change in the description of a program or credential not involving any change in program or credential requirements, Other	Associate Vice-President Academic Planning (AVPAP)
Department of Political Science	BA-POAM	Political Science	Change of the required courses for a program	
Department of Political Science	BA-POAH	Political Science	Change of the required courses for a program	
Department of Political Science	UG-POLI-REQ	Political Science: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	
Department of Psychology	UG-PSYC-REQ	Psychology: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
School of Environmental Studies	DIPL-RSNS	Restoration of Natural Systems	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

✚ Add new item

UVic undergraduate course changes: September 2022

Faculty of Education

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Educational Psychology and Leadership Studies	ED-D405	Advanced Educational Exceptionality	Prerequisite	
Department of Educational Psychology and Leadership Studies	ED-D411	Teaching Students with Behavioural and Emotional Difficulties	Prerequisite	
Department of Educational Psychology and Leadership Studies	ED-D425	Assistive Technology in the Inclusive Classroom	Prerequisite	
Department of Educational Psychology and Leadership Studies	ED-D427	Collaboration and Consultation in Special Education	Prerequisite, Supplemental note	
School of Exercise Science, Physical and Health Education	EPHE200	Introduction to Professional Evaluation and Reporting	Hours	
School of Exercise Science, Physical and Health Education	EPHE447	Kinesiology Seminar and Practicum	Prerequisite	
School of Exercise Science, Physical and Health Education	EPHE449	Parameters of Aging	Title	

 Add new item

UVic undergraduate course changes: September 2022

Faculty of Engineering and Computer Science

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Mechanical Engineering, Department of Electrical and Computer Engineering	BME335	Biosensors and Instrumentation	Description	
Department of Civil Engineering	CIVE411	Resilient Smart Cities	Mutually exclusive note (MX)	
Department of Civil Engineering	CIVE422	Finite Element Method (FEM)	New	
Department of Civil Engineering	CIVE444	Water and Sanitation for Low Resource Contexts	Cross-listing	
Department of Civil Engineering	CIVE448	Drinking Water Contaminants	Cross-listing	
Department of Civil Engineering	CIVE450	Green Building Design	Mutually exclusive note (MX)	
Department of Civil Engineering	CIVE454	Sustainable Infrastructure and Non-Destructive Health Monitoring	Cross-listing	
Department of Civil Engineering	CIVE457	Behaviour and Design of Steel Structures	Mutually exclusive note (MX)	
Department of Civil Engineering	CIVE458	Timber Structures	Cross-listing, Supplemental note	
Department of Civil Engineering	CIVE465	Energy Systems Decarbonization	Cross-listing	
Department of Computer Science	CSC375	Introduction to Systems Analysis	Description, Mutually exclusive note (MX)	School of Health Information Science, Department of Geography
Department of Computer Science	CSC422	Graph Algorithms	Mutually exclusive note (MX), Supplemental note	Department of Mathematics and Statistics

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Computer Science	CSC423	Randomized Algorithms	Mutually exclusive note (MX), Supplemental note	Department of Mathematics and Statistics
Department of Computer Science	CSC425	Analysis of Algorithms	Mutually exclusive note (MX), Supplemental note	Department of Mathematics and Statistics
Department of Computer Science	CSC426	Computational Geometry	Mutually exclusive note (MX), Supplemental note	Department of Mathematics and Statistics
Department of Computer Science	CSC428A	Combinatorial Algorithms	Mutually exclusive note (MX), Supplemental note	
Department of Computer Science	CSC429	Cryptography	Mutually exclusive note (MX), Supplemental note	Department of Mathematics and Statistics
Department of Computer Science	CSC435	Compiler Construction	Mutually exclusive note (MX), Supplemental note	
Department of Computer Science	CSC445	Operations Research: Linear Programming	Mutually exclusive note (MX), Supplemental note	Department of Mathematics and Statistics
Department of Computer Science	CSC446	Simulations in Operations Research	Mutually exclusive note (MX), Supplemental note	Department of Mathematics and Statistics
Department of Computer Science	CSC449	Numerical Linear Algebra	Mutually exclusive note (MX), Supplemental note	Department of Mathematics and Statistics
Department of Computer Science	CSC460	Design and Analysis of Real-time Systems	Mutually exclusive note (MX), Supplemental note	
Department of Computer Science	CSC461	Multimedia Systems	Mutually exclusive note (MX), Supplemental note	
Department of Computer Science	CSC462	Distributed Computing	Mutually exclusive note (MX), Supplemental note	Department of Mathematics and Statistics
Department of Computer Science	CSC463	Wireless and Mobile Networks	Mutually exclusive note (MX), Supplemental note	
Department of Computer Science	CSC464	Concurrency	Mutually exclusive note (MX), Supplemental note	
Department of Computer Science	CSC466	Overlay and Peer-to-Peer Networking	Mutually exclusive note (MX), Supplemental note	


Academic unit(s)	Course	Title	Type of change	Consultation
Department of Computer Science	CSC467	Switching, Network Traffic and Quality of Service	Mutually exclusive note (MX), Supplemental note	
Department of Electrical and Computer Engineering	ECE335	Biosensors and Instrumentation	Description	
Department of Mechanical Engineering	MECH320	Mechanics of Solids II	Description, Hours, Supplemental note	
Department of Mechanical Engineering	MECH342	Dynamics II	New	
Department of Mechanical Engineering	MECH381	Control Systems II	New	
Department of Mechanical Engineering	MECH390	Energy Conversion	Hours, Description, Supplemental note	
Department of Mechanical Engineering	MECH392	Mechanics of Fluids II	Reinstate, Hours, Description, Prerequisite, Supplemental note	
Department of Mechanical Engineering	MECH444	Wind Power Systems	Hours, Prerequisite, Supplemental note	
Department of Computer Science, Department of Electrical and Computer Engineering, Software Engineering	SENG321	Requirements Engineering	Mutually exclusive note (MX)	Department of Geography, School of Health Information Science
Department of Computer Science, Department of Electrical and Computer Engineering, Software Engineering	SENG360	Security Engineering	Prerequisite	Department of Geography, Department of Mathematics and Statistics
Department of Computer Science, Department of Electrical and Computer Engineering, Software Engineering	SENG460	Practice of Information Security and Privacy	Mutually exclusive note (MX), Supplemental note	
Department of Computer Science, Department of Electrical and Computer Engineering, Software Engineering	SENG461	Network Security	Retain	

UVic undergraduate course changes: September 2022

Faculty of Fine Arts

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Art History and Visual Studies	AHVS488N	Digital Planning for the Cultural Sector	Description, Title, Mutually exclusive note (MX)	
School of Music	MUS131	Introduction to Music Education	Description	
School of Music	MUS140	Individual Tuition	Units, Repeatable for credit (MTO)	
School of Music	MUS170A	Basic Musicianship IA	Hours	
School of Music	MUS170B	Basic Musicianship IB	Hours	
School of Music	MUS180C	University Concert Band	Description, Title	
School of Music	MUS205	Music Composition I	Prerequisite, Pre or corequisite	
School of Music	MUS240	Individual Tuition	Units, Repeatable for credit (MTO)	
School of Music	MUS245	Seminar in Performance	Units, Repeatable for credit (MTO)	
School of Music	MUS280C	University Concert Band	Description, Title	
School of Music	MUS336	Strings Techniques and Mentoring	Description, Title	
School of Music	MUS340	Individual Tuition	Units, Repeatable for credit (MTO)	
School of Music	MUS345	Seminar in Performance	Units, Repeatable for credit (MTO)	
School of Music	MUS380C	University Concert Band	Description, Title	
School of Music	MUS381	Chamber Music	Units	
School of Music	MUS401B	Counterpoint	Description, Title	
School of Music	MUS401D	Jazz Theory	Prerequisite	
School of Music	MUS440	Individual Tuition	Units, Repeatable for credit (MTO)	
School of Music	MUS445	Seminar in Performance	Repeatable for credit (MTO), Units	
School of Nursing	MUS480C	University Concert Band	Description, Title	
School of Music	MUS481	Chamber Music	Repeatable for credit (MTO), Units	
Department of Writing	WRIT315	Advanced Journalism and Professional Writing	Prerequisite	
Department of Writing	WRIT344	Trauma-Informed Journalism	New	

Academic unit(s)	Course	Title	Type of change
Department of Writing	WRIT345	Environmental Solutions Journalism	Title, Hours, Description, Supplemental note, Prerequisite, Repeatable for credit (MTO)
Department of Writing	WRIT401	Advanced Poetry Workshop	Repeatable for credit (MTO)
Department of Writing	WRIT402	Advanced Fiction Workshop	Repeatable for credit (MTO)
Department of Writing	WRIT403	Advanced Playwriting Workshop	Repeatable for credit (MTO)
Department of Writing	WRIT405	Multi-Genre Workshop	Prerequisite, Supplemental note
Department of Writing	WRIT418	Advanced Screenwriting Workshop	Repeatable for credit (MTO), Supplemental note

 Add new item

UVic undergraduate course changes: September 2022

Faculty of Human and Social Development

Academic unit(s)	Course	Title	Type of change	Consultation
School of Public Administration	ADMN201	Social-Ecological Justice and Action for Planetary Health	New	
School of Child and Youth Care	CYC101	Introduction to CYC Practice and Communications Technology	Delete	
School of Child and Youth Care	CYC131	Child and Youth Care Practice in Indigenous Settings	Delete	
School of Child and Youth Care	CYC132	Indigenous Leadership in Child and Youth Care	Delete	
School of Child and Youth Care	CYC495	Advanced Honours Seminar in CYC Theory, Research and Practice	Delete	
School of Child and Youth Care	CYCI460	Special Topics	Delete	
School of Child and Youth Care	CYCI484	Historical and Contemporary Theoretical Perspectives in ECCD	Delete	
School of Child and Youth Care	CYCI485	Child and Adolescent Development in Context	Delete	
School of Child and Youth Care	CYCI486	Professional Leadership in Early Childhood Care and Development	Sunset	
School of Child and Youth Care	CYCI487	Models, Programs and Strategies for Intervention in ECCD	Delete	
School of Health Information Science	HINF112	Introduction to Health Information Analysis	Prerequisite	
School of Health Information Science	HINF115	Programming for Health Care	Prerequisite	
School of Health Information Science	HINF200	Principles of Health Database Design	Pre or corequisite	
School of Public Health and Social Policy	HLTH252	Principles of Public and Population Health	New	
School of Public Health and Social Policy	HLTH253	Introduction to Indigenous Health in Canada	New	
School of Public Health and Social Policy	HLTH352	Promoting Healthy Sexualities	Description	
School of Public Health and Social Policy	INGH452	Indigenous Understandings of Healing and Wellness	Description, Title	
School of Nursing	NURS483	Teaching and Learning in Nursing Practice	Sunset	
School of Social Work	SOCW304	Social Work Practicum I	Prerequisite	
School of Social Work	SOCW304A	Social Work Practicum by Prior Learning Assessment (PLA)	Prerequisite	

Academic unit(s)	Course	Title	Type of change	Consultation
School of Social Work	SOCW312A	Collaborative conversations and working within communities	Prerequisite, Pre or corequisite	
School of Social Work	SOCW354	Introduction to Indigenous Perspectives on Social Work Practice	Prerequisite	
School of Social Work	SOCW391	Indigenous Approaches to Healing and Helping	Prerequisite	
School of Social Work	SOCW400	Introduction to Social Work in the Health Care Sector	Prerequisite	
School of Social Work	SOCW419	Research for Social Change	Prerequisite	
School of Social Work	SOCW435	Decolonial and Anti-oppressive Perspectives on Mental Health	Prerequisite	
School of Social Work	SOCW461	Decolonizing Perspectives on Transnational Social Work	Prerequisite	
School of Social Work	SOCW463	Environmental Justice and Social Work	Prerequisite	
School of Social Work	SOCW465	Interprofessional Practice with Children and Families	Prerequisite	
School of Social Work	SOCW469	Redefining Abilities in the Context of Theory and Practice	Prerequisite	
School of Social Work	SOCW471	Substance Use Theory, Policy and Practice in Social Work	Prerequisite	
School of Social Work	SOCW475	Critical Practice in Child Welfare Contexts	Prerequisite	
School of Social Work	SOCW476	Critical Policy Analysis in Child Welfare Contexts	Prerequisite	

 Add new item

UVic undergraduate course changes: September 2022

Faculty of Humanities

Academic unit(s)	Course	Title	Type of change	Consultation
Academic and Technical Writing Program	ATWP250	Genres of Business Communication	New	
Academic and Technical Writing Program	ATWP305	The Rhetoric of Health and Medicine	New	
Department of English	ENGL392	Studies in a Major Figure	Mutually exclusive note (MX)	
Department of English	ENGL401	Web Design	Retain	
Department of French	FRAN100	Intensive French I	Supplemental note	
Department of French	FRAN120	Intensive French II	Supplemental note	
Department of French	FRAN125	French-speaking Cultures (in English)	New	
Department of French	FRAN200	Introduction to French Linguistics	Description, Supplemental note	
Department of French	FRAN240	Intermediate Oral French	Prerequisite	
Department of French	FRAN265	Global French Connections	Description	
Department of French	FRAN305	Intermediate French Linguistics	Description, Hours	
Department of French	FRAN310	Literature, Media and Culture II	Hours	
Department of French	FRAN325A	The Tour de France (in English)	Title	
Department of French	FRAN336	Québec and Francophone Cinema (in English)	Description	
Department of French	FRAN345	Summer Francophone Institute	Description	
Department of French	FRAN360A	Paris on Stage	Description	
Department of French	FRAN365	Experiential Learning	Description	
Department of French	FRAN367	Francophone Immersion	Delete	
Department of French	FRAN375	Writing in French II	Hours	
Department of French	FRAN380	French Morphology	Delete	
Department of French	FRAN384	French Morphosyntax	New	
Department of French	FRAN385	French Syntax and Semantics	Delete	
Department of French	FRAN404	History of French	Prerequisite	

Academic unit(s)	Course	Title	Type of change
Department of French	FRAN405	Varieties of French	Description, Supplemental note
Department of French	FRAN407	Canadian Francophonie and Linguistic Ideologies	New, Prerequisite
Department of French	FRAN409	Speech Art in French	Hours
Department of French	FRAN417	Comparative Studies in Contemporary French and English Canadian Literature	Delete
Department of French	FRAN424	French Beyond France	Delete
Department of French	FRAN475	Modern French	Delete
Department of Germanic and Slavic Studies	GMST201	Intermediate German I	Prerequisite
Department of History	HSTR386A	Ocean History and Changing Human Relationships with the Sea	New
Faculty of Humanities	HUMA380	Humanities Research Methods and Ethics	New
Department of Hispanic and Italian Studies	ITAL100A	Beginners' Italian I	Description, Title, Mutually exclusive note (MX), Supplemental note
Department of Hispanic and Italian Studies	ITAL100B	Beginners' Italian II	Description, Title, Mutually exclusive note (MX)
Department of Hispanic and Italian Studies	ITAL149	Intensive Beginners' Italian	Title, Description
Latin American Studies Program	LAS381	Politics of Mass Media in Latin America	Description, Mutually exclusive note (MX)
Department of Linguistics	LING274	How to Learn a Language	Cross-listing, Mutually exclusive note (MX)
Department of Linguistics	LING390	The Growth of Modern English	Delete
Department of Linguistics	LING391	World Englishes	Delete
Department of Linguistics	LING392	Canadian English and Dialectology	Delete
Department of Pacific and Asian Studies	PAAS116	Beginner Chinese I: Part 1	Supplemental note
Department of Pacific and Asian Studies	PAAS117	Beginner Chinese I: Part 2	Supplemental note
Department of Pacific and Asian Studies	PAAS118	Intensive Beginner Chinese I	Supplemental note
Department of Pacific and Asian Studies	PAAS120	Introduction to Indonesian I	Description, Title

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Pacific and Asian Studies	PAAS121	Introduction to Indonesian II	Description, Title	
Department of Pacific and Asian Studies	PAAS128	Introduction to Korean I	Supplemental note	
Department of Pacific and Asian Studies	PAAS129	Introduction to Korean II	Supplemental note	
Department of Pacific and Asian Studies	PAAS218	Intensive Beginner Chinese II	Supplemental note	
Department of Pacific and Asian Studies	PAAS220	Intermediate Indonesian I	Description, Title, Reinstate	
Department of Pacific and Asian Studies	PAAS221	Intermediate Indonesian II	Title	
Department of Pacific and Asian Studies	PAAS228	Pre-Intermediate Korean I	Supplemental note	
Department of Pacific and Asian Studies	PAAS229	Pre-Intermediate Korean II	Supplemental note	
Department of Pacific and Asian Studies	PAAS252	Pop Cultural Asia	New	
Department of Pacific and Asian Studies	PAAS253	Activism in Asia	New	
Department of Pacific and Asian Studies	PAAS274	How to Learn a Language	New	
Department of Pacific and Asian Studies	PAAS285	Environmental Justice in Asia	New	
Department of Pacific and Asian Studies	PAAS318	Intermediate Chinese	Supplemental note	
Department of Pacific and Asian Studies	PAAS346	Digital Asia	New	
Department of Pacific and Asian Studies	PAAS353	Survey of Classical Chinese Literature	Prerequisite	
Department of Pacific and Asian Studies	PAAS385	Sex, Gender, and the Body in Japanese Culture	Description, Title	
Department of Pacific and Asian Studies	PAAS403	Capitalist Economy and the Asia-Pacific	Delete	

Academic unit(s)	Course	Title	Type of change
Department of Pacific and Asian Studies	PAAS410	Advanced Topics in Chinese Language and Culture	Title, Supplemental note
Department of Pacific and Asian Studies	PAAS411	Directed Readings in Chinese Language	Supplemental note
Department of Pacific and Asian Studies	PAAS412	Understanding Chinese Media	Supplemental note
Department of Pacific and Asian Studies	PAAS413	Effective Communication in Chinese	Supplemental note
Department of Pacific and Asian Studies	PAAS418	Classical Chinese Prose	Prerequisite
Department of Pacific and Asian Studies	PAAS420	Chinese Narrative	Prerequisite
Department of Pacific and Asian Studies	PAAS430	Seminar in Modern Japanese Literature	Description
Department of Pacific and Asian Studies	PAAS452	Teaching and Learning Chinese as an Additional Language	Description, Title, Prerequisite
Department of Pacific and Asian Studies	PAAS457	Authors in Classical Chinese Literature	Prerequisite
Department of Pacific and Asian Studies	PAAS458	Themes in Classical Chinese Literature	Prerequisite
Department of Pacific and Asian Studies	PAAS459	Directed Readings in Chinese Linguistics	Prerequisite
Department of Pacific and Asian Studies	PAAS481	Transcultural Japan	New
Department of Pacific and Asian Studies	PAAS486	Modern Japanese Theatre	Delete
Department of Germanic and Slavic Studies	SLST201	Intermediate Russian I	Prerequisite
Department of Germanic and Slavic Studies	SLST480	Tolstoy and the Age of Anna Karenina	Mutually exclusive note (MX)
Department of Germanic and Slavic Studies	SLST481	Existence and Anxiety in Dostoevsky	Mutually exclusive note (MX)
Department of Hispanic and Italian Studies	SPAN100A	Beginners' Spanish I	Description

Academic unit(s)	Course	Title	Type of change
Department of Hispanic and Italian Studies	SPAN185	Latin America Through Contemporary Film (in English)	Description, Title
Department of Hispanic and Italian Studies	SPAN304	Indigenous Latin America, Social Justice and the Environment (in English)	Mutually exclusive note (MX), Title
Department of Hispanic and Italian Studies	SPAN390	Hispanic Literature I	Supplemental note
Department of Hispanic and Italian Studies	SPAN391	Hispanic Literature II	Supplemental note

 Add new item

UVic undergraduate course changes: September 2022

Faculty of Science

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Biochemistry and Microbiology	BIOC409	Proteomics and Metabolomics	Description, Title	
Department of Biology	BIOL404	Sensory Biology	Description, Prerequisite	
Department of Biology	BIOL447	Ion Channels and Disease	Prerequisite	
Department of Biology	BIOL490A	Directed Studies and Research in Botany	Mutually exclusive note (MX)	
Department of Biology	BIOL490B	Directed Studies and Research in Ecology	Mutually exclusive note (MX)	
Department of Biology	BIOL490D	Directed Studies and Research in Marine Biology	Mutually exclusive note (MX)	
Department of Biology	BIOL490E	Directed Studies and Research in Zoology	Mutually exclusive note (MX)	
Department of Biology	BIOL490F	Directed Studies and Research in Cell and Molecular Biology	Mutually exclusive note (MX)	
Department of Biology	BIOL490G	Directed Studies and Research in Evolution	Mutually exclusive note (MX)	
Department of Biology	BIOL490H	Directed Studies and Research in Neurobiology	Mutually exclusive note (MX)	
Department of Biology	BIOL490J	Directed Studies and Research in Forest Biology	Mutually exclusive note (MX)	
Department of Biology	BIOL490K	Directed Studies in Communication in the Biological Sciences	New	
School of Earth and Ocean Sciences	EOS261	The Climate System	Prerequisite, Title, Description	
School of Earth and Ocean Sciences	EOS321	Earth History	Prerequisite	
School of Earth and Ocean Sciences	EOS350	Understanding the Oceans	Description, Title	
School of Earth and Ocean Sciences	EOS400	Advanced Field Geology	Prerequisite	
School of Earth and Ocean Sciences	EOS423	Advanced Sedimentology and Stratigraphy	Prerequisite, Pre or corequisite	
Department of Biochemistry and Microbiology	MICR303	Immunology	Description	

 Add new item

UVic undergraduate course changes: September 2022

Faculty of Social Sciences

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Economics	ECON435	Financial Economics	Prerequisite	
Department of Economics	ECON454	Theory of Corporate Finance	Prerequisite	
School of Environmental Studies	ER337	Fire Ecology	New	
School of Environmental Studies	ER390	Environmental Restoration Project	Units, Description, Repeatable for credit (MTO)	
School of Environmental Studies	ES345	Ocean History and Changing Human Relationships with the Sea	New	Department of History
Department of Geography				
Department of Geography	GEOG370	Hydrology	Prerequisite, Supplemental note	
Department of Political Science	GEOG411	Community-based Participatory Research	New	
Department of Political Science	POLI381	Politics of Mass Media in Latin America	Description	
Department of Political Science	POLI387	Feminist Political Economy	New	
Department of Political Science	POLI424	The Politics of Colonialism	New	
	POLI473	Advanced Topics in African Politics and Political Economy	Delete	
Department of Psychology				
Department of Psychology	PSYC205	Psychology of Diversity	Grading	
Department of Psychology	PSYC210	Conceptual Foundations of Psychology	Grading	
Department of Psychology	PSYC376	Social Psychology of Sexuality	Delete	
Department of Psychology	PSYC387	Stereotyping, Prejudice and Discrimination	New	
	PSYC425	Advanced Environmental Psychology	Prerequisite	Department of Anthropology
Department of Psychology				
Department of Psychology	PSYC431B	PSYC431B	Prerequisite	
Department of Psychology	PSYC431G	Self-Regulation and Goals	Prerequisite	
Department of Psychology	PSYC431H	Advanced Interpersonal Relationships	Prerequisite	
Department of Psychology	PSYC431I	Psychology and Law	Prerequisite	
Department of Psychology	PSYC431J	The Self	Prerequisite	
	PSYC476	Advanced Psychology of Sexuality	Delete	

Academic unit(s)

Course

Title


Type of change

Department of Sociology

SOCI356

International Crimes and Social Justice

New

 Add new item

UVic graduate program changes: September 2022

Peter B. Gustavson School of Business

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Peter B. Gustavson School of Business	MM-MGT	Management	Change in name of program or credential	Faculty of Graduate Studies, Co-operative Education Program and Career Services

 Add new item

UVic graduate program changes: September 2022

Faculty of Education

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Indigenous Education	GCERT-EDIL	Indigenous Language Revitalization	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of Linguistics
Department of Indigenous Education	MA-EDIL	Indigenous Language Revitalization	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of Linguistics
Department of Indigenous Education	MED-EDIL	Indigenous Language Revitalization	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of Linguistics
School of Exercise Science, Physical and Health Education	PHD-KINE	Kinesiology	Other	Faculty of Graduate Studies

 Add new item

UVic graduate program changes: September 2022

Faculty of Engineering and Computer Science

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Mechanical Engineering	MASC-MECH	Mechanical Engineering	Change in the description of a program or credential not involving any change in program or credential requirements	
Department of Mechanical Engineering	MENG-MECH	Mechanical Engineering	Change in the description of a program or credential not involving any change in program or credential requirements	
Department of Mechanical Engineering	PHD-MECH	Mechanical Engineering	Change in the description of a program or credential not involving any change in program or credential requirements	

 Add new item

UVic graduate program changes: September 2022

Faculty of Human and Social Development

Academic unit(s)	Code	Title	Type(s) of change	Consultation
School of Public Administration	GCERT-EVAL	Evaluation	Change in the description of a program or credential not involving any change in program or credential requirements	
School of Child and Youth Care	GDIPL-ICYC	International Child and Youth Care for Development	Discontinuance	
School of Public Health and Social Policy	GDIPL-PH	Public Health	Other	Associate Vice-President Academic Planning (AVPAP), Faculty of Graduate Studies
School of Public Administration	MA-CD	Community Development	Change in the description of a program or credential not involving any change in program or credential requirements	
Indigenous Governance Program	MA-IGOV	Indigenous Governance	Change in name of program or credential, Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP), School of Public Administration, School of Public Health and Social Policy, School of Child and Youth Care, School of Social Work, School of Nursing, School of Health Information Science
School of Public Health and Social Policy	MPA-ADMN	Public Administration (on campus)	Change in the description of a program or credential not involving any change in program or credential requirements	
School of Public Administration	MPA-ADMO	Public Administration (online)	Change in the description of a program or credential not involving any change in program or credential requirements	

➕ Add new item

UVic graduate program changes: September 2022

Faculty of Humanities

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of French	MA-FLLC	French Literature, Language and Culture	Other	Associate Vice-President Academic Planning (AVPAP), Faculty of Humanities
Department of French	MA-FLLC-FSPT	Concentration in Cultural, Social and Political Thought	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, Other	Associate Vice-President Academic Planning (AVPAP), Cultural, Social and Political Thought, Faculty of Humanities
Department of History	MA-HIST	History	Change in the description of a program or credential not involving any change in program or credential requirements	
Department of History	MA-HIST-PUHI	Public History	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

 Add new item

UVic graduate program changes: September 2022

Faculty of Science

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Chemistry	MSC-CHEM	Chemistry	Creation, A modification that significantly changes a program or credential's focus, content, structure, or requirements, Change of the required courses for a program	Faculty of Science, Associate Vice-President Academic Planning (AVPAP)

 Add new item

UVic graduate program changes: September 2022

Faculty of Social Sciences

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Geography	MA-GEOG	Geography	A modification that significantly changes a program or credential's focus, content, structure, or requirements, Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Geography	MSC-GEOG	Geography	A modification that significantly changes a program or credential's focus, content, structure, or requirements, Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Geography	PHD-GEOG	Geography	A modification that significantly changes a program or credential's focus, content, structure, or requirements, Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

 Add new item

UVic graduate course changes: September 2022

Faculty of Education

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Educational Psychology and Leadership Studies	ED-D571	Assistive Technology Theory to Practice	Title, Description	
School of Exercise Science, Physical and Health Education	EPHE693	Candidacy Exam - Kinesiology	Description	
Department of Indigenous Education	IED501	Linguistics for Language Revitalization	New	
Department of Indigenous Education	IED520	Indigenous Language Revitalization Pedagogies	Description, Title	
Department of Indigenous Education	IED557	Indigenous Additional Language Learning	New	
Department of Indigenous Education	IED577	The Global Context of Language Revitalization	New	
Department of Indigenous Education	IED598	Major Project	Units	
Department of Indigenous Education	IED599	Thesis	Units	

 Add new item

UVic graduate course changes: September 2022

Faculty of Engineering and Computer Science


Academic unit(s)	Course	Title	Type of change	Consultation
Biomedical Engineering	BME510	Bioprinting and 3D Printing Human Body Parts	Mutually exclusive note (MX)	
Department of Civil Engineering	CIVE511	Resilient Smart Cities	Mutually exclusive note (MX)	
Department of Civil Engineering	CIVE519A	MEng Project in Industrial Ecology A	Pro Forma	
Department of Civil Engineering	CIVE519B	MEng Project in Industrial Ecology B	Pro Forma	
Department of Civil Engineering	CIVE522	Finite Element Method (FEM)	New	
Department of Civil Engineering	CIVE544	Water and Sanitation for Low Resource Contexts	Cross-listing, Hours	
Department of Civil Engineering	CIVE548	Drinking Water Contaminants	Cross-listing	
Department of Civil Engineering	CIVE550	Green Building Design	Mutually exclusive note (MX)	
Department of Civil Engineering	CIVE554	Sustainable Infrastructure and Non-Destructive Health Monitoring	Cross-listing	
Department of Civil Engineering	CIVE557	Behaviour and Design of Steel Structures	Mutually exclusive note (MX)	
Department of Civil Engineering	CIVE558	Timber Structures	Cross-listing	
Department of Civil Engineering	CIVE565	Energy Systems Decarbonization	Cross-listing	
Department of Computer Science	CSC520	Analysis of Algorithms	Mutually exclusive note (MX), Supplemental note	
Department of Computer Science	CSC522	Graph Algorithms	Mutually exclusive note (MX), Supplemental note	
Department of Computer Science	CSC523	Randomized Algorithms	Mutually exclusive note (MX), Supplemental note	
Department of Computer Science	CSC526	Computational Geometry	Mutually exclusive note (MX), Supplemental note	
Department of Computer Science	CSC528	Combinatorial Algorithms	Mutually exclusive note (MX), Supplemental note	
Department of Computer Science	CSC529	Cryptography	Mutually exclusive note (MX), Supplemental note	

Academic unit(s)	Course	Title	Type of change
Department of Computer Science	CSC535	Compiler Construction	Mutually exclusive note (MX), Supplemental note
Department of Computer Science	CSC540	Numerical Analysis I	Retain, Mutually exclusive note (MX), Supplemental note
Department of Computer Science	CSC545	Operations Research I	Mutually exclusive note (MX), Supplemental note
Department of Computer Science	CSC546	Operations Research II	Mutually exclusive note (MX), Supplemental note
Department of Computer Science	CSC560	Design and Analysis of Real-Time Systems	Supplemental note, Mutually exclusive note (MX)
Department of Computer Science	CSC561	Multimedia Systems	Mutually exclusive note (MX), Supplemental note
Department of Computer Science	CSC562	Distributed Computing	Mutually exclusive note (MX), Supplemental note
Department of Computer Science	CSC564	Concurrency	Mutually exclusive note (MX), Supplemental note
Department of Computer Science	CSC567	Switching, Network Traffic and Quality of Service	Mutually exclusive note (MX), Supplemental note
Department of Computer Science	CSC569	Wireless and Mobile Networks	Mutually exclusive note (MX), Supplemental note
Department of Computer Science	CSC579	Overlay and Peer-to-Peer Networking	Mutually exclusive note (MX), Supplemental note
Department of Mechanical Engineering	MECH501	Introduction to Continuum Mechanics	Subject and/or number
Department of Mechanical Engineering	MECH602	Introduction to Continuum Mechanics	Subject and/or number, Mutually exclusive note (MX), Formerly
Department of Mechanical Engineering	MECH693	Candidacy Examination	Pre or corequisite

 Add new item

UVic graduate course changes: September 2022

Faculty of Fine Arts

Academic unit(s)	Course	Title	Type of change	Consultation
School of Music	MUS580C	University Concert Band	Repeatable for credit (MTO), Title, Description, Hours, Supplemental note	
 Add new item				

UVic graduate course changes: September 2022

Faculty of Human and Social Development

Academic unit(s)	Course	Title	Type of change	Consultation
School of Child and Youth Care	CYC547	Professional Leadership in Child and Youth Care	Delete	
School of Child and Youth Care	CYC549	Program Design and Development in Child and Youth Care	Delete	
Indigenous Governance Program	IGOV598	Community Governance Project	Description, Units	
Indigenous Governance Program	IGOV599	Thesis	Reinstate	
School of Public Health and Social Policy	PHSP507	Practicum	Sunset	
School of Public Health and Social Policy	PHSP508A	Culminating Report	Sunset	

 Add new item

UVic graduate course changes: September 2022

Faculty of Humanities

Academic unit(s)	Course	Title	Type of change	Consultation
Department of French	FRAN598	Reading List/Oral	Description	
Department of French	FRAN599	Thesis/Oral	Description	
Department of Linguistics	LING501	Linguistics for Language Revitalization	Cross-listing, Mutually exclusive note (MX)	
Department of Linguistics	LING557	Indigenous Additional Language Learning	New	
Department of Linguistics	LING577	The Global Context of Language Revitalization	Cross-listing, Mutually exclusive note (MX), Description	

 Add new item

UVic graduate course changes: September 2022

Faculty of Science

Academic unit(s)	Course	Title	Type of change	Consultation
School of Earth and Ocean Sciences	EOS525	Research Frontiers in Earth, Ocean and Atmospheric Science	Description, Title	
School of Earth and Ocean Sciences	EOS580	Directed Studies	Supplemental note, Repeatable for credit (MTO), Units	

 Add new item

UVic graduate course changes: September 2022

Faculty of Social Sciences

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Geography	GEOG536	Advanced Seminar in Human Geography	Delete	
Department of Geography	GEOG537	Advanced Seminar in Physical Geography	Delete	
Department of Geography	GEOG538	Advanced Seminar in Geomatics	Delete	
Department of Geography	GEOG539	Advanced Seminar in Resource Management	Delete	
Department of Geography	GEOG546	Advanced Topics in Human Geography	Delete	
Department of Geography	GEOG547	Advanced Topics in Physical Geography	Delete	
Department of Geography	GEOG548	Advanced Topics in Geomatics	Delete	
Department of Geography	GEOG549	Advanced Topics in Resource Management	Delete	
Department of Political Science	POLI514	Politics of the European Union	Retain	
Department of Political Science	POLI524	Politics of Colonialism	New	
Department of Psychology	PSYC556	Applied Clinical Assessment in Cognitive Functioning	Description	
Department of Psychology	PSYC586B	Practice in Advanced Clinical Assessment	Prerequisite, Pre or corequisite	

 Add new item