



The next open meeting of the Senate of the University of Victoria is scheduled for Friday, November 5, 2021 at 3:30 p.m. in the Michele Pujol Room, Student Union Building.

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

1. APPROVAL OF THE AGENDA ACTION

2. MINUTES

- a. October 1, 2021 (SEN-NOV 5/21-1) ACTION

Motion: That the minutes of the open session of the meeting of the Senate held on October 1, 2021 be approved and that the approved minutes be circulated in the usual way.

3. BUSINESS ARISING FROM THE MINUTES

4. REMARKS FROM THE CHAIR

- a. President's Report INFORMATION
- b. United Way Presentation INFORMATION
*Allana Lindgren and Jennifer Vornbrock,
UVic United Way Campaign Co-chairs*

5. CORRESPONDENCE

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

- a. Senate Committee on Agenda and Governance - Dr. Kevin Hall, Chair
- i. Appointment to the 2021/2022 Senate Committee on University Budget (SEN-NOV 5/21-2) ACTION

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

b. Senate Committee on Awards – Dr. Charlotte Schallié, Chair

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|-----|--|--------------------|
| i. | 2021/2022 Annual Report (SEN-NOV 5/21-3) | INFORMATION |
| ii. | New and Revised Awards (SEN-NOV 5/21-4) | 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:

- Yvonne Allen Cancer Research Scholarship (Revised)
- Ronald Lou-Poy Entrance Scholarship (Revised)
- Richard Gilhooley and Karen Ockelton Scholarship* (New)
- Native Northwest Reconciliation Award (New)
- First Open Heart Society of B.C. Scholarship (New)
- Doug Tate Men’s Rugby Award* (Revised)
- James H. Coward Award* (Revised)
- Dr. Ken and Barbara Thornton Award* (Revised)
- Robert Herchak Graduate Scholarship in Ukrainian Studies* (New)
- Undergraduate Award in Indigenous Language Revitalization (New)
- Jennifer van Dyk Memorial Women’s Field Hockey Award* (New)
- Blake, Cassels and Graydon Entrance Bursary (New)
- Active Earth Engineering Award for Indigenous Students in STEM (New)
- Graduate Scholarship in Indigenous Language Revitalization (New)

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c. Senate Committee on Learning and Teaching - Dr. Alexandra D’Arcy, Chair

- | | | |
|----|--|---------------|
| i. | Guidelines for Summer Term 2022 Courses (SEN-NOV 5/21-5) | ACTION |
|----|--|---------------|

Motion: That Senate approve the “Guidelines for Summer terms 2022 courses.”

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|-----|--|---------------|
| ii. | Revisions to the Calendar to maintain consistency with the Freedom of Information and Protection of Privacy Act (FIPPA) (SEN-NOV 5/21-6) | ACTION |
|-----|--|---------------|

Motion: That Senate approve the revisions to the disclosure of student contact information outside of Canada in the academic calendars as described in the memo “Revisions to the Calendar to maintain consistency with the Freedom of Information and Protection of Privacy Act (FIPPA)”, dated September 29, 2021.

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

- i. Proposal to establish a Minor in Indigenous Community Development and Governance (**SEN-NOV 5/21-7**) **ACTION**

Motion: 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.

- ii. Proposal to establish a Professional Specialization Certificate in Indigenous Community Development and Governance (**SEN-NOV 5/21-8**) **ACTION**

Motion: 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.

- iii. Proposal to discontinue the Combined Major in Hispanic and Italian Studies (**SEN-NOV 5/21-9**) **ACTION**

Motion: 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”.

- iv. Proposal to renew the Centre for Advanced Materials and Related Technology (CAMTEC) as an Approved UVic Research Centre (**SEN-NOV 5/21-10**) **ACTION**

Motion: 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.

7. PROPOSALS AND REPORTS FROM FACULTIES

a. Faculty of Human and Social Development

- i. Constitution and Operating Structure (**SEN-NOV 5/21-11**) **ACTION**

Motion: That Senate approve the *Faculty of Human and Social Development Constitution and Operating Structure*.

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

- a. Enrolment update **INFORMATION**

9. OTHER BUSINESS

- a. Update on Aspiration 2030 **INFORMATION**

- b. Updates to Art Collections Policy (BP3310) (**SEN-NOV 5/21-12**) **ACTION**

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

- c. Proposed amendment to the Senate Rules and Procedures (**SEN-NOV 5/21-13**) **ACTION**

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

10. ADJOURNMENT



Meeting of Senate
October 1, 2021

MINUTES

An open meeting of the Senate of the University of Victoria was held on October 1, 2021 at 3:30 p.m. in the Michele Pujol Room, Student Union Building.

1. APPROVAL OF THE AGENDA

Motion: (R. Hancock/M. Hoorfar)
That the agenda be approved as circulated.

CARRIED

2. REMARKS FROM THE CHAIR

a. President's Report

Kevin Hall welcomed Senators to the first meeting of the academic year.

Remarking on the 2nd anniversary of the tragic Bamfield accident, Dr. Hall noted that Student Affairs is working with the students to plan a voluntary boat trip to Bamfield.

Dr. Hall reported that undergraduate enrollments have increased from last year. He noted that graduate enrollment also showed a slight rebound from the decrease last year due to the pandemic. Overall, more international students have enrolled this fall as compared to last year but the total number of international students is still down from 2019 enrolment levels. Dr. Hall observed that this may change as government regulations regarding entry into Canada evolve. He also noted the positive response from students regarding the return to campus, acknowledged the continued high workloads while dealing with the pandemic, and thanked the Provost's office for the increase of 114 classrooms now equipped with recording capacity technology.

Regarding the pandemic, Dr. Hall announced the Thrive application used to for the COVID-19 vaccine self-declaration launched from September 8th to September 26th with over 24,600 people self-declaring their vaccination status. Results have shown that in both our students and employees, approximately 98.5% are vaccinated. Dr. Hall noted that in regards to enforcement, random vaccination audits will begin shortly.

Dr. Hall thanked the faculties for their excellent orientation efforts welcoming 1st and 2nd-year students to campus. He also thanked those who formally welcomed him to the territory after requesting to be installed as UVic's 8th president. Both the Welcome to the Territory and the Installation Ceremony followed Coast Salish protocol.

The Indigenous Welcome to Campus on September 9th honoured the land and language of the territory which the university resides and addressed the need for truth, respect and reconciliation. Dr. Hall thanked the Indigenous Academic Community Engagement for organizing the series of events for Orange Shirt Day

with speaking panels, films and ceremony. He also commended the Victoria Forum's webinar, "Hearing the Call: University Responses to the Truth & Reconciliation Commission".

Regarding rankings and reputation, Dr. Hall reported that UVic has moved up to the 301-350 range in the Times Higher Education World Academic rankings from last year's position in the 351-400 category. He stated that this steady increase is significant as we continue to strive for a top 200 placement.

In terms of faculty and student awards, Dr. Hall recognized those members of our campus who have received honours from the Royal Society of Canada as well as Jonathan Bengtson, University Librarian and Senate member, who received the Ron MacDonald Distinguished Service Award from the Canadian Research Knowledge Network. Finally, congratulations were extended to the REACH Award recipients announced earlier this month, including Mauricio Garcia-Barrera, Associate Professor, Department of Psychology and member of Senate for receiving the award for Excellence in Graduate Student Supervision and Mentorship.

b. Strategic Framework Implementation Report

Valerie Kuehne, Vice-President Academic and Provost, introduced the report. She noted that the Strategic Framework was approved in 2018 and that this was the third annual implementation report.

Dr. Hall commented on the National Day for Truth and Reconciliation and its importance as a day of reflection and acknowledgement. The Elder's Healing ceremony held on Wednesday will be one step in advancing the efforts of the university to decolonize in a meaningful way. Dr. Hall also mentioned the significant work of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the province's work on the Declaration on the Rights of Indigenous Peoples Act (DRIPA).

3. MINUTES

a. Senate meeting May 7, 2021

Motion: (M. Garcia. Barrera/B. Smith)

That the minutes of the open session of the meeting of the Senate held on May 7, 2021 be approved and that the approved minutes be circulated in the usual way.

CARRIED

b. Special Senate meeting August 23, 2021

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

That the minutes of the open session of the special meeting of the Senate held on August 23, 2021 be approved and that the approved minutes be circulated in the usual way.

CARRIED

4. BUSINESS ARISING FROM THE MINUTES

There was none.

5. CORRESPONDENCE

a. University of Victoria Financial Statements as at March 31, 2021

A Senate member asked if there was an understanding why the Division of Continuing Studies saw a decline in enrolment compared to the increase seen in the rest of campus. Dr. Kuehne explained that the tailored programs offered by the Division, most especially those in English language proficiency development, were most populated with international students who are unable to enrol during the pandemic.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Academic Standards

i. 2020/21 Annual Report

Yasmine Kandil, Chair of the Senate Committee on Academic Standards, was present to answer any questions. One Senate member inquired if there would be a notation that the fall term would state that study was conducted during the pandemic as was provided for students in previous terms.

Dr. Kandil replied that the committee has discussed the academic standards related to grading and the transcript notation thoroughly over the past year and that this was not a consideration now that students were predominantly attending their courses on campus. Susan Lewis, Vice-Provost, also commented on the additional supports now in place for students.

b. Senate Committee on Agenda and Governance

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

Ada Saab, Associate University Secretary, introduced the report.

A Senator asked for an update on the Senate work regarding course modalities and how decisions would be made considering the Emergency Protocol. Ms. Saab responded that the decisions made by the Senate Committee on Agenda and Governance were made to respond to temporary academic needs due to the pandemic and not made on a permanent basis. Dr. Lewis referred to the work regarding definitions and guidelines surrounding course modalities. She also noted that there was consultation planned in the coming weeks and months.

Another Senator asked why the waiver of medical documentation was not extended to graduate students. Ms. Saab explained that the waiver was to accommodate the regulation for Undergraduate Academic Concessions as the regulation for graduate students already encompassed a mechanism to allow this flexibility.

ii. Appointments to the 2021/2022 Senate standing committees

Lara Wilson introduced the appointments to the 2021/2022 Senate standing committees. There were no questions.

Motion: (L. Wilson/L. Marks)

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

CARRIED

iii. Revisions to the Terms of Reference for the Senate Committee on Academic Standards

Ms. Saab introduced the revisions to the terms of reference. There were no questions.

Motion: (M. Garcia-Barrera/R. Hancock)

That Senate approve the revisions to the terms of reference for the Senate Committee on Academic Standards.

CARRIED

iv. Revisions to the Terms of Reference for the Senate Committee on Admission, Re-registration and Transfer Appeals

Ms. Saab introduced the revisions to the terms of reference. There were no questions.

Motion: (A. Con/B. Smith)

That Senate approve the revisions to the terms of reference for the Senate Committee on Admission, Re-registration and Transfer Appeals.

CARRIED

v. Revisions to the Terms of Reference for the Senate Committee on Continuing Studies

Ms. Saab introduced the revisions to the terms of reference. There were no questions.

Motion: (L. Cowen/A. Newcombe)

That Senate approve the revisions to the terms of reference for the Senate Committee on Continuing Studies.

CARRIED

vi. Revisions to the Terms of References for the Senate Committee on Curriculum

Ms. Saab introduced the revisions to the terms of reference. There were no questions.

Motion: (B. Smith/A. Lepp)

That Senate approve the revisions to the terms of reference for the Senate Committee on Curriculum.

CARRIED

vii. Revisions to the Terms of References for the Senate Committee on Honorary Degrees and Other Forms of Recognition

Ms. Saab introduced the revisions to the terms of reference. One Senator inquired about the use of the term “*professional* librarian”. Ms. Saab said she would investigate why this was the official term used in the Senate Rules and Procedures.

Motion: (P. Loock/K. Risby)

That Senate approve the revisions to the terms of reference for the Senate Committee on Honorary Degrees and Other Forms of Recognition.

CARRIED

viii. Revisions to the Terms of References for the Senate Committee on Learning and Teaching

Ms. Saab introduced the revisions to the terms of reference. There were no questions.

Motion: (A. Lepp/A. Newcombe)

That Senate approve the revisions to the terms of reference for the Senate Committee on Learning and Teaching.

CARRIED

c. Senate Committee on Awards

i. New and Revised Awards

Charlotte Schallié, Chair of the Senate Committee on Awards, introduced the new and revised awards. She noted the removal of the Active Earth Engineering Award for Indigenous Students in STEM for further review and approval from the committee.

One Senator noted the confusing terms for the Commerce Student Society Community Engagement Award. Lori Nolt, Director of Student Awards and Financial Aid, thanked the member for bringing the issue forward and said this would need to be reviewed by the committee.

The same Senator asked if it was appropriate to approve an award for travel during a time where travel is inadvisable. Ms. Nolt explained that these awards are set in perpetuity.

Motion: (L. Wilson/L. Marks)

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

- Betty Moyls Memorial Award (Revised)
- Peter B. Gustavson Golf Award (Revised)
- Eli Pasquale Memorial Award (New)
- Island Savings Award (New)
- Stephens Family Research Awards in Organic and Sustainable Food Systems (Revised)

- Sheila Ryan and Eileen Ryan Award in Health Information Science (Revised)
- Vancouver Island Women's Basketball Award* (New)
- Eirin Amundsen Memorial Award* (New)
- Frank Sylvester Scholarship* (New)
- Simon Keith Foundation GVSHOF Award (New)
- Cameron Environmental Law Award* (New)
- Corlie Purvis Memorial Award (New)
- Lawrence and Marie Luisa Macrae Scholarship in Spanish* (New)
- Lawrence and Marie Luisa Macrae Scholarship in Italian* (New)
- Lawrence and Marie Luisa Macrae Scholarship in Theatre* (New)
- Uplands Golf Club Athletic Award* (Revised)
- Sandra MacDonald-Dohm Bursary (Revised)
- Prosecution Service of British Columbia Bursary* (Revised)
- Charlotte S.M. Girard Memorial Bursary (New)
- Borden Ladner Gervais Professional Excellence Award (Revised)
- Shirley Case Memorial Award (Revised)
- Bate Family Greater Victoria Sports Hall of Fame Award* (Revised)
- Elta Brown and Peggy Mika Nursing Scholarship (New)
- Colette Storrow Award (New)
- Law Student Emergency Fund (Revised)
- Bonnie and Ken Putt Award* (New)
- Dr. Gerald King Legacy Scholarship in Music Education (New)
- Larry & Shari Yore Rugby Award* (Revised)
- Hargrove Award for Science and Service (New)
- Mary Naidu Entrance Scholarship for Indigenous Students* (New)
- New Car Dealers Association of B.C. Entrance Scholarship in Law* (New)
- UVSS BIPOC Public Interest Research Award* (New)
- Brian Mackenzie Memorial Scholarship* (New)
- Elaine Gallagher Award* (Revised)
- Fred Cooperstock Scholarship (New)
- Paulette Lacroix Nursing Informatics Leadership Scholarship* (New)
- Nancy Lamb Chemistry Scholarship (New)
- Nancy Lamb Scholarship in Piano (New)
- Reg Mitchell Memorial Scholarship* (New)
- Ted Whelen Graduate Scholarship in Public Administration* (New)
- Bob Worth Award in Economics* (New)
- Sandra Louise Harper and Don Barnhardt Award in Indigenous Law* (New)
- Margaret T. Clinch Bursary in Business* (Revised)
- Shelley Lynne Hamilton Memorial Graduate Bursary (Revised)
- Ed Chala Memorial Soccer Award* (New)
- Dr. Anne Pomeroy Autor Award in Interdisciplinary Studies* (New)
- Deanna Carter Biochemistry Scholarship (New)
- Faculty of Fine Arts Indigenous Student Award (New)

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d. Senate Committee on Continuing Studies

i. 2020/21 Annual Report

Jo-Anne Clarke, Chair of the Senate Committee on Continuing Studies, introduced the report. There were no questions.

e. Senate Committee on Curriculum

i. 2020/21 Annual Report

Adam Con, Chair of the Senate Committee on Curriculum, introduced the annual report. There were no questions.

ii. 2021-2022 Cycle 3 Curriculum Submissions

Dr. Con introduced the 2021-2022 Cycle 3 curriculum submissions and noted the withdrawal of one program change. There were no questions.

Motion: (L. Cowen/M. Hoorfar)

That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the 2021/2022 academic calendar, effective January 1, 2022.

CARRIED

Motion: (J. Salem/E. Kelly)

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

CARRIED

f. Senate Committee on Planning

i. Proposal to extend the Approved Centre Status for the Canadian Institute for Substance Use Research (CISUR)

Elizabeth Adjin-Tettey, Chair of the Senate Committee on Planning, introduced the proposal. There were no questions.

Motion: (L. Kalynchuk/M. Garcia-Barrera)

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 31, 2021 through December 31, 2022, as described in the memorandum dated April 12, 2021.

CARRIED

ii. Proposal to renew the Approved Centre Status for the Centre for Studies in Religion and Society (CSRS)

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

Motion: (A. Newcombe/M. McGinnis)

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 21, 2021 through October 20, 2026, as described in the memorandum dated April 21, 2021.

CARRIED

iii. Proposal to discontinue the Certificate in Computer-based Information Systems

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

Motion: (K. Diether/J. Salem)

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".

CARRIED

iv. Proposal to establish a Bachelor of Science in Climate Science

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

Motion: (P. Loock/M. Garcia-Barrera)

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.

CARRIED

7. PROPOSALS AND REPORTS FROM FACULTIES

a. Peter B. Gustavson School of Business

i. Bylaw changes for Senate approval

Brock Smith introduced the bylaw changes for the Peter B. Gustavson School of Business.

A Senator noted that the terms of reference for the Assurance of Learning Committee would need to be updated to conform to the changes proposed to Senate today. Dr. Smith thanked the member for this comment.

Motion: (B. Smith/M. Hoorfar)

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

CARRIED

b. Faculty of Humanities

i. Constitution and Operating Structure Changes for Senate Approval

Annalee Lepp, Dean of Humanities, introduced the constitution and operating structure changes for the Faculty of Humanities.

One member asked why the Faculty decided to remove the graduate and undergraduate representation from the Humanities Curriculum and Academic Standards Committees. Dr. Lepp explained that with so many units, the curriculum and academic standards consultation process should happen at the department level and one graduate and undergraduate student should not hold the responsibility of all students within the faculty.

Motion: (A. Lepp/J. Bengtson)

That Senate approve the revised *Faculty of Humanities Constitution and Operating Structure*.

CARRIED

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

a. 2020/21 Annual Report on Status of External Reviews

Dr. Kuehne introduced the annual report on external reviews noting the many reviews which were postponed due to the pandemic. There were no questions.

9. OTHER BUSINESS

a. Academic Important Dates

Ms. Saab introduced the academic important dates.

A Senator asked if there would be more discussion on how to address the new National Day for Truth and Reconciliation. Ms. Saab confirmed that this was not scheduled for future years as this was not yet an official statutory day for the province. She noted that the Senate Committee on Agenda and Governance was working on the university's 10-year Sessional Calendar given the minimal amount of instructional days presently arranged.

Motion: (B. Leacock/A. Wang)

That Senate approve the Academic Important Dates for the period January 2023 through April 2023 for submission to the January 2022 undergraduate and graduate academic calendar publications.

CARRIED

c. 2022/2023 Senate Meeting Dates

Ms. Saab introduced the 2022/2023 Senate meeting dates. There were no questions.

Motion: (A. Con/J. Salem)

That Senate approve the 2022/2023 Senate Meeting Dates and Other Important Dates.

CARRIED

d. Vacancies on Senate

Ms. Saab noted the recent vacancies on Senate and the by-election held this fall for a member from the Faculty of Engineering. There were no questions.

e. Election of Vice-Chair of Senate

Ms. Saab noted the end of Saul Klein's term as Vice-Chair. Dr. Hall asked if there were any nominations for a new Vice-Chair of Senate for a one-year term.

A Senator nominated Helga Hallgrimsdottir. Dr. Hall asked Dr. Hallgrimsdottir if she would accept the nomination. Dr. Hallgrimsdottir confirmed that she would accept the nomination.

As there were no further nominations, Dr. Hallgrimsdottir was acclaimed to the position.

There being no other business the meeting was adjourned at 4:40 p.m.

Senate Meeting October 1, 2021				SEN-NOV 5/21-1
Name	In Attendance	Regrets		Page 11 of 12 Position
Adjin-Tetty, Elizabeth	<input checked="" type="checkbox"/>		A/Associate Vice-President Academic Planning	By Invitation
Andersen, Carrie	<input checked="" type="checkbox"/>		University Secretary	Secretary of Senate
Bengtson, Jonathan	<input checked="" type="checkbox"/>		University Librarian	Ex officio
Bhiladvala, Rustom	<input checked="" type="checkbox"/>		Faculty of Engineering	Elected by the faculty members
Brolo, Alexandre	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the Faculty
Campbell, Erin		<input checked="" type="checkbox"/>	Faculty of Fine Arts	Elected by the faculty members
Clarke, Jo-Anne	<input checked="" type="checkbox"/>		Dean, Division of Continuing Studies	Ex officio
Con, Adam	<input checked="" type="checkbox"/>		Faculty of Fine Arts	Elected by the Faculty
Cowen, Laura	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the faculty members
Crabbe, Sophia	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
D’Arcy, Alexandra	<input checked="" type="checkbox"/>		Faculty of Humanities	Elected by the Faculty
Davenport, Daniel	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Devor, Aaron	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Diether, Kelly	<input checked="" type="checkbox"/>		Convocation Senator	Elected by the convocation
Dunsdon, Jim	<input checked="" type="checkbox"/>		Associate Vice-President Student Affairs	By Invitation
Foster, David	<input checked="" type="checkbox"/>		Student Senator	Elected by the student societies
Garcia-Barrera, Mauricio	<input checked="" type="checkbox"/>		Faculty of Graduate Studies	Elected by the Faculty
Gillen, Mark	<input checked="" type="checkbox"/>		Faculty of Law	Elected by the Faculty
Greengoe, Nicole	<input checked="" type="checkbox"/>		Registrar	By Invitation
Hall, Kevin	<input checked="" type="checkbox"/>		President and Vice-Chancellor	Chair of Senate
Hallgrimsdottir, Helga	<input checked="" type="checkbox"/>		Dean, Faculty of Human and Social Development	Ex officio
Hancock, Rob	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the Faculty
Harder, Lois	<input checked="" type="checkbox"/>		Dean, Faculty of Social Sciences	Ex officio
Hier, Sean	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Hicks, Robin	<input checked="" type="checkbox"/>		Dean, Faculty of Graduate Studies	Ex officio
Hof, Fraser	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the faculty members
Holland, Samuel	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Hoorfar, Mina	<input checked="" type="checkbox"/>		Dean, Faculty of Engineering	Ex officio
Huang, Li-Shih			Faculty of Humanities	Elected by the faculty members
Hundal, Navinder	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Hundza, Sandra	<input checked="" type="checkbox"/>		Faculty of Education	Elected by the Faculty
Jack, Kylie	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Kalynchuk, Lisa	<input checked="" type="checkbox"/>		Vice-President Research and Innovation	Ex officio
Kalyniuk, Tomas	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Kelly, Erin	<input checked="" type="checkbox"/>		Faculty of Humanities	Elected by the faculty members
Kent, Nicole	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Klein, Saul		<input checked="" type="checkbox"/>	Dean, Peter B. Gustavson School of Business	Ex officio
Koch, Matthew	<input checked="" type="checkbox"/>		Continuing Sessional	Elected by the Continuing Sessionals
Kuehne, Valerie	<input checked="" type="checkbox"/>		Vice-President Academic and Provost	Ex officio
Kurki, Helen		<input checked="" type="checkbox"/>	Faculty of Social Sciences	Elected by the Faculty
Laidlaw, Mark	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the Faculty
Leacock, Brian	<input checked="" type="checkbox"/>		Peter B. Gustavson School of Business	Elected by the Faculty
Lepp, Annalee	<input checked="" type="checkbox"/>		Dean, Faculty of Humanities	Ex officio
Lewis, Susan	<input checked="" type="checkbox"/>		Acting Vice-Provost	By Invitation
Li, Alex			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			Acting Dean, Faculty of Law	Ex officio
Navarro, Julio	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the faculty members
Newcombe, Andrew	<input checked="" type="checkbox"/>		Faculty of Law	Elected by the Faculty
Rogers, Shelagh		<input checked="" type="checkbox"/>	Chancellor	Ex officio
Rose-Redwood, CindyAnn	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Risby, Kyle	<input checked="" type="checkbox"/>		Student Senator	Elected by the student societies
Russell, Carolyn	<input checked="" type="checkbox"/>		Convocation Senator	Elected by the convocation
Ryan, Maureen			Faculty of Human and Social Development	Elected by the Faculty
Saab, Ada	<input checked="" type="checkbox"/>		Associate University Secretary	By Invitation
Salem, Joseph	<input checked="" type="checkbox"/>		Faculty of Fine Arts	Elected by the Faculty
Smith, Brock	<input checked="" type="checkbox"/>		Peter B. Gustavson School of Business	Elected by the Faculty
St. Clair, Ralf			Dean, Faculty of Education	Ex officio
Struchtrup, Henning	<input checked="" type="checkbox"/>		Faculty of Engineering	Elected by the Faculty
Todd, Christine	<input checked="" type="checkbox"/>		Student Senator	Elected by the student societies
Voss, Graham	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Wang, Alivia	<input checked="" type="checkbox"/>		Convocation Senator	Elected by the convocation
Warburton, Rebecca		<input checked="" type="checkbox"/>	Convocation Senator	Elected by the convocation
Wiebe, Anona	<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
Wylie, Jaxxen	<input checked="" type="checkbox"/>		Student Senator	Elected by the student societies
Wright, Bruce	<input checked="" type="checkbox"/>		Head, Division of Medical Sciences	Additional Member
Wyatt, Victoria	<input checked="" type="checkbox"/>		Faculty of Fine Arts	Elected by the faculty members

MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

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

Chancellor: Shelagh Rogers

President and Vice-Chancellor: Kevin Hall, Chair

Vice-President Academic & Provost: Valerie Kuehne

Vice-President Research and Innovation: Lisa Kalynchuk

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

Dean of Education: Ralf St. Clair

Dean of Engineering and Computer Science: Mina Hoorfar

Dean of Continuing Studies: Jo-Anne Clarke

Acting Dean of Fine Arts: Allana Lindgren

Dean of Graduate Studies: Robin Hicks

Dean of Humanities: Annalee Lepp

Dean of HSD: Helga Hallgrimsdottir

Acting Dean of Law: Val Napoleon

Dean of Science: Peter Loock

Dean of Social Sciences: Lois Harder

University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES

- Section 35 (2) (g)

BUSI:	Brian Leacock (30/6/22)
	Brock Smith (30/6/24)
EDUC:	Sandra Hundza (30/6/23)
	Graham McDonough (30/6/22)
ENGR :	Phalguni Mukhopadhyaya (30/6/22)
	Henning Struchtrup (31/12/21)
FINE:	Adam Con (30/6/22)
	Joseph Salem (30/6/24)
GRAD:	Mauricio Garcia-Barrera (30/6/23)
	Martha McGinnis (30/6/22)
HSD:	Devi Mucina (30/6/24)
	Maureen Ryan (30/6/22)
HUMS:	Alexandra D'Arcy (30/6/22)
	Lynne Marks (30/6/24)
LAW:	Mark Gillen (30/6/22)
	Andrew Newcombe (30/6/23)
SCIE:	Alexandre Brolo (30/6/23)
	Mark Laidlaw (30/6/23)
SOSC:	Robert Hancock (30/6/24)
	Helen Kurki (30/6/23)

MEMBERS ELECTED BY THE FACULTY MEMBERS

- Sections 35 (2) (g)

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

MEMBERS ELECTED BY THE FACULTYMEMBERS (continued)

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

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

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

MEMBERS ELECTED BY THE CONVOCATION

– Section 35 (2) (i)

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

ADDITIONAL MEMBERS - Section 35 (2) (k)

Head, Division of Medical Sciences: Bruce Wright

Member elected by the Professional Librarians:

Lara Wilson (30/06/24)

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

SECRETARY OF SENATE - Section 64 (2)

University Secretary: Carrie Andersen

BY INVITATION - Seated with specified speaking rights

Vice-Provost: Susan Lewis

Assoc. VP Student Affairs: Jim Dunsdon

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

Registrar: Nicole Greengoe

Associate University Secretary: Ada Saab



University
of Victoria

Senate Committee on
Agenda and Governance

MEMO

Date: October 22, 2021

To: Senate

From: Senate Committee on Agenda and Governance

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

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

Recommended Motion

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

Respectfully submitted,

2021/2022 Senate Committee on Agenda and Governance

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

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

Carrie Andersen, University Secretary

Carolyn Russell, Convocation Senator

Aaron Devor, Faculty of Social Sciences

Mauricio Garcia-Barrera, Faculty of Graduate Studies

Helen Kurki, Faculty of Social Sciences*

Valerie Kuehne, Vice-President Academic and Provost

Mark Gillen, Faculty of Law

Lara Wilson, Libraries

Kyle Risby, Student Senator*

Ada Saab (Secretary), Associate University Secretary*

Kathy MacDonald (Recording Secretary), Senate Coordinator

*members of the Nominations Sub-committee

/attachment

2021- 2022 Senate Committees

Senate Committee on University Budget

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

(S) – Senator

(NS) – non Senator



University
of Victoria

Senate Committee on
Awards

MEMO

Date: October 07, 2021
To: Senate
From: Senate Committee on Awards
Re: 2020/2021 Annual Report

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

The Senate Committee on Awards met 12 times during the Academic Year:

July 09, 2020	August 20, 2020	September 10, 2020	October 19, 2020
November 16, 2020	December 10, 2020	January 14, 2021	February 11, 2021
March 18, 2021	April 15, 2021	May 20, 2021	June 24, 2021

The Senate Committee on Awards approved **90** (65) new awards and **76** (69) revised awards for undergraduate and graduate students in 2020-2021.

There were **5,371** (4,896) scholarships awarded to **4,635** (3,925) undergraduate students, with a total value of **\$16,090,519** (\$12,870,136).

NOTE: Previous year's (2020) figures are shown in brackets. Scholarships included in this report were adjudicated on the basis of academic performance in 2020-2021.

UVic aspires to be both nationally and internationally competitive in recruiting and retaining students of the highest caliber. Our ability to offer a more competitive undergraduate scholarship program supports the UVic Strategic Framework vision of attracting, supporting and developing a diverse community of talented students, faculty and staff, as well as being recognized internationally as a university of choice. Through involvement in the Strategic Enrolment Management process, Student Awards and Financial Aid continues to work to better align our student financial aid resources with institutional enrolment goals.





ENTRANCE SCHOLARSHIPS

Student Awards and Financial Aid offers entrance scholarships to academically outstanding students from Canadian secondary schools, international secondary schools and Canadian colleges and universities. UVic awarded **2,954** (2,625) entrance scholarships (non-renewable) to **2,641** (2,204) students with a value of **\$7,477,619** (\$6,247,932). In addition, **507** (356) students received renewable scholarships for a total value of **\$3,244,500** (\$2,240,450). The total of all entrance scholarships and awards from base budget, donor funded and endowed sources is **\$10,722,119** (\$8,488,382).

Title of Scholarship	2021	2020	Value	Total value 2021	Total value 2020
Aga Khan Academy Scholarship	1	0	@ \$22,500	\$ 22,500	\$ 0
Ailsa and Roger Bishop Entrance Scholarship in Theatre	0	1	@ \$6,000	\$ 0	\$ 6,000
David H. Turpin National Entrance Scholarship	1	1	@ \$5,000	\$ 5,000	\$ 5,000
David Strong Entrance Scholarship	1	1	@ \$5,000	\$ 5,000	\$ 5,000
Elsa Eleonora & Clara Maria Fagerberg Scholarship	1	1	@ \$5,000	\$ 5,000	\$ 5,000
Fairfax Financial Ltd. Award	1	1	@ \$6,000	\$ 6,000	\$ 6,000
John Locke Malkin Entrance Scholarship	4	6	@ \$6,000	\$ 24,000	\$ 36,000
Leeder Family Memorial Award in Economics	0	1	1/2 tuition	\$ 0	\$ 2,796
Leeder Family Memorial Award in Mathematics	0	1	1/2 tuition	\$ 0	\$ 3,453
Loran Scholarship	0	2	varies	\$ 0	\$ 12,201
Maurice William Summerhayes Scholarship	4	4	@ \$10,000	\$ 40,000	\$ 40,000
National Entrance Scholarship	7	9	@ \$5,000	\$ 35,000	\$ 45,000
Robert & Ellen Pearce Scholarship	2	2	@ \$5,000	\$ 10,000	\$ 10,000
Schulich Leader Scholarship	1	1	@ \$25,000	\$ 25,000	\$ 25,000
Schulich Leader Scholarship	1	1	@ \$20,000	\$ 20,000	\$ 20,000
Seaborne-Langford Scholarship in Engineering	1	1	@ \$1,000	\$ 1,000	\$ 1,000
T.S. McPherson Entrance Scholarship	8	8	@ \$6,000	\$ 48,000	\$ 48,000
Wilson S.C. Lai Scholarship	6	6	@ \$5,000	\$ 30,000	\$ 30,000
UVic Excellence Scholarship	165	97	@ \$7,000	\$ 1,155,000	\$ 679,000
UVic Excellence Scholarship	299	206	@ \$6,000	\$ 1,794,000	\$ 1,236,000
UVic Excellence Scholarship	1	4	@ \$5,000	\$ 5,000	\$ 20,000
UVic Excellence Scholarship	0	2	@ \$2,500	\$ 0	\$ 5,000
UVic Excellence Scholarship	2	0	@ \$2,000	\$ 4,000	\$ 0
Vikes International Athlete Award (new 2021)	1	0	@ \$10,000	\$ 10,000	\$ 0
Totals	507	356		\$ 3,244,500	\$ 2,240,450



IN-COURSE SCHOLARSHIPS

UVic awarded **1,402** (1,592) non-renewable in-course scholarships to **979** (1,042) students with a value of **\$2,365,528.02** (\$2,559,862.00). In addition, **508** (323) students received a renewal of their renewable scholarships for a total value of **\$3,002,872.26** (\$1,811,892.22). The total value of all in-course scholarships and awards is **\$5,368,400.28** (\$4,371,754.22).

Title of Scholarship	2021	2020	Value	Total 2021	Total 2020
Aga Khan Academy Scholarship	2	2	@ \$22,500	\$ 45,000.00	\$ 45,000.00
Agamemnon Kasapi and Family Scholarship (new 2021)	2	0	@ \$12,500	\$ 25,000.00	\$ 0
Ailsa & Roger Bishop Entrance Scholarship in Theatre	2	1	@ \$4,000	\$ 8,000.00	\$ 4,000.00
Albert Hung Chao Hong Scholarship in Int'l Business & Entrepreneurship	1	5	@ \$1,500	\$ 1,500.00	\$ 7,500.00
CIBC Scholarship in the Peter B. Gustavson School of Business	0	2	@ \$2,750.61	\$ 0	\$ 5,501.22
CIBC Scholarship in the Peter B. Gustavson School of Business	0	5	@ \$2,500	\$ 0	\$ 12,500.00
David H. Turpin National Entrance Scholarship	2	3	@ \$5,000	\$ 10,000.00	\$ 15,000.00
David Strong Entrance Scholarship	2	3	@ \$5,000	\$ 10,000.00	\$ 15,000.00
Elsa Eleonora & Clara Maria Fagerberg Scholarship	2	2	@ \$5,000	\$ 10,000.00	\$ 10,000.00
Elsa Eleonora & Clara Maria Fagerberg Scholarship	0	2	@ \$3,000	\$ 0	\$ 6,000.00
Fairfax Financial Ltd. Award	1	1	@ \$6,000	\$ 6,000.00	\$ 6,000.00
John Locke Malkin Entrance Scholarship	6	9	@ \$5,000	\$ 30,000.00	\$ 45,000.00
John Locke Malkin Entrance Scholarship	4	0	@ \$6,000	\$ 24,000.00	\$ 0
John Locke Malkin Entrance Scholarship	0	1	@ \$4,000	\$ 0	\$ 4,000.00
Leeder Family Memorial Award in Economics (new 2020)	3	0	varies	\$ 6,479.44	\$ 0
Leeder Family Memorial Award in Mathematics (new 2020)	3	0	varies	\$ 7,844.00	\$ 0
Loran Scholarship Renewal	2	1	varies	\$ 6,518.82	\$ 6,391.00
Maurice William Summerhayes Scholarship	7	10	@ \$10,000	\$ 70,000.00	\$ 100,000.00
National Entrance Scholarship	11	8	@ \$5,000	\$ 55,000.00	\$ 40,000.00
National Entrance Scholarship (\$2500 awarded on appeal)	2	0	@ \$2,500	\$ 5,000.00	\$ 0
Ray and Naomi Simpson	5	4	@ \$3,000	\$ 15,000.00	\$ 12,000.00
Robert & Ellen Pearce Scholarship	1	2	@ \$5,000	\$ 5,000.00	\$ 10,000.00
Robert & Ellen Pearce Scholarship (\$2500 awarded on appeal)	1	0	@ \$2,500	\$ 2,500.00	\$ 0
Schulich Leader Scholarship (Engineering)	3	3	@ \$25,000	\$ 75,000.00	\$ 75,000.00
Schulich Leader Scholarship (Science)	3	2	@ \$20,000	\$ 60,000.00	\$ 40,000.00
Scotiabank Scholarship for Law Students (new 2021)	2	0	@ \$10,000	\$ 20,000.00	\$ 0
Seaborne Langford Scholarship in Engineering (new 2021) \$530 one-time top-up	1	0	@ \$1,000	\$ 1,530.00	\$ 0
T.S. McPherson Entrance Scholarship (\$3000 awarded on appeal)	1	0	@ \$3,000	\$ 3,000.00	\$ 0
T.S. McPherson Entrance Scholarship	5	6	@ \$5,000	\$ 25,000.00	\$ 30,000.00
T.S. McPherson Entrance Scholarship	8	10	@ \$4,500	\$ 36,000.00	\$ 45,000.00
T.S. McPherson Entrance Scholarship	6	0	@ \$6,000	\$ 36,000.00	\$ 0
UVic Excellence Scholarship \$7000	79	0	@ \$7,000	\$ 553,000.00	\$ 0
UVic Excellence Scholarship \$7000 (\$3500 awarded on appeal)	3	0	@ \$3,500	\$ 10,500.00	\$ 0
UVic Excellence Scholarship \$6500	42	56	@ \$6,500	\$ 273,000.00	\$ 364,000.00
UVic Excellence Scholarship \$6000	143	0	@ \$6,000	\$ 858,000.00	\$ 0
UVic Excellence Scholarship \$6000 (3000 awarded on appeal)	15	0	@ \$3,000	\$ 45,000.00	\$ 0
UVic Excellence Scholarship \$5000	121	177	@ \$5,000	\$ 605,000.00	\$ 885,000.00
UVic Excellence Scholarship \$5000 (\$2500 awarded on appeal)	5	4	@ \$2,500	\$ 12,500.00	\$ 10,000.00
UVic Excellence Scholarship \$2500	2	0	@ \$2,500	\$ 5,000.00	\$ 0
Walker Wood Foundation Scholarship in Social Sciences	1	1	@ \$4,000	\$ 4,000.00	\$ 4,000.00
Wilson S.C. Lai Scholarship	6	3	@ \$5,000	\$ 30,000.00	\$ 15,000.00
Wilson S.C. Lai Scholarship	3	0	@ \$2,500	\$ 7,500.00	\$ 0
TOTALS	508	323		\$ 3,002,872.26	\$ 1,811,892.22



The following table shows the total in-course funds awarded by scholarship category and includes the number of awards per faculty or program. The budget for the President's Scholarships is proportionally allocated by the number of students in each faculty or program in relation to the total student population.

	PRESIDENT'S SCHOLARSHIPS			RENEWABLE		OTHER SCHOLARSHIPS		
	AMOUNT	GPA RANGE	QTY	AMOUNT	QTY	AMOUNT	QTY	TOTALS
SOCIAL SCIENCES	\$ 122,158.70	8.50 - 9.00	40	\$ 586,479.44	110	\$ 199,241.55	97	\$ 907,879.69
SCIENCE	\$ 91,244.50	8.89 - 9.00	35	\$ 868,899.72	143	\$ 232,054.50	118	\$ 1,192,198.72
HUMANITIES	\$ 86,088.67	8.38 - 9.00	34	\$ 220,963.10	39	\$ 199,111.50	127	\$ 506,163.27
ENGINEERING								
CIVE	\$ 7,625.00	8.80 - 9.00	3	\$ 77,530.00	10	\$ 10,247.00	6	\$ 95,402.00
BME	\$ 0	0.00	0	\$ 28,000.00	4	\$ 8,583.00	4	\$ 36,583.00
BSEN	\$ 6,170.00	9.00	3	\$ 87,500.00	14	\$ 17,885.50	11	\$ 111,555.50
CENG	\$ 1,634.00	8.93	1	\$ 65,000.00	10	\$ 2,366.00	1	\$ 69,000.00
MECH	\$ 9,796.00	9.00	5	\$ 202,000.00	32	\$ 34,707.50	18	\$ 246,503.50
CMSC	\$ 38,745.50	8.75 - 9.00	16	\$ 168,500.00	25	\$ 30,734.00	14	\$ 237,979.50
ELEC	\$ 5,000.00	9.00	1	\$ 55,500.00	11	\$ 8,977.00	4	\$ 69,477.00
HUMAN & SOCIAL DEVELOPMENT								
HINF; Public Health & Social Policy	\$ 12,285.00	7.75 - 9.00	6	\$ 14,500.00	3	\$ 29,373.00	12	\$ 56,158.00
Nursing	\$ 23,055.00	8.8-9.00	21	\$ 0		\$ 107,489.00	62	\$ 130,544.00
Public Admin	\$ 0	0	0	\$ 0		\$ 3,000.00	2	\$ 3,000.00
Child & Youth Care	\$ 8,853.00	8.57 - 9.00	4	\$ 6,000.00	1	\$ 9,560.00	6	\$ 24,413.00
Social Work	\$ 12,438.33	7.57 - 8.00	8	\$ 0		\$ 16,598.00	8	\$ 29,036.33
EDUCATION								
EPHE ,BSC	\$ 46,113.54	8.67 - 9.00	16	\$ 80,500.00	15	\$ 31,140.50	22	\$ 157,754.04
Curriculum & Instruction	\$ 18,482.00	8.63 - 9.00	6	\$ 91,500.00	16	\$ 54,860.00	33	\$ 164,842.00
FINE ARTS								
General				\$ 0	0			
Art History & Visual Studies	\$ 5,384.33	8.75 - 9.00	4	\$ 11,000.00	2	\$ 14,180.00	9	\$ 30,564.33
Music	\$ 7,574.00	8.40 - 8.81	6	\$ 91,500.00	15	\$ 152,460.00	93	\$ 251,534.00
Theatre	\$ 2,880.00	8.10 - 8.30	2	\$ 68,000.00	12	\$ 50,383.00	22	\$ 121,263.00
Visual Arts	\$ 4,405.00	8.56 - 8.88	2	\$ 37,000.00	6	\$ 24,907.00	13	\$ 66,312.00
Writing	\$ 2,564.00	8.11 - 8.63	3	\$ 122,500.00	18	\$ 38,632.00	18	\$ 163,696.00
BUSINESS	\$ 33,484.20	8.40 - 8.89	12	\$ 100,000.00	20	\$ 174,129.20	84	\$ 307,613.40
LAW	\$ 14,000.00	7.40 - 8.00	7	\$ 20,000.00	2	\$ 354,928.00	102	\$ 388,928.00
TOTALS	\$ 559,980.77	7.40 - 9.00	235	\$ 3,002,872.26	508	\$ 1,805,547.25	886	\$ 5,368,400.28



Respectfully submitted,

2021-2022 Senate Committee on Awards

Charlotte Schallié, Chair, Department of Germanic and Slavic Studies

John Dower, Faculty of Graduate Studies

Nicole Greengoe, Office of the Registrar

Lori Nolt, Student Awards and Financial Aid

Yvonne Rondeau, Faculty of Graduate Studies

Brock Smith, Peter B. Gustavson School of Business

Linda Welling, Department of Economics

Nahid Safari, GSS Representative

Daniel Davenport, Student Senator

Maureen Ryan, HSD Associate Dean Academic

Alyssa Manakil, Alumni Association

Alexis Ramsdale, Secretary, Student Awards and Financial Aid

2020-2021 Senate Committee on Awards

Helga Hallgrímsdóttir, Chair, School of Public Administration

Brian Cant, Alumni Association

John Dower, Faculty of Graduate Studies

Carmencita Duna, International Centre for Students

Nicole Greengoe, Office of the Registrar

Jacob Hunt, GSS Representative

Tomas Kalyniuk, Student Senator

Lori Nolt, Student Awards and Financial Aid

Yvonne Rondeau, Faculty of Graduate Studies

Charlotte Schallié, Department of Germanic and Slavic Studies

Brock Smith, Peter B. Gustavson School of Business

Suzanne Snizek, School of Music

Linda Welling, Department of Economics

Alexis Ramsdale, Secretary, Student Awards and Financial Aid



University
of Victoria

Senate Committee on
Awards

MEMO

Date: October 20, 2021
To: Senate
From: Senate Committee on Awards
Re: **New and Revised Awards**

The Senate Committee on Awards met on October 7, 2021 and approved a number of new and revised awards for Senate's approval. Terms contained within this document are defined in Appendix 1 and Terms of Reference for these awards are in Appendix 2.

Recommended Motion:

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

- Yvonne Allen Cancer Research Scholarship (Revised)
- Ronald Lou-Poy Entrance Scholarship (Revised)
- Richard Gilhooley and Karen Ockelton Scholarship* (New)
- Native Northwest Reconciliation Award (New)
- First Open Heart Society of B.C. Scholarship (New)
- Doug Tate Men's Rugby Award* (Revised)
- James H. Coward Award* (Revised)
- Dr. Ken and Barbara Thornton Award* (Revised)
- Robert Herchak Graduate Scholarship in Ukrainian Studies* (New)
- Undergraduate Award in Indigenous Language Revitalization (New)
- Jennifer van Dyk Memorial Women's Field Hockey Award* (New)
- Blake, Cassels and Graydon Entrance Bursary (New)
- Active Earth Engineering Award for Indigenous Students in STEM (New)
- Graduate Scholarship in Indigenous Language Revitalization (New)

** Administered by the University Of Victoria Foundation*

Respectfully submitted,

2021/2022 Senate Committee on Awards

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

Daniel Davenport, Student Senator

John Dower, Faculty of Graduate Studies

Nicole Greengoe, Registrar

Lori Nolt, Student Awards and Financial Aid

Yvonne Rondeau, Faculty of Graduate Studies

Nahid Safari, GSS Representative

Brock Smith, Peter B. Gustavson School of Business

Linda Welling, Department of Economics

Alyssa Manankil-Lakusta, Alumni Association Representative

Maureen Ryan, Human and Social Development

Leslee Francis Pelton, Faculty of Graduate Studies

Alexis Ramsdale (Secretary, Student Awards and Financial Aid)

Appendix 1

Scholarships, fellowships, awards, medals and prizes

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

In some cases the academic threshold may be lower than what is generally required for a scholarship. For example, unless otherwise specified, an admission average of 85% or higher is the minimum academic requirement for undergraduate entrance scholarships. The standard for athletic awards is set by U SPORTS, a regulatory organization external to UVic, and varsity student athletes receiving an athletic award in their entering year must have an admission average of at least 80%.

Bursaries

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

Athletic Awards

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

Appendix 2

Terms for New and Revised Awards

Additions are underlined

Deletions are ~~struck through~~

Yvonne Allen Cancer Research Scholarship (Revised)

A scholarship of ~~\$1,500~~ is awarded to an academically outstanding graduate student in the Faculty of Science in the following order of preference:

1. ~~firstly,~~ a student doing research on colo-rectal cancer;
2. ~~secondly,~~ a student studying the causes of cancer; and
3. ~~thirdly,~~ a student doing research into cancer treatment.

Approval ~~Selection~~ of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee on the recommendation of the Dean, Faculty of Science ~~after consultation with Chair of the Department of Biochemistry and Microbiology.~~

Ronald Lou-Poy Entrance Scholarship (Revised)

A scholarship is awarded to an academically outstanding undergraduate student ~~with high academic standing~~ who is entering the University of Victoria directly from a Canadian secondary school or transferring directly from a Canadian college or university in BC.

Richard Gilhooley and Karen Ockelton Scholarship* (New)

A scholarship of at least \$6,000 is awarded to an academically outstanding undergraduate student entering the University of Victoria from a Canadian secondary school, college or university, and who has demonstrated financial need.

To be automatically renewed a student must have completed a total of 12 or more graded units in any two terms of study between May and April and maintained a grade point average of 7.5/9.00 or higher on the best 12 graded units. The scholarship is automatically renewed for each year of the student's full time study for a maximum of three years. A student whose grade point average falls below 7.5/9.0 may file a written appeal with the Senate Committee on Awards to seek special consideration for the renewal of the scholarship.

Students registered in a co-op or work experience work term will automatically be renewed when they next complete 12 or more graded units in two terms, provided they have a grade point average of 7.5/9.0 or higher in the two terms. Any student who takes neither a co-op, work experience work-term or academic units for more than one term may forfeit their scholarship.

Native Northwest Reconciliation Award (New)

One or more awards of at least \$1,000 each are given to Indigenous undergraduate students continuing in the Faculty of Law who have:

- demonstrated leadership while a student at UVic, and/or
- worked locally (in either a paid or volunteer capacity) or while a student at UVic to promote and/or implement the Truth and Reconciliation Calls to Action

Applicants must submit a letter (maximum 500 words) outlining how they meet the criteria to the Dean's Office, Faculty of Law, by June 1st. Approval of the recipient(s) will be made by the Senate Committee on Awards upon recommendation of the Faculty of Law.

First Open Heart Society of B.C. Scholarship (New)

One or more scholarships, of at least \$4,000 each, are awarded to academically outstanding graduate students in the School of Exercise Science, Physical & Health Education whose area of research is cardiovascular health and wellness. Preference is for students with a specific interest in rehabilitation after a cardiovascular incident. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Exercise Science, Physical & Health Education.

Doug Tate Vikes Men's Rugby Award* (Revised)

~~One or more awards are given to undergraduate and graduate students who compete on the Vikes Men's Rugby team 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.~~

One or more awards are given to undergraduate or graduate students who are involved in Vikes Men's Rugby by either working or volunteering to assisting with coaching. Part-time students are eligible (minimum 9.0 units for undergraduate students and less than 3.0 units for graduate). If no assistant coaching student is eligible, one or more awards are given to undergraduate or graduate students who compete on the Vikes Men's Rugby team at the University of Victoria. Eligible varsity students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria. Award recipients will be selected by the Senior Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Director, Varsity Performance Sport.

James H. Coward Award* (Revised)

An award is given to an undergraduate student in the School of Health Information Science to assist with expenses associated with participating in a Co-op work term. Preference will be given to a student taking an international work term. Applications and further information can be obtained from the School of Health Information Science. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School of Health Information Science.

Dr. Ken and Barbara Thornton Award* (Revised)

An award is given to one or more undergraduate students enrolled in the School of Health Information Science who have been full-time residents of British Columbia for the preceding two years. Applications and further information can be obtained from the School of Health Information Science. Applications and must be returned submitted by June 30th. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School of Health Information Science.

Robert Herchak Graduate Scholarship in Ukrainian Studies* (New)

One or more scholarships, of at least \$1,000 each, are awarded to academically outstanding graduate students in the Department of Germanic and Slavic Studies whose research is related to the Ukrainian language, culture, and heritage (both in Ukraine and in Canada). Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Germanic and Slavic Studies.

Undergraduate Award in Indigenous Language Revitalization (New)

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

Applications must be accompanied by a letter of recommendation (maximum 300 words) from a community group/member, not related to the applicant, providing evidence of the contributions the applicant has made. Part-time students (minimum 3.0 units) are eligible for this award.

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

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

One or more awards are given to undergraduate and graduate students who compete on the Vikes Women's Varsity Field Hockey team. Preference will be given to students who are not from the Capital Regional District. Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be 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.

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

Blake, Cassels and Graydon Entrance Bursary (Revised)

One or more bursaries, totaling \$1,000, are awarded to undergraduate students entering the Faculty of Law. The law firm of Blake, Cassels & Graydon provides funds for Entrance Bursaries in an amount not exceeding \$500 to one or two students entering the Faculty of Law.

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

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

Preference will be given in the following order:

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

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

Graduate Scholarship in Indigenous Language Revitalization (New)

One or more scholarships are awarded to Indigenous graduate students in the Faculty of Education enrolled in either the Masters in Indigenous Language Revitalization or a PhD program, who are developing their own language proficiency and have a strong record of contributing to their/a language community through their work. Preference will be given to students from Northwest Territories.

Applications must be accompanied by a letter of recommendation (max 300 words) from a community group/member providing evidence of the contributions the applicant has made. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Education.



University
of Victoria

Senate Committee on
Learning and Teaching

MEMO

Date: October 20, 2021
To: Senate
From: Senate Committee on Learning and Teaching
Re: **Guidelines for Summer Term 2022 (May-August, 2022) Courses**

At its meeting on October 7, 2021, the Senate Committee on Learning and Teaching reviewed the attached proposed Guidelines for Summer Term 2022 courses. At this same meeting, the committee approved the proposal.

Recommended Motion:

That Senate approve the "Guidelines for Summer terms 2022 courses."

/attachment

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
Mariel Miller, Technology Integrated Learning
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



memo

To: Senate Committee on Learning and Teaching
From: Elizabeth Adjin-Tettey, Acting Associate Vice-President Academic Planning
CC: Valerie S. Kuehne, Vice-President Academic and Provost
Susan Lewis, Acting Vice-Provost
Date: 9/27/2021
Re: Guidelines for Summer Term 2022 (May-August, 2022) Courses

Over the past two years, in response to the COVID-19 pandemic, the learning and teaching modalities used at UVic were dramatically and quickly expanded to support emergency remote teaching within a predominantly online educational environment. With the return to campus in Fall term 2021, UVic instructors are once again focused on predominantly face-to-face (F2F) teaching using technologies to augment and enhance learning and accessibility (e.g. online-based assessments, feedback, and interactions with and among students). Instructors and students have learned a great deal about the strengths and challenges of online learning and teaching and going forward, we want to optimize the benefits of their experiences to enhance access and the quality of our academic offerings. Similarly, over the past two years, feedback from students indicates that, for the majority of students, they prefer a F2F campus experience, however many appreciate some of the learning technologies now available to them. For a smaller groups of students, the online learning experience improved their access to and success with post-secondary education.

UVic provides many forms of academic accommodations to support quality learning and teaching. We will continue to explore opportunities to enhance equitable access to learning and teaching, for example, through learning experience design such as universal design, and other supports provided by the Division of Learning and Teaching Support and Innovation. In addition, UVic will continue to support all students in their learning and overall educational experience, including students who require academic accommodation (e.g. recorded classes, notes taking and other supports provided through the Centre for Accessible Learning).

Moving forward, we want to take advantage of what has been learned during the pandemic. We want to leverage our experiences and learnings and continue to provide a robust and rich learning and teaching environment while also promoting equity and access to an excellent

educational experience for our students. A small Working Group will develop a consultation document with guiding principles, and consult with faculty, instructors, academic leaders, and students over the Fall term 2021 on how to facilitate and support course delivery mode changes, effective in the Winter term 2022 (September 2022). The resulting recommendations will be considered by the Senate Committee on Learning and Teaching and require Senate and Board approvals, in due course.

In the interim, the attached Guidelines have been created for the development of Summer terms 2022 courses. The proposed Guidelines are based on the Senate-approved Guidelines used for the Fall term 2021 and Spring term 2022.

Recommended Motion:

That the Senate Committee on Learning and Teaching recommends to Senate that it approve the "Guidelines for Summer terms 2022."

Attached: Guidelines for Summer terms 2022 courses.

Guidelines for Summer terms 2022 courses

Context

A Course Delivery Mode Working Group has been formed to provide clarity and establish standard definitions of various course delivery modalities at UVic. The goals of the Working Group are to:

- (1) develop a framework for Senate approval on standard language and definitions for course delivery modes; and
- (2) outline an approval process to change a course's delivery mode, for example from in-person to fully online or the reverse.

UVic will provide students and instructors clear information about course delivery modes and instructional methods used in their courses, at the time of registration.

The Working Group expects to bring forward a model for consultation and approval to University Senate for vote later in the winter session 2021. At its earliest, this model would come into effect May 1, 2022 for the Fall term 2022 (September 2022). In advance, guidance is being sought for the Summer terms, May-August, 2022 period. The Office of the Registrar's planning for Summer terms 2022 begins in November 2021, with publication of the timetable by February 14, 2022. Registration for Summer terms 2022 begins on March 14, 2022.

The proposed Guidelines for Summer terms 2022 is an extension of the practice currently in place during the COVID-19 pandemic that Senate approved for the Fall term 2021 and Spring term 2022.

Instructional modes

If instructors wish to embrace teaching and learning technologies by incorporating online or virtual elements in the delivery of their in-person courses such as holding virtual office hours, conducting online assessments, posting recorded content, etc., they may do so provided that at least two-thirds of the instructional hours of in-person course contact remains in place. It may not be possible to deliver some components of F2F courses in an online format (e.g. labs, performances, etc.).

Approval of the Chair/Director or Associate Dean in non-departmentalized faculties is required if an instructor wishes to embrace blended learning and teaching models incorporating online elements in their in-person courses exceeding one-third of the instructional hours of in-person course contact.

Course changes from fully in-person to fully online delivery

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

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

Assessments in fully online courses (assignments, exams, graded activities, etc.) will be online, including online submissions or some other format. Instructor must notify students of modes of assessment as well as identify synchronous and asynchronous assessment requirements in the course syllabus by the course start date.

Instructors can consult with the Division of Learning and Teaching Support and Innovation for pedagogical advice and support.

Instructors who wish to shift their course delivery modes as outlined above should complete the table set out below and submit it to the Chair/Director or Associate Dean for approval. Units must include approved course delivery mode changes in the Data Capture Utility process.

Faculty/Department/School	
Course code(s)	<i>E.g., ATWP135</i>
Change sought: extensive online mode of delivery exceeding one-third of in-person instructional hours	
Rationale for change	
Change sought: fully in-person to fully online mode of delivery	
Rationale for change	
Other information for consideration	



University
of Victoria

Senate Committee on
Learning and Teaching

MEMO

Date: October 20, 2021

To: Senate

From: Senate Committee on Learning and Teaching

Re: **Revisions to the Calendar to maintain consistency with the *Freedom of Information and Protection of Privacy Act (FIPPA)***

At its meeting on October 7, 2021, the Senate Committee on Learning and Teaching reviewed the attached proposed revisions to the regulation on the protection of privacy and access to information concerning the disclosure of student contact information outside of Canada. At this same meeting, the committee approved the proposal.

Recommended Motion:

That Senate approve the revisions to the disclosure of student contact information outside of Canada in the academic calendars as described in the memo "Revisions to the Calendar to maintain consistency with the Freedom of Information and Protection of Privacy Act (FIPPA)", dated September 29, 2021.

/attachment

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

Mariel Miller, Technology Integrated Learning

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: September 29, 2021

To: Senate Committee on Learning and Teaching

From: Bradley Weldon, Chief Privacy Officer and Legal Counsel

Re: Revisions to the Calendar to maintain consistency with the *Freedom of Information and Protection of Privacy Act* (FIPPA)

This proposed revision is intended to future-proof the Undergraduate and Graduate Calendar to keep pace with anticipated amendments to FIPPA, allowing for storage and disclosure of personal information outside of Canada if allowed by FIPPA, without consent.

The Calendar currently requires the university to provide an alternative to students when personal information is stored and disclosed outside of Canada (other than student contact information). This proposed revision allows UVic to disclose personal information outside of Canada without an alternative, if disclosure without consent is authorized by FIPPA.

Recommended Motion:

That Senate approve the revisions to the disclosure of student contact information outside of Canada in the academic calendars as described in the memo, Revisions to the disclosure of student contact information outside of Canada, dated September 29, 2021.

Background

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

UVic has recently been briefed on likely amendments to FIPPA that will allow for disclosure and storage of personal information outside of Canada, without consent, if adequate security measures are in place to protect that personal information. These amendments will likely be tabled in either the fall 2021 or spring 2022 session of the Legislature, and at that point the Calendar would likely be more restrictive than FIPPA and would prevent UVic from making use of these amendments to the benefit of students and faculty.

Privacy impact

This revision will not allow for any new disclosure of personal information that is not also authorized by FIPPA, and will allow UVic to remain in alignment with and make use of potential amendments to FIPPA.

Summary

The disclosure and storage of student personal information is governed by FIPPA. The Undergraduate Calendar is likely to be more restrictive than FIPPA once FIPPA is amended to allow for storage and disclosure outside of Canada with adequate security safeguards. If FIPPA is not amended, then these changes to the Calendar would not result in any new authority for disclosure, but would maintain the status quo. All student personal information remains subject to FIPPA and is securely transmitted and stored using security and protection of privacy controls as required by FIPPA and by university Protection of Privacy and Information Security policies.

Proposed revision attached



Protection of privacy and access to information ([undergraduate](#) and [graduate](#) academic calendar)

All applicants [and students of the university](#) are advised that both the information they provide and any other information placed into the student record will be protected and used in compliance with the BC Freedom of Information and Protection of Privacy Act ~~(1992)~~.

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

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

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

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

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


Course outline requirement ([undergraduate](#) and [graduate](#) academic calendar)

Instructors are responsible for providing the departmental Chair and the students in the course with a written course outline at the beginning of the course. The outline must state the course content and/or objectives and the following information:

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

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

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



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

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

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



Protection of privacy and access to information

All applicants and students of the university are advised that both the information they provide and any other information placed into the student record will be protected and used in compliance with the BC Freedom of Information and Protection of Privacy Act ("FIPPA").

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

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

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

In some courses, instructors may require students to use educational technology and social media which discloses and stores personal information other than student contact information outside of Canada. In such cases, if consent for this disclosure or storage is required by FIPPA, instructors will try to provide options (such as using an alias or nickname to register).

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

Protection of privacy and access to information

All applicants and students of the university are advised that both the information they provide and any other information placed into the student record will be protected and used in compliance with the BC Freedom of Information and Protection of Privacy Act (“FIPPA”).

Disclosure of personal information to vendors, systems or services storing or accessing that information outside of Canada is governed by FIPPA, and may require consent. Students are required to provide their consent to the disclosure of student contact information for the purpose of enabling the student to access and be contacted on an electronic system.

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

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

In some courses, instructors may require students to use educational technology and social media which discloses and stores personal information other than student contact information outside of Canada. In such cases, if consent for this disclosure or storage is required by FIPPA, instructors will try to provide options (such as using an alias or nickname to register).

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



University
of Victoria

Senate Committee on
Planning

MEMO

Date: October 20, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposal to establish a Minor in Indigenous Community Development and Governance**

At its meeting on October 6, 2021, the Senate Committee on Planning considered the proposal to establish a Minor in Indigenous Community Development and Governance.

The proposed minor is designed to support the critical learning of undergraduate students in other UVic programs who wish to work for and with Indigenous communities and organizations. The proposed Minor consists of six courses already offered as part of the existing Diploma program and provides opportunities for laddering into other UVic programs.

The following motion is recommended:

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a 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.

Respectfully submitted,

2021-2022 Senate Committee on Planning

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

Indigenous Community Development and Governance: Minor Program Proposal



University of Victoria
School of Public Administration

A word from the designer of the logo, artist Dylan Thomas

The logo for the Diploma in Indigenous Community Development and Governance Program is a drum image inspired by the intricate weaving of sinew that holds the hide in place on the drum frame. The drum is universal and exists in many Indigenous cultures in BC and Canada. It is believed that the drum represents the heartbeat of our nations. The frame of the drum represents community, which is foundational for our existence as First Nations and Métis people and an important aspect of the Diploma Program. The hide that extends over the frame represents governance, which is important for community and is the focus of the Diploma Program. The sinews that provide linkage of the hide to the centre of the back of the drum represent principles of the Diploma Program and the centre-piece that holds the sinew represents culture, which is the strength of community development and capacity building.

About the artist: Dylan Thomas

Contact information: www.dylan-thomas.ca, Dylan@dylan-thomas.ca, 250-885-7975

ICDG Minor Proposal - Preface Statement (Context)

UVic recognizes that colonization and associated attitudes, policies and institutions have significantly changed Indigenous peoples' relationship with this land. And for many years those same things served to exclude Indigenous students from higher education. We're committed to redressing those historical and continued barriers. While there is much more to be done, Indigenous students are now enrolling in relevant programs at the university, and succeeding, in ever-increasing numbers.

As part of our commitment to reconciliation we're building better and meaningful partnerships with Indigenous communities, developing new programs, and working to bring our university into better harmony with Indigenous cultures, beliefs and ways of being. Indigenous people and communities are an important part of building our university for the future.

Jamie Cassels, past President, University of Victoria

(<https://www.uvic.ca/home/about/about/indigenous/index.php>)

Through the efficient use of external funds from federal government grants and private donors, the School of Public Administration has developed and delivered a Diploma in Indigenous Community Development and Governance (DICDG). This program meets the needs of Indigenous administrators, as well as the needs of administrators from other levels of government who require education about Indigenous governments, policies, and management practices. The School now seeks approval to expand the ICDG curriculum to a broader student community by creating a Minor and a Professional Specialization Certificate from the existing Diploma curriculum. All programs are for credit, taught online and accessible to distance learners.

The School's goals fit UVic's Strategic Framework, Indigenous Plan 2017-2022, and the Strategic Enrolment Plan. This program will support the efforts of the School and the University to meet the mandates of Canada's Truth and Reconciliation Commission and Bill 41-2019: Declaration of the Rights of Indigenous Peoples Act of the Government of British Columbia (based on the United Nations Declaration of the Rights of Indigenous People).

The School proposes to expand ICDG curriculum as follows:

- create two new undergraduate programs from existing Diploma courses, including a
 - a Minor in Indigenous Community Development and Governance (6 courses), and
 - a Professional Specialization Certificate in Indigenous Community Development and Governance (post-BA, 4 courses); and
- deliver ICDG courses as electives to undergraduate students enrolled in the School's other undergraduate programs;
- offer elective courses to students in other UVic undergraduate programs, especially those in FHSD; and
- provide ICDG 400-level courses to graduate students as electives for MPA and MA in Community Development programs.

To deliver 10 ICDG courses per year and support the Diploma, Professional Specialization Certificate, and Minor the School is seeking ongoing funding from Ministry in Fall 2021 in the amount of \$358,000 per annum. ICDG curriculum is ready to deliver, with only minor revisions and updating required. No additional funding costs are associated with the expansion to include the Professional specialization certificate and Minor program options. If Ministry funding approval for the full Diploma program is delayed, the Minor program may potentially be offered with existing faculty resources, supplemented by Indigenous sessional instructors and/or supported through external funding.

NEW UNDERGRADUATE PROGRAM TEMPLATE

Indigenous Community Development and Governance – PSC and Minor Programs

Submitted by:	Name and title	Email
Contact person	Dr. Astrid Brousselle, Director, School of Public Administration; Marlowe Morrison, Programs Manager, School of Public Administration	padirect@uvic.ca pamanager@uvic.ca
Dean or designate	Dr. Helga Hallgrímsdóttir, Dean, Faculty of Human and Social Development	hsddean@uvic.ca

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate): Susan Lewis, Associate Vice-President Academic Planning; Tony Eder Executive Director, Academic Resource Planning; Esther Sangster-Gormley, HSD Dean, Donna Jeffery, HSD Associate Dean Academic, Jennifer Vornbrok, Executive Director, Community and Government Relations.	October 9, 2020
Pre-consultation Robina Thomas, Associate Vice-President Indigenous; Jennifer Vornbrok, Executive Director, Community and Government Relations.	November 2, 2020
Pre-consultation with the Indigenous Advisory Academic Council	January 27, 2021
Pre-consultation with Dorothea Harris, Indigenous Initiatives Coordinator, IACE	March, 2021
Pre-consultation with AVPAP (by contact person and Dean/designate): Robin Hicks, Acting Associate Vice-President Academic Planning; Tony Eder Executive Director, Academic Resource Planning; Esther Sangster-Gormley, HSD Associate Dean Academic, Jennifer Vornbrok, Executive Director, Community and Government Relations.	May 31, 2021
Pre-consultation with AVPAP (by contact person and Dean/designate): Elizabeth Adjin-Tettey, Acting Associate Vice-President Academic Planning; Maureen Ryan, HSD Associate Dean Academic.	September 1, 2021
Departmental approval	

School of Public Administration Governing Community Meeting	Approved as a priority project, May 4, 2021
Faculty Council* approval <i>*or equivalent Faculty voting body</i>	APPROVED HSD Faculty Council – September 29, 2021

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) *supporting documentation required for all consultations	Date (or N/A)
Libraries	March 20, 2020
Executive Director, Co-operative Education and Career Services	N/A
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	August 30, 2021
Indigenous Academic and Community Engagement	Fall 2020 (multiple meetings)
Completed Resource Consultations – Other: <ul style="list-style-type: none"> ○ Dr. John Borrows, Professor, UVic Faculty of Law ○ Dr. Jeff Corntassel, Associate Professor, UVic Indigenous Studies ○ Marcia Dawson, Consultant/Instructor ○ Mr. Joe Gallagher, Kwunuhmen, Coast Salish of Tla'Amin First Nation ○ Satsan Herb George, Wet'suwet'en Hereditary Chief of the Frog Clan ○ Dr. Lisa Kahaleole Hall, Program Director, UVic Indigenous Studies ○ Ms. Shawna McNabb, Administrative Officer, UVic Indigenous Governance ○ Dr. Devi Mucina, Director, UVic Indigenous Governance ○ Dr. Terry Poucette, Former Asst. Teaching Professor, School of Public Administration, ICDG program ○ Dr. Robina Thomas, Executive Director, UVic Indigenous Academic and Community Engagement ○ Ms. Dorothea Harris, UVic Indigenous Academic and Community Engagement ○ Dr. Jean-Paul Restoule, Professor and Chair, 	ICDG (all programs) Proposal Circulated to the following in February 2020: <ul style="list-style-type: none"> ○ Dr. Patricia Marck, Dean of HSD ○ Dr. Esther Sangster-Gormley, Associate Dean, HSD ○ Dr. Charlotte Loppie, Associate Dean, HSD ○ Dr. Helga Hallgrimsdóttir, A/Director, CYC ○ Dr. Andre Kushniruk, Director, HINF ○ Dr. Susan Duncan, Nursing ○ Dr. Catherine Worthington, PHSP ○ Dr. Jacquie Green, Social Work, ○ Dr. Saul Klein, Dean of Business ○ Dr. Jo-Anne Clarke, Dean, Continuing Studies ○ Dr. Ralf St. Clair, Dean of Education ○ Dr. Peter Wild, A/Dean of Engineering ○ Dr. Allana Lindgren, A/Dean, Fine Arts ○ Dr. David Capson, Dean, Graduate Studies ○ Dr. Heidi Kiiwetinepinesiik Stark, Director, Certificate in Indigenous

<p>UVic Indigenous Education</p> <ul style="list-style-type: none"> ○ Ms. Veda Weselake, Former Federal Government Executive in Residence, Public Administration ○ Tony Kuczma, Program Advisor, Business and Economics, Thompson Rivers University <p>External Consultation 2021: ICDG PSC and Minor - Notice of Intent circulated to Public Institutions:</p> <ul style="list-style-type: none"> ○ Simon Fraser University ○ University of Northern British Columbia ○ Vancouver Island University ○ Camosun College ○ Capilano University ○ Kwantlen Polytechnic University ○ Nicola Valley Institute of Technology ○ Langara College ○ North Island College ○ Thompson Rivers University ○ University of British Columbia ○ University of the Fraser Valley ○ University of Alberta ○ University of Lethbridge <p>Professional Organizations:</p> <ul style="list-style-type: none"> ○ First Nations Public Service Secretariat ○ First Nations Education Steering Committee ○ Indigenous Adult and Higher Learning Association ○ Association Aboriginal Financial Officers Association of Canada <p>Indigenous Communities, Groups, Support and Educational Organizations (500+ contacts)</p> <ul style="list-style-type: none"> ○ Vancouver Island ○ BC ○ Canada 	<p>Nationhood</p> <ul style="list-style-type: none"> ○ Dr. Chris Goto-Jones. Humanities ○ Dr. Christine O'Bonsawin, Indigenous Studies ○ Prof. Susan Breau, Dean of Law ○ Dr. Hans-Peter Loock, Dean of Engineering ○ Dr. Ann Stahl, A/Dean, Social Sciences ○ Dr. Graham Voss, Chair, Economics ○ Dr. Scott Watson, Chair, Political Science ○ Dr. Johannes Feddema, Chair, Geography <p>ICDG (new PSC/Minor programs) Proposal Circulated to the following in September 2021:</p> <ul style="list-style-type: none"> ○ Devi Mucina, Director, Indigenous Governance Program ○ Lisa Kahaleole Hall, Director, Indigenous Studies ○ Heidi Kiiwetinepinesiik Stark, Director, CIRCLE ○ Saul Klein, Dean, Gustavson School of Business ○ Scott Watson, Department Chair, Department of Political Science ○ Jo-Anne Clarke, Dean, Division of Continuing Studies ○ John Borrows, Canada Research Chair in Indigenous Law ○ Susan Breau, Dean, Faculty of Law
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Indigenous Community Development and Governance Program: Minor

<u>A. AREAS OF SPECIALIZATION AND EVIDENCE OF ADEQUATE FACULTY COMPLEMENT TO SUPPORT THE NEW PROGRAM</u>	<u>2</u>
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Indigenous Community Development and Governance – PSC and Minor Programs

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

Area of Specialization:

The Minor in Indigenous Community Development and Governance (ICDG) program focusses on critical areas of governance and administration in Indigenous settings and provide learners with the concepts, skills and tools to be future administrative leaders. Students who complete the ICDG minor will gain knowledge that will complement the content of their major program at the University of Victoria, enabling learners to prepare for future careers, whether their goal is to work for Indigenous governments, communities and organizations, or in other public service roles.

UVic Indigenous Community Development and Governance (ICDG) programs of study are unique among BC public administration programs as they are centered in Indigenous histories and perspectives, provide a space for dialogue that is relevant to Indigenous experiences and create opportunities for applied and practical learning in Indigenous contexts. The ICDG courses have been developed and are taught mainly by Indigenous people.

The School of Public Administration developed and delivered the undergraduate Diploma in Indigenous Community Development and Governance Program in 2016 and 2018 to cohorts of part-time online learners who were employed full-time in Indigenous governments and organizations throughout British Columbia. The diploma program structure and curriculum was revised in 2020 and approved by SCP in Cycle 2, for the September 2021 calendar. The ICDG minor program is created from these existing, approved ICDG courses.

However, the ICDG minor is designed to support the critical learning of undergraduate students in other UVic programs who wish to ultimately work for and with Indigenous communities and organizations.

All programs will be taught online and accessible to distance learners, and are for credit.

The need for the Programs:

The proposed Minor in Indigenous Community Development and Governance meets the needs of UVic undergraduate students planning a future career in public service and/or working with and for Indigenous organizations. There is a need in Indigenous governments, organizations and communities to develop and train managers and administrators. In addition, public servants at the federal, provincial and municipal level require the unique knowledge and skills in order to work effectively and efficiently with Indigenous citizens and Indigenous governments.

The School's goal is to increase access to education related to Indigenous governance, administration and organizational management in a Canadian setting. These goals are shared by the University as demonstrated through the following UVic documents:

- Strategic Framework, 2018-2023

- Indigenous Plan 2017-2022, and
- Strategic Enrolment Management Plan.

In addition, this program will help the School of Public Administration and the University of Victoria work towards meeting the mandates of:

- Canada's Truth and Reconciliation Commission, and
- Bill 41-2019: Declaration of the Rights of Indigenous Peoples Act of the Government of British Columbia (based on the United Nations Declaration of the Rights of Indigenous People).

UVic Strategic Framework- Foster respect and reconciliation:

- 4.2: Develop new pathways for access to higher education for Indigenous students.
- 4.3: Increase the number and success of Indigenous students, faculty, staff and leaders at UVic by developing priority recruitment strategies across the university, along with programs to support success.
- 4.4 Implement transformative programs to provide a welcoming, inclusive campus environment for all, and include the entire university community in Indigenous-engaged learning to promote mutual understanding and respect.
- 4.5 Foster respectful partnerships with Indigenous communities, governments and organizations— developing and supporting educational and research programs that align community needs and priorities with UVic strengths and capabilities.

UVic's Indigenous Plan 2017-2022 (p. 11).

GOALS AND ACTIONS:

Ensure the quality, sustainability and relevance of the university's Indigenous academic programs.

- a. Ensure that students in professional programs who will serve, and interact with, Indigenous peoples and communities become knowledgeable about Indigenous history and culture and the impact of colonial practices on Indigenous peoples and communities.....
- d. Support the development of new programs where there is an identified student/community interest, where UVic has existing or emerging faculty expertise, and where we can develop quality programming and essential resources needed for program sustainability.

UVic's Strategic Enrolment Management Plan

Indigenous student enrolment has grown dramatically over the past 10 years and UVic is committed to doubling enrolment over the next 10 years. [...] Further, we are committed to advancing the applicable calls to action of the Truth and Reconciliation Commission and the goals of our own Indigenous Plan. (p.7)

Truth and Reconciliation Commission: #57

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Calls to Action. (Summary of the final report of the Truth & Reconciliation Commission of Canada, p. 329).

Bill 41-2019: Declaration of the Rights of Indigenous Peoples Act of the Government of British Columbia

The implementation of the United Nation Declaration on the Rights of Indigenous Peoples further increases the need to train current and future public servants with regard to Indigenous Governance and Community Development (<https://www.leg.bc.ca/parliamentary-business/legislation-debates-proceedings/41st-parliament/4th-session/bills/first-reading/gov41-1>).

Adequate Faculty Complement Required:

To support the complete ICDG curriculum (Diploma, PSC and Minor) and enrolled students, the School will hire Indigenous faculty for two new assistant professor positions dedicated to ICDG programs, and will deliver the minimum of 10 ICDG courses per academic year. The school will also give preference to Indigenous sessional instructors in teaching ICDG courses. Expanding ICDG program options to include a PSC and Minor does not require additional faculty resources beyond those of the Diploma.

Alternatively, should Ministry funding for the Diploma program be delayed, the minor may be offered with existing faculty resources and supplemented by Indigenous sessional instructors, potentially supported through external funding.

B. Admission Requirements for proposed new programs

- **Minor** in Indigenous Community Development and Governance
 - be enrolled at UVic in an undergraduate degree program
 - have completed approximately 30 units towards their Bachelor's degree

Applications to the minor from both Indigenous and non-Indigenous learners will be welcome.

C. Curriculum design

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

All ICDG courses have been developed and approved for online delivery as a part of the existing Diploma program. Detailed course description information is provided in **Appendix 3**.

MINOR IN INDIGENOUS COMMUNITY DEVELOPMENT AND GOVERNANCE

The Minor is designed for students enrolled in a Bachelor's degree from another UVic School or Department. Six courses (9.0 units) are required:

Required:

- ICDG 301 (1.5) Governance in Indigenous Communities
(cross-listed ADMN330 (1.5) Understanding Indigenous Governance)

Electives:

- Choice of five other 1.5 unit ICDG courses, or
- At least three other 1.5 ICDG courses, and up to two other 300 or 400-level 1.5 unit UVic courses on an Indigenous topic and approved by the School.

It is anticipated that through cooperation with other UVic Schools and Departments which offer courses on Indigenous topics, students enrolled in the ICDG minor program may opt to take other UVic courses (300 to 400-level) as electives to complete their program (with approval of the School).

ICDG COURSE TOPICS

ICDG 301 (1.5) Governance in Indigenous Communities

ICDG 302 (1.5)	Communications in Indigenous Governments and Organizations
ICDG 303 (1.5)	Lands, Resources and Economic Development
ICDG 304 (1.5)	Strategic Planning and Implementation
ICDG 305 (1.5)	Indigenous Research and Project Management
ICDG 306 (1.5)	Human Resource Management in Indigenous Organizations
ICDG 307 (1.5)	Managing Change for Effective Social and Community Development
ICDG 308 (1.5)	Financial Management in Indigenous Governments and Organizations
ICDG 400 (1.5)	Leadership in Indigenous Communities and Governments
ICDG 401 (1.5)	Capstone for Indigenous Government and Organizations
ICDG 402 (1.5)	Intergovernmental Relations: Working with Others

~Up to two 300 or 400 level courses on Indigenous topics, as approved by the School.

Transfer of Courses towards other Programs:

ICDG minor course work is intended to be considered as part of the graduation requirements for an undergraduate student's bachelor's degree program at the University of Victoria and complement their major program. However, should the student's plans change, ICDG courses can be transferred:

- Elsewhere within UVic: The ICDG minor courses can be transferred towards other UVic degree programs (depending on requirements)
- Externally: The ICDG courses can transfer towards degree programs at Thompson Rivers University

Eight Principles ICDG Programs

ICDG curriculum was originally designed with the following eight principles, based on the guidance and advice from the many Indigenous leaders the School consulted while developing this program:

1. **Inclusive**—the curriculum is inclusive of all Indigenous peoples, communities and organizations and welcomes Indigenous and non-Indigenous learners.
2. **Practical**—Courses have practical application. Indigenous communities and organizations will benefit because students will acquire tools to address their needs, priorities and aspirations.
3. **Progressive**—Students will gain knowledge and skills to help guide their communities to greater economic independence and self-determination. They will develop forward-thinking approaches to leadership, policies, management practices and results-based organizations
4. **Strengths-based**—the program focuses on the strengths of students, Indigenous communities and organizations within the context of administrative leadership, community development and governance.
5. **Innovative**—the program emphasizes innovative approaches for effective administration and governance. Students will develop skills to lead and manage in complex Indigenous environments and emerging socio-economic and technological change.
6. **Relevant**—Courses are relevant as they reflect the diversity of Indigenous people, histories, cultures and values. They relate to Indigenous contexts of community, administration and governance.
7. **Empowering**—Courses and learning materials empower students to apply their skills and knowledge within their roles as administrators and leaders of Indigenous communities and organizations.
8. **Culturally Responsive**—the program values the uniqueness and importance of Indigenous cultures and honours Indigenous ways of knowing, values, perspectives and experiences in its courses and instruction.

Does the program 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.

The program will not engage in work terms, Co-op, or developing placement opportunities. However, students enrolled in the Minor may have the option of participating in a Co-op program through the Department of their Major. In this case, the Minor in ICDG may assist them to find a Co-op placement that is relevant to not only their Major, but also the Minor in Indigenous Community Development and Governance.

It is expected that most learners enrolled in the ICDG minor program will be full-time undergraduate students and may have limited work place experience. Therefore, instructors will set the course materials in such a way that both the students with and without workplace experience can fully relate to the readings and assignments. As in any classroom setting, we anticipate that through online dialogue between students and the instructors' input, the learners with less workplace experience will have the advantage of learning from their experienced fellow students.

Opportunities for community engaged and research-enriched learning.

Students enrolled in the Minor in Indigenous Community Development and Governance will be encouraged to consider their personal work and life experiences as they relate to the course content. On campus students enrolled in the minor could also consider LE, NONET courses as part of their minor program, and once completed, they may qualify for community internships and/or community research apprenticeships, which both have a stipend attached to them.

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

The entire ICDG curriculum has been designed to be delivered via distance education. The courses all have BrightSpace websites with readings provided online, in addition to textbooks. The School of Public Administration has 40+ years of distance education experience and currently delivers other professional undergraduate and graduate programs via online delivery.

Identify the learning outcomes.

Indigenous learners in UVic undergraduate degree programs will acquire knowledge and skills in the ICDG minor program to complement and enhance the studies in their major program, and support the need to build their future administrative and leadership careers. They will enhance their qualifications by learning about management and governance and broaden their understanding of Indigenous leadership and administration within historical and contemporary contexts.

The non-Indigenous learner in the ICDG minor program will learn skills to work alongside Indigenous programs, organizations and governments in their future careers, having gained a better understanding of the history and administrative systems of Indigenous governments and organizations within Canada, as well as intergovernmental relations.

Identify anticipated times to completion.

Minor in ICDG (6 courses): Students would normally enroll in the Minor in their third year of bachelor degree studies, so could complete the requirements within the remaining two years of full-time study.

The School proposes to offer ICDG courses in a schedule similar to the following example (subject to change, dependent on faculty and funding structure):

Example Schedule:

Fall	Spring	Summer
ICDG 301 Governance in Indigenous Communities	ICDG 303 Lands, Resources and Economic Development	ICDG 305 Indigenous Research and Project Management
ICDG 302 Communications in Indigenous Governments and Organizations	ICDG 304 Strategic Planning and Implementation	ICDG 306 Human Resource Management in Indigenous Organizations
ICDG 307 Managing Change for Effective Social and Community Development	ICDG 400 Leadership in Indigenous Communities and Governments	
ICDG 308 Financial Management in Indigenous Governments and Organizations	ICDG 402 Intergovernmental Relations: Working with Others	

Note: ICDG 301 will be cross-listed with ADMN 330 – Indigenous Governance in Canada, which will be offered in alternate terms, increasing opportunities for students to take this topic.

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

These are all undergraduate programs, so there would not be candidacy exams or oral examinations. Course learning will be based on their course readings and the instructors' course notes and interaction with the instructor and fellow students. Students' course work will be assessed on their online dialogue with their fellow students and the instructor, on written assignments (normally two to three essays over the term), online group work, and online presentations.

Plans for integration of teaching and research.

The duties of the assistant professors will involve teaching in this program and research, which will be based on their specific research interests and skills. The research will involve a variety of topics, including (for example) Indigenous governance and self-determination, Indigenous data management, governance history, sovereignty, community development, intergovernmental relations, place-based governance and environmental sustainability. It is anticipated that the faculty members' research will intersect with that of their SPA and other UVic colleagues on Indigenous governance issues in Canadian settings.

Describe any international or Indigenous opportunities or perspectives.

The entire ICDG curriculum is centered in Indigenous perspectives of governance and community development in a Canadian setting. We anticipate that faculty may choose to teach and do research on national or international issues related to Indigenous history and relations, as well as studying current and emerging trends and intergovernmental relations.

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

Enrolment:

The proposed ICDG Minor program and ICDG curriculum overall support the School of Public Administration goal of

improving opportunities for Indigenous learners. ICDG programs are applicable to future public servants in the federal, provincial and municipal governments who are enrolled in Public Administration programs and wanting to learn more about Indigenous governance. In particular, ICDG curriculum responds to the following policies and goals:

UVic's Strategic Enrolment Management Plan

Indigenous student enrolment has grown dramatically over the past 10 years and UVic is committed to doubling enrolment over the next 10 years. [...] Further, we are committed to advancing the applicable calls to action of the Truth and Reconciliation Commission and the goals of our own Indigenous Plan. (p.7)

Truth and Reconciliation Commission: #57

We call upon federal, provincial, territorial, and municipal governments to **provide education to public servants** on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Calls to Action. (Summary of the final report of the Truth & Reconciliation Commission of Canada, p. 329).

Bill 41-19 Declaration on the Rights of Indigenous Peoples Act of the Government of British Columbia

The implementation of the United Nations Declaration on the Rights of Indigenous Peoples further increases the need to train current and future public servants with regard to Indigenous Governance and Community Development (<https://www.leg.bc.ca/parliamentary-business/legislation-debates-proceedings/41st-parliament/4th-session/bills/first-reading/gov41-1>).

Specifically, the School would like to note that with UVic's emphasis on positive relations with Indigenous students and communities, our courses would contribute to better informing UVic students of the rights and history of Indigenous people, thereby building awareness and respect. Certain courses in the curriculum would be of particular interest to a large number of UVic students, both Indigenous and non-Indigenous, to better inform them of the relationship between Indigenous people and visitors to the traditional territories of the lək'wəŋən peoples where the University of Victoria stands, and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose important relationships with the land continue. To this end, the School of Public Administration envisions that particular ICDG courses may require two sections to handle potential enrolment. To quote former UVic President Jamie Cassels:

...UVic recognizes that colonization and associated attitudes, policies and institutions have significantly changed Indigenous peoples' relationship with this land. And for many years those same things served to exclude Indigenous students from higher education.

We're committed to redressing those historical and continued barriers. While there is much more to be done, Indigenous students are now enrolling in relevant programs at the university, and succeeding, in ever-increasing numbers.

As part of our commitment to reconciliation we're building better and meaningful partnerships with Indigenous communities, developing new programs, and working to bring our university into better harmony with Indigenous cultures, beliefs and ways of being. Indigenous people and communities are an important part of building our university for the future. (<https://www.uvic.ca/home/about/about/indigenous/index.php>)

Student recruitment:

Students enrolled in the ICDG Minor will likely be full-time students enrolled in a UVic bachelor's program and will require six ICDG courses to fulfill their requirements. These courses would count towards their regular undergraduate program elective requirements and they would be eligible for the same funding as any other full-time students.

Students could complete ICDG courses at any point of the year (September, January, or May). We could accommodate an intake of 20 minor students per year. The only required course in the minor program, ICDG 301, is cross-listed with ADMN 330 - Indigenous Governance in Canada, which will increase the number of term and course options available every year for ICDG minor students.

The School will actively recruit current and potential UVic undergraduate students to the minor program through social media, campus advertisements and through advertisements and personal connections with Indigenous governments and non-profit organizations. In the Summer of 2021, additional consultation with Indigenous communities and organizations took place in preparation for Ministry submission, establishing relationships with a network of individuals and communities that support Indigenous post-secondary students (see **Appendix 4** for overview of consultation project).

Financial support: Indigenous students enrolled in the ICDG minor should qualify for funding support from their communities, confirmed during ongoing consultation with Indigenous communities and organizations in Summer 2021.

In addition to the students enrolled in the ICDG minor program, the courses would be available to other UVic undergraduate and graduate students as electives. As these are 300 and 400-level courses, other students should be in at least their third year of a degree program and would have access to any financial support that full-time students are entitled to receive.

Transfer credit:

The ICDG minor courses do not provide a full-time degree program, but are expected to contribute to the graduation requirements of the learners' major degree program. Based on the precedent of the previous Certificate in the Administration of Aboriginal Governments (CAAG) or what was later called the Certificate in the Administration of Indigenous Governments (CAIG), many ICDG courses could be used towards UVic bachelor degree requirements even if students do not complete the entire minor program, and depending on how much elective credit is available in various programs. In addition, should the minor student alter their plans to complete a degree at UVic, ICDG minor courses could be transferred to Thompson Rivers University bachelor's degree programs.

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

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

For a chart on how ICDG courses apply to Minor, Professional Specialization Certificate and other programs, see **Appendix 3**.

The School's financial and human resource requirements for ICDG programs are detailed in the following budget. Please note that funding for the ICDG minor program cannot be separated from ICDG Diploma program (revised and approved February 2021 SCP). There is no additional funding or resource requirements required to offer the minor in addition to the existing Diploma. There is sufficient general office space for clerical staff and three offices will be required for ICDG faculty and the .5 PEA Program Manager. Some of this office space will be available in the School, based on retirements.

For reference, the following budget is based on a steady state of offering 10 ICDG undergraduate courses per year with an enrolment of up to 35 students per course.

Financial and Human Resources Required:

Operating and Teaching Expenses Requested for Indigenous Community Development and Governance Programs	Steady State - Diploma, Minor, PS Certificate, electives - 10 courses per year	
Two Assistant Professors - (new positions to teach 4 courses each)	105,000	210,000
20% benefits	21,000	42,000
Sessional instructors - 2 at \$7,500	7,500	15,000
4% benefits	300	600
Program Assistant - 0.8 FTE (CUPE 951)		38,794
20% benefits		7,759
Sundry Services (course revision, multi-media development) and individualized student support		7,000
Miscellaneous (phone, photocopy, postage, supplies)		1,000
Total cost		322,153

Provided by the School (extra base funds requested)

Program Coordinator - 0.5 FTE position PEA Level to be determined		30,000
20% benefits		6,000
Total cost		36,000

F. Appendices

1. The History of the Development and Delivery of Indigenous Community Development and Governance programs
2. ICDG Course Descriptions
3. Overview of the ICDG diploma, professional specialization certificate and minor
4. Summary of ICDG Community Consultation project
5. Library Resources; Letters of support from Faculties and Departments

Appendix 1

The History of the Development and Delivery of Indigenous Community Development and Governance programs

Below you will find key background information about the current programs in Indigenous Community Development and Governance at UVic.

History:

The School of Public Administration has been offering programs in Indigenous governance and administration since 1990. SPA offered a successful 8-course credit Certificate in the Administration of Aboriginal Governance (CAAG) from 1990-98. When the Indigenous Governance Program started in 1999, the certificate program moved out of the School and was administered by IGOV. The program was re-titled to “Certificate in the Administration of Indigenous Governance” (CAIG). The IGOV program has since made their graduate programs a priority and stopped offering the certificate in 2007.

Graduates of the CAAG and CAIG programs could ladder their courses into the School’s undergraduate Diploma in Public Sector Management program (DPSM). Upon completion of four more ADMN courses, students could earn the Diploma in Public Sector Management. Courses could also be laddered into other UVic programs.

A total of 105 students completed the CAAG and CAIG programs. Twenty-five percent of these graduates went on to further studies at UVic, including 20 who completed the Diploma in Public Sector Management and a further seven who completed an undergraduate or graduate degree from UVic.

ICDG Program development and funding:

The Diploma in Indigenous Community Development and Governance (ICDG) is a program designed in collaboration with Indigenous community leaders. During 2013-14, a proposal was prepared and the Diploma in First Nations Government and Administration was approved by the UVic Board of Governors in April 2014.

Initial development funding in the amount of \$150,000 was provided by the Office of Vice-President Academic in 2014. The School applied to the then titled Department of Indian and Northern Affairs (DIAND) for a three-year grant to develop and deliver the program (one year of development funds, two years of program administration funds for the first cohort.) The grant was approved, but the Government later made funding cuts across many grants. The School’s grant was cut from three years to less than one year, which allowed only time for development. In actuality, there was far less than a year to make use of the funds: the grant of \$241,186 (about 50% of the original allocation) was received in November 2014 and had to be spent by March 31, 2015. Through the administration of a newly hired Program Coordinator, Marcia Dawson (a graduate of the School’s CAAG program) and the oversight of the Director, Evert Lindquist, twelve courses were developed and plans for delivery were implemented. The School applied for and received a further DIAND/INAC grant in 2017 for \$112,593.

The combination of the second INAC grant and other external funds ensured sufficient funding for a second cohort. The former HSD Development Officer, Lynne Milnes, applied for and received an operating grant from the Vancouver Foundation in the amount of \$225,000 over three years (2017-2020). She also

raised \$20,000 in private donations and developed a funding proposal to an anonymous donor, which resulted in a further \$50,000 in 2018-19, which was negotiated with the support of the HSD Dean and the current Development Officer, Trisha Roche.

The UVic Office of Indigenous Academic and Community Engagement (IACE) provided student funding to the School through the Government of BC Aboriginal Services Plan Fund. The School received \$15,000 in 2016, which was distributed as student awards to the first cohort during the 2016-17 academic year. In 2019, the ASP Fund provided \$10,000 for operating costs for the second cohort.

2016-2018 Diploma Program Delivery:

The School accepted two cohorts of students, in September 2016 and September 2018. Each cohort registered in two online courses per term, plus three 5-day on campus workshops in the first fall term and in two summer terms.

2020 ICDG Diploma Revision Proposal:

In 2020 The School of Public Administration submitted a proposal to revise the existing ICDG Diploma from a 12 course (17.5 unit) program to a 10 course (15 unit) program, to be administered online in a more flexible and accessible schedule for students. These changes were approved by the Senate Committee on Planning (SCP) in February 2021.

2021 Ongoing Consultation Project:

The School of Public Administration is conducting ongoing consultation with Indigenous Nations, communities and organizations, as well as other institutions, professional organizations and employer groups. This process serves to build relationships with key contacts, share information, validate ICDG program structure and administration, and invite feedback in anticipation of program re-launch in 2022. Consultation began in June 2021 and is expected to complete in October 2021.

Appendix 2

INDIGENOUS COMMUNITY DEVELOPMENT AND GOVERNANCE Course Descriptions

ICDG 301 (1.5) Governance in Indigenous Communities

Provides foundational information of concepts, themes and topics related to Indigenous governance, including historical and contemporary challenges facing Indigenous peoples in Canada. Topics are organized by eras beginning with pre-contact, European settlement, colonialism and treaties before proceeding to Constitutional Reform and the inherent right to self-government. Administrative aspects of Indigenous governance are examined: fiscal governance, economic development, program and service delivery, and intergovernmental relations.

ICDG 302 (1.5) Communications in Indigenous Governments and Organizations

Contemporary communications theory and application with specific emphasis on the communication tools necessary in Indigenous government organizations. Topics include: developing excellent written, verbal and interpersonal communication skills; technical and strategic approaches to written and verbal communication for internal and external audiences; stages of the writing process; report writing skills; composing responses, briefing notes, news releases and sensitive messages. Practices, strategies and tools necessary to engage Council, community and stakeholders using effective and inclusive communication processes.

ICDG 303 (1.5) Lands, Resources and Economic Development

Indigenous identity, culture, and economy is deeply connected to the land. Colonization restricted access to land and marginalized Indigenous economic development. Learners review the historic relationship to lands and the struggle to regain control and ownership. Canvassing governance frameworks for land, we consider opportunities to expand ownership and control. Economic implications are considered and success stories are highlighted. Students will consider what reconciliation means for the development of lands and resources

ICDG 304 (1.5) Strategic Planning and Implementation

Using a combination of Indigenous and Western planning concepts and processes, this is organized into four main themes described as Planting Season, Gathering Season, The Journey and The Path Forward. Topics include: Indigenous perspectives of planning, strategic planning as nation building, the role of community engagement in strategic planning and community development, strategic thinking, components of a strategic plan, the role of strategic management, and the role of leadership in strategic planning

ICDG 305 (1.5) Indigenous Research and Project Management

Provides skills and guidance for the planning and successful completion of the capstone community project (ICDG 401). Participants will explore, analyze, and benefit from available project management models and planning tools, learn to view community and organizational change in different ways, explore alternative models and examples of change, and review and discuss the utilization of Indigenous Knowledge and respectful research protocols when planning for and implementing change strategies.

ICDG 306 (1.5) Human Resource Management in Indigenous Organizations

Learning based on contemporary human resource management theory and practice; incorporating traditional Indigenous practices and values. Topics: developing a human resources plan; robust human

resources policies and practices; managing people and tasks; interpersonal workplace communications and relations; selection; retention; and development of employees. Improving workplaces will be examined through team building, motivating self and others, providing feedback, conflict management, workplace safety, well-being, and self-awareness and self-care. Examines working with appointed boards in an Indigenous context.

ICDG 307 (1.5) Managing Change for Effective Social and Community Development

Examines how social and cultural factors influence community development and well-being initiatives. Participants will analyze and assess needs for social and community activities and services - past, present, and future, and identify resourcing and jurisdictional issues in the development and implementation of community-based and organizational initiatives. Community characteristics will be identified and their potential role/impact on proposed initiatives, while addressing issues of sustainability and development of effective partnerships and leading change agendas.

ICDG 308 (1.5) Financial Management in Indigenous Governments and Organizations

Managing financial resources effectively is a primary responsibility of leaders/administrators. Provides an overview of how Indigenous governments are financed and tools used to care for money systematically and transparently. Learning focuses on resource allocation, budgeting, control and accountability for governments and organizations. Students develop practical financial skills needed to make appropriate management decisions. Topics of special interest to Indigenous governments include taxation, housing, performance management, and communicating important financial information to decision-makers.

ICDG 400 (1.5) Leadership in Indigenous Communities and Governments

Develops capacities to understand, appreciate, and develop students' own leadership and that of others. Drawing on both Western theory and practice and Indigenous values and leadership practices, students will develop an understanding of different leadership styles, team dynamics, motivation and management of people and projects within diverse communities facing both internal and external challenges. Provides experiential learning, development of self-knowledge, and acquisition of practical leadership skills and strategies for the workplace and community.

ICDG 401 (1.5) Capstone Project for Indigenous Governments and Organizations

In this capstone course, learners integrate the curricular, cross-disciplinary strands of the ICDG program through the application of their learning outcomes, in a community context. Learners continue to develop leadership skills and increase their awareness and appreciation for the relevance of their chosen areas of interest in Indigenous governance and administration through a community service-learning experience. Learners will complete a substantial analysis of a management, policy or program problem for an Indigenous community or organization.

ICDG 402 (1.5) Intergovernmental Relations: Working with Others

Topics include how and why it is necessary to develop and maintain successful relationships with other Indigenous governments and organizations, community organizations, and municipal, provincial/territorial, or federal governments. Administrators examine how authorities, rights, laws/regulations, and interests shape outcomes, whether negotiating treaties, exercising rights in areas with overlapping jurisdictions, or developing partnerships for economic development or service delivery. Examines Indigenous and treaty rights, application of the *Indian Act*, treaty negotiations, alternative partnerships, lands and resources issues.

Appendix 3

Overview of ICDG courses in Diploma, Professional Specialization Certificate and Minor programs:

	Minor in ICDG	Professional Specialization Certificate in ICDG	Electives for other Programs	Diploma in ICDG
Total courses required	6	4	Varies	10
Students' profile	Must be enrolled in a Bachelor's degree program. Could be working administrators or full-time on campus students.	Working administrators who already hold a degree	<ul style="list-style-type: none"> DPSM, DLGM MPA, MACD (using only ICDG 400-level) Other UVic undergrad programs where course fits the requirements. 	<ol style="list-style-type: none"> Administrators working full-time, studying part-time, and Full-time students, who may be younger, with limited work experience
Course Delivery Format	Online, while taking other UVic courses	Part-time online	Online, while taking other UVic courses	Part-time(1-2 courses) or full-time (at least three courses) online
Number of courses from: <ul style="list-style-type: none"> the existing ICDG curriculum and other UVic programs (Note: subject to review/approval by other UVic Indigenous programs) 	1 required and 5 elective ICDG courses. <ul style="list-style-type: none"> Electives could include 2 courses on Indigenous topics from other UVic programs. 	1 required and 3 elective ICDG courses	ICDG courses could be elective credit for other Indigenous programs at UVic (subject to review/approval with other programs.)	10, 2 required and 8 elective ICDG courses. Up to 2 electives could include Indigenous topics from other UVic programs.
Program could ladder into....	Recognized ICDG Minor as part of a 40-course UVic Bachelor's degree.	Stand alone, but could ladder into an ICDG Diploma (6 more courses) or DPSM or DLGM (7 more courses).	Courses would be elective credits towards UVic degree, diploma or certificate.	ICDG courses could ladder into a UVic or Thompson Rivers University (TRU-OL) degree program.
How ICDG courses fit into other program requirements	Students will require 34 other courses to complete a Bachelor's degree.	Could ladder into a Diploma in ICDG (requires 6 more courses) or a Diploma in Public Sector Management or Local Government Management (7 more courses)	ICDG courses would count as electives in other UVic programs.	Varied, up to 10 courses transferred to other UVic or TRU programs, depending on what is accepted by the other program

Appendix 4

UVic Indigenous Community Development and Governance (ICDG) programs Consultation Survey Summer 2021 - Indigenous Communities and Organizations

Introduction: The following is a summary of the Indigenous student and community consultation performed by the School of Public Administration, for the purpose of the proposal for Ministry support of ICDG programs.

Objective: Gain input, feedback, and recommendations from Indigenous students, communities and organizations on the existing diploma proposed professional specialization certificate and minor programs.

Context: The consultation process began in June 2021 by connecting with local Indigenous communities and national Indigenous groups and organizations to receive feedback on existing and proposed ICDG programs. Several groups were identified to consult with, including past students of the diploma program, First Nation communities on Vancouver Island, FNMI communities and groups within British Columbia, Friendship Centres across Canada and provincial Indigenous groups and organizations in BC. Where possible, an email invitation was sent along with the electronic survey to receive feedback. The invitation outlined the purpose of connecting, the proposal, and requested the recipients participation through completion of the survey. For those that we did not have email contact information available, a paper version of the invitation and survey was mailed their review. Careful effort was made for First Nation communities on Vancouver Island to receive their specific input, as they were identified as key stakeholders. Along with sending the email and/or paper mail, efforts were made to connect with Education Managers from those communities by phone to discuss the proposal in further detail. Both electronic and paper results are still being received.

Process: Input from UVic IACE and Indigenous faculty within the School of Public Administration informed who should be included in the consultation process, along with following previous efforts made by the School when they first introduced the Diploma program. In total, our consultation list contains 503 contacts from the groups outlined above. The original survey was specific to First Nation Education Managers who oversaw the federal Post-Secondary Student Support Program (PSSSP). Slight changes were made to the survey for Indigenous groups and organizations that may or may not provide funding for their students/clients. Strong efforts were made to capture the appropriate insights from the varying groups to better understand their needs.

Preliminary Results Summary (September 2021):

Group 1: Past ICDG Diploma Students and Graduates

Surveys sent: 38

Responses: 8

Group 2: BC Education Coordinators

Surveys sent: 167

Responses: 15

Group 3: Indigenous Groups and Organizations (BC)

Surveys sent: 153

Responses: 9

Group 4: National Indigenous Groups and Organizations

Surveys sent: 40

Responses: 3

Results Discussion: Overall, survey comments were supportive of ICDG programs and many indicated that the outlined programs would meet their communities' educational needs. There were some concerns raised about funding for online part-time programs from some groups (i.e., students may not be eligible for living allowance). There were also concerns raised about the admission requirements for the diploma and certificate, such as students not being able to meet the English requirement or already hold a bachelor's degree (required for professional specialization certificate program). Other concerns raised included technology access, especially for more northern or remote communities.

Stage 1 Review for New Degree Proposals

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

Submission format:

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

INSTITUTION: University of Victoria	PSIPS PROPOSAL #:
PROPOSED DEGREE: (note this proposal is not for a degree program.) <ul style="list-style-type: none">○ Minor in Indigenous Community Development and Governance (ICDG)	

Stage 1 Review for New Degree Proposals

Summary Description of Program:

The School of Public Administration has developed and delivered a Diploma in Indigenous Community Development and Governance (ICDG), designed to meet the professional development needs of working Indigenous administrators through part-time online study. This program meets the needs of current and future administrators from all levels of government who require training and education about Indigenous governments, community organizations, policies, and management practices through culturally sensitive and relevant course content.

The School is now seeking to expand the ICDG curriculum to a broader student community by adding a Minor in Indigenous Community Development and Governance program option, using existing ICDG courses. The Minor in Indigenous Community Development and Governance (ICDG) program focusses on critical areas of governance and administration in Indigenous settings and provides undergraduate learners with the concepts, skills and tools to be future administrative leaders. Students who complete the ICDG minor will gain knowledge that will complement the content of their major program at the University of Victoria, enabling learners to prepare for future careers, whether their goal is to work for Indigenous governments, communities and organizations, or in other public service roles.

In response to consultation feedback from past ICDG students, Indigenous communities and organizations and others the School has updated ICDG programs to offer the courses throughout the academic year (January, May or September). ICDG minor students may choose one or more courses per term, depending on their personal circumstances and degree program status. Students enrolled in the ICDG minor program can complete minor requirements in their third and fourth years of their degree program, depending on the requirements of their major.

ICDG programs consist of third and fourth-year university credit courses that require an average of 8 – 10 hours per week of independent study. These are paced online courses, which means weekly readings, scheduled online discussions and assignments. Existing ICDG courses include:

- [ICDG301](#) - Governance in Indigenous Communities (1.5)
- [ICDG302](#) - Communications in Indigenous Governments and Organizations (1.5)
- [ICDG303](#) - Lands, Resources, and Economic Development (1.5)
- [ICDG304](#) - Strategic Planning and Implementation (1.5)
- [ICDG305](#) - Indigenous Research and Project Management (1.5)
- [ICDG306](#) - Human Resource Management in Indigenous Organizations (1.5)
- [ICDG307](#) - Managing Change for Effective Social and Community Development (1.5)
- [ICDG308](#) - Financial Management in Indigenous Governments and Organizations (1.5)
- [ICDG400](#) - Leadership in Indigenous Communities and Governments (1.5)
- [ICDG401](#) - Capstone Project for Indigenous Governments and Organizations (1.5)
- [ICDG402](#) - Intergovernmental Relations: Working with Others (1.5)

MINOR IN INDIGENOUS COMMUNITY DEVELOPMENT AND GOVERNANCE

The Minor is designed for students enrolled in a Bachelor's degree from another UVic School or Department and should be in their third year of Study. Six courses are required:

Required:

- ICDG 301 Governance in Indigenous Communities (1.5)
(*cross-listed ADMN330 (1.5) Understanding Indigenous Governance*)

Electives:

- Choice of five other ICDG courses (1.5 units), or
- At least three other ICDG courses and up to two other 300 or 400-level UVic courses on an Indigenous topic and approved by the School.

Stage 1 Review for New Degree Proposals

INSTITUTIONAL MANDATE / CAPACITY

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

CRITERIA:	COMMENTS:
A. Mandate	
How does the proposed program fit within the mandate of the institution?	<ul style="list-style-type: none"> The School of Public Administration's proposed Minor in Indigenous Community Development and Governance (ICDG) program fits within: <ul style="list-style-type: none"> UVic's Strategic Framework, 2018-2023 Indigenous Plan, 2017-2022 Strategic Enrolment Management Plan The School of Public Administration strategic priorities The proposed ICDG minor program will support the efforts of the School and the University to meet the mandates of: <ul style="list-style-type: none"> Canada's Truth and Reconciliation Commission, and Bill 41-2019: Declaration of the Rights of Indigenous Peoples Act of the Government of British Columbia (based on the United Nations Declaration of the Rights of Indigenous People)
How does the proposed program support the current academic and strategic plan of the institution?	<p>The design and delivery of the Minor in Indigenous Community Development and Governance aligns with the following UVic goals:</p> <p>UVic Strategic Framework- Foster respect and reconciliation:</p> <p>4.3: Increase the number and success of Indigenous students, faculty, staff and leaders at UVic by developing priority recruitment strategies across the university, along with programs to support success.</p> <p>4.4 Implement transformative programs to provide a welcoming, inclusive campus environment for all, and include the entire university community in Indigenous-engaged learning to promote mutual understanding and respect.</p> <p>4.5 Foster respectful partnerships with Indigenous communities, governments and organizations— developing and supporting educational and research programs that align community needs and priorities with UVic strengths and capabilities.</p> <p>UVic's Indigenous Plan, 2017-2022 (p. 11).</p> <p>GOALS AND ACTIONS:</p> <p>Ensure the quality, sustainability and relevance of the university's Indigenous academic programs.</p> <p>a. Ensure that students in professional programs who will serve, and interact with, Indigenous peoples and communities become knowledgeable about Indigenous history and culture</p>

Stage 1 Review for New Degree Proposals

	<p>and the impact of colonial practices on Indigenous peoples and communities....</p> <p>d. Support the development of new programs where there is an identified student/community interest, where UVic has existing or emerging faculty expertise, and where we can develop quality programming and essential resources needed for program sustainability.</p> <p><i>UVic's Strategic Enrolment Management Plan</i></p> <p>Indigenous student enrolment has grown dramatically over the past 10 years and UVic is committed to doubling enrolment over the next 10 years. [...] Further, we are committed to advancing the applicable calls to action of the Truth and Reconciliation Commission and the goals of our own Indigenous Plan. (p.7)</p> <p><i>Truth and Reconciliation Commission: #57</i></p> <p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Calls to Action. (Summary of the final report of the Truth & Reconciliation Commission of Canada, p. 329).</p> <p>Bill 41-2019: Declaration of the Rights of Indigenous Peoples Act of the Government of British Columbia</p> <p>The implementation of the United Nation Declaration on the Rights of Indigenous Peoples further increases the need to train current and future public servants with regard to Indigenous Governance and Community Development (https://www.leg.bc.ca/parliamentarybusiness/legislation-debates-proceedings/41st-parliament/4th-session/bills/firstreading/gov41-1).</p> <p>The School believes that by making ICDG curriculum more available, that we can contribute to the goals of UVic, as stated by former President Jamie Cassels:</p> <p>...UVic recognizes that colonization and associated attitudes, policies and institutions have significantly changed Indigenous peoples' relationship with this land. And for many years those same things served to exclude Indigenous students from higher education.</p> <p>We're committed to redressing those historical and continued barriers. While there is much more to be done, Indigenous</p>
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Stage 1 Review for New Degree Proposals

	<p>students are now enrolling in relevant programs at the university, and succeeding, in ever-increasing numbers.</p> <p>As part of our commitment to reconciliation we're building better and meaningful partnerships with Indigenous communities, developing new programs, and working to bring our university into better harmony with Indigenous cultures, beliefs and ways of being. Indigenous people and communities are an important part of building our university for the future. (https://www.uvic.ca/home/about/about/indigenous/index.php)</p>
<p>For applied degrees offered under the <i>College and Institute Act</i>:</p> <ul style="list-style-type: none"> Does the proposal lead to a specific occupation? Does the proposal provide a diploma exit, if appropriate? 	<ul style="list-style-type: none"> The ICDG minor program will not fall under the <i>College and Institute Act</i> because it is a university credit program. However, ICDG Minor students will be full-time UVic students who will be including in their academic program six courses from the ICDG professional program. They will expect that the ICDG courses will provide education/training that will be useful in finding work upon graduation with their bachelor's degree, especially if their career plans include working with or for Indigenous organizations and First Nations governments, or in public service roles that work with and for Indigenous peoples and organizations. If a student were to discontinue their bachelor degree program having completed some or all of the ICDG minor courses, these courses could alternatively be used towards the ICDG Diploma program.
B. Capacity	
<p>To what extent does the program build on the institution's existing infrastructure, resources and experience from offering programs in related fields?</p>	<ul style="list-style-type: none"> The School of Public Administration's ICDG minor courses have already been developed and delivered by Indigenous faculty and sessional instructors who are experts in the field of Indigenous governance and intergovernmental relations. The School is now in a position to recommend, based on past offerings and continuous consultation with stakeholders, the expansion of ICDG program offerings to include a new minor program option. It is anticipated that through cooperation with other Schools and Departments which offer courses on Indigenous topics, students enrolled in the ICDG minor may opt to take other UVic courses (300 to 400-level) as electives to complete their program (with approval of the School). Alternatively, the School will welcome, as enrolments allow, students from other UVic programs to enroll in ICDG courses. Course descriptions are provided in Appendix 1.

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To what extent has the institution assessed the resources required and identified funding sources needed to implement the program?

The School's financial and human resource requirements for all ICDG programs are detailed in the following budget for reference. Please note that funding for the ICDG minor program only cannot be separated from ICDG Diploma program, but there is no additional funding or resource requirements required to offer the minor in addition to the existing Diploma.

The School identifies a need for two faculty positions, plus two sessional instructors per year, plus operating expenses, including staff. The School will prioritize hiring Indigenous faculty for these positions.

Operating and Teaching Expenses Requested for Indigenous Community Development and Governance Programs	Steady State - Diploma, Minor, PS Certificate, electives - 10 courses per year	
Two Assistant Professors - (new positions to teach 4 courses each)	105,000	210,000
20% benefits	21,000	42,000
Sessional instructors - 2 at \$7,500	7,500	15,000
4% benefits	300	600
Program Assistant - 0.8 FTE (CUPE 951)		38,794
20% benefits		7,759
Sundry Services (course revision, multi-media development) and individualized student support		7,000
Miscellaneous (phone, photocopy, postage, supplies)		1,000
Total cost		322,153

Provided by the School (extra base funds requested)

Program Coordinator - 0.5 FTE position PEA Level to be determined		30,000
20% benefits		6,000
Total cost		36,000

Stage 1 Review for New Degree Proposals

SOCIAL AND ECONOMIC BENEFIT

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

CRITERIA:

COMMENTS:

A. Priority of Program Focus

Is the program focus primarily on meeting social benefit(s) or economic benefit(s)?

The primary social benefit of Indigenous Community Development and Governance programming is providing education to current and future Indigenous administrators and managers to support their professional development. Indigenous students at the University of Victoria will be able to enhance the studies of their selected major program with a Minor in Indigenous Community Development and Governance, enabling them to optimize their undergraduate education and contribute to the development and governance of their own communities.

The ICDG minor program also supports the important social benefit of providing non-Indigenous learners (potentially current and future public servants) a critical understanding of the history and current needs of Indigenous people and communities that they may serve in their workplaces. This development is a key component in supporting reconciliation between federal, provincial and municipal levels of government with the First Nations and Indigenous peoples of British Columbia.

B. Social Benefit

What social, cultural, regional, community, environmental, institutional and/or intellectual benefits would the proposed program provide?

Social, cultural, regional, community benefits:

The School of Public Administration recognizes that there is a need in Indigenous governments, organizations and communities to develop and train managers and administrators and broaden their understanding of Indigenous leadership and administration, within their own contexts. In addition, future public servants at the federal, provincial and municipal level require specific knowledge and skills in order to work effectively and efficiently with Indigenous citizens and Indigenous governments.

The goals of the Minor in Indigenous Community Development and Governance is to provide increased access to courses related to Indigenous governance and organizational management to UVic undergraduate students.

The ICDG minor program would contribute to better informing UVic undergraduate students of the rights and history of Indigenous people, thereby building awareness and respect. Certain courses in the curriculum would be of particular interest to a large number of UVic students, both Indigenous and non-Indigenous, to better inform them of the relationship between Indigenous people and

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	<p>visitors to the traditional territories of the ləkʷəŋən peoples where the University of Victoria stands, and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose important relationships with the land continue.</p> <p>These goals are shared by the University as demonstrated through the following UVic documents:</p> <ul style="list-style-type: none"> • UVic's Strategic Framework, 2018-2023 • Indigenous Plan 2017-2022, and the • Strategic Enrolment Management Plan. <p>The ICDG minor program will support the efforts of the School of Public Administration and the University to meet the mandates of Canada's Truth and Reconciliation Commission and Bill 41-2019: Declaration of the Rights of Indigenous Peoples Act of the Government of British Columbia (based on the United Nations Declaration of the Rights of Indigenous People). This mandate stipulates the need to train current and future public servants with regard to Indigenous Governance and Community Development (https://www.leg.bc.ca/parliamentary-business/legislation-debates-proceedings/41st-parliament/4th-session/bills/first-reading/gov41-1).</p>
<p>How would the proposed program advance social goods or government priorities?</p>	<p>Social goods:</p> <p>The Indigenous Community Development and Governance minor program and courses strive to provide Indigenous undergraduate students the opportunity to build their administrative and leadership competencies and to provide professional education that will support their ongoing and future contributions to their own governments and communities. They will enhance their degree qualification by learning about responsible management and governance and broaden their understanding of Indigenous leadership and administration within historical and contemporary contexts.</p> <p>In addition, non-Indigenous students who may be current or future public servants at the federal, provincial and municipal levels, require specific knowledge and skills in order to work effectively and efficiently with and for Indigenous citizens and Indigenous governments, improving inter-governmental relations.</p> <p>The Minor in ICDG is aligned with the following Government priorities:</p> <p><u>Ministry of Advanced Education and Skills Training Service Plan 2021/2022 – 2023/24</u></p> <p>Goal 3/Objective 3.1 Implement the United Nations Declaration on the Rights of Indigenous Peoples and the Calls to Action of the Truth and Reconciliation Commission:</p>

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	<p>Key strategies</p> <ul style="list-style-type: none"> Working with public post-secondary institutions to continue advancing systemic and cultural change fostering a public post-secondary education system that is respectful, relevant, responsive, and receptive to Indigenous learners, institutes and communities. Supporting the delivery of programs that advance self-determination and that foster partnerships to meet community needs... <p>Goal 3/Objective 3.2: Support accessible and responsive skills training and postsecondary education programs for Indigenous learners and communities</p> <p>ICDG course curriculum has been specifically designed in response to the expressed need of Indigenous communities to develop the administrative and leadership skills within their own people with flexible, accessible education programs.</p> <p><u>Ministry of Indigenous Relations and Reconciliation Service Plan 2021/22-2023/24</u></p> <p>Goal 1/ Objective 1.2: Support Indigenous communities in advancing self-determination and governance building</p> <ul style="list-style-type: none"> Support capacity development in Indigenous governments and organizations, including Indigenous public services. <p>The ICDG Minor is specifically designed to equip students with the knowledge and capacity to assume positions of administrators and managers in Indigenous governments, organizations and public services.</p>
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C. Economic Benefit

<p>What direct and/or indirect economic, industrial or labour market benefits would the program offer the student, community, region or province?</p>	<p>The ICDG minor program offers education and training that will provide economic benefit to students and graduates in increasing their career and professional advancement opportunities after completion of their undergraduate degree.</p> <p>Public servants at the federal, provincial and municipal level increasingly require the knowledge and skills in order to work effectively and efficiently with and for Indigenous citizens and Indigenous governments. These specialized skills are increasingly desirable to obtaining employment in public service roles.</p> <p>Future employers of ICDG minor students may include governments, including First Nations, as well as local, provincial or federal governments or organizations that service Indigenous people and communities. These employers will benefit by gaining a better-educated, productive workforce that is equipped to meet the goals of their organizations in ways that promote truth and reconciliation with Indigenous peoples.</p>
<p>How would the proposed program support economic growth and/or government economic priorities?</p>	<p>The goal of the ICDG minor program is to provide the training and education for future administrators to provide good governance and improved intergovernmental relations for First Nations governments and Indigenous organizations with municipal, provincial and federal governments.</p> <p>Good management of people and resources is required at all levels of government. While respecting Indigenous cultures and practices, the ICDG minor program will provide relevant skills in administration, financial management, resource management, strategic planning, human resources, communications and policy-making to UVic undergraduate students.</p>
<p>What labour market needs would the proposed program meet for the province? (Please include no more than 5 applicable National Occupational Classification (NOC) codes.)</p>	<p>The ICDG Minor program is designed future public sector and non-profit administrators, including line staff or managers, in both Indigenous organizations and public service roles. The employment position of graduates of the ICDG minor program will depend on the subject of their major program and a combination of ICDG education and the learner's other professional and educational experience.</p> <p>Examples of applicable high opportunity labour market categories that apply to the ICDG minor program include:</p> <ul style="list-style-type: none"> • Administrative officers (NOC 1221) (ex: Administrator, band / reserve) • Other administrative services managers (NOC 0114) (ex: Manager, records) • General office support workers (NOC 1411) (ex. Clerk, administrative / general office)

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	<ul style="list-style-type: none"> Government managers - economic analysis, policy development and program administration (NOC 0412) (ex. Director, community economic development)
If the main employer will be government or another public agency, what support does the program have from relevant ministry/public employers?	<p>The ICDG Diploma program received two grants from Indigenous and Northern Affairs Canada, which was instrumental in developing the existing Diploma program and ICDG courses, which are used to make up the ICDG minor program.</p> <p>The primary focus of ICDG minor is to train future administrators in Indigenous governments and community organizations to provide good governance and improved intergovernmental relations. Reciprocally, the ICDG minor will also prepare future public servants at all levels of municipal, provincial and federal governments to work more respectfully and efficiently with Indigenous citizens and Indigenous governments to also support better intergovernmental relations and reconciliation mandates.</p> <p>Example - Indigenous initiatives in BC Public Service that support better understanding of Indigenous Governance:</p> <p><i>Strengthening the representation and inclusion of Indigenous employees in the BC Public Service is important to 'Where We All Belong,' our diversity and inclusion strategy. As representatives of the Crown, B.C. government employees have a responsibility to advance principles of reconciliation in a way that honours and respects the unique constitutional and legal status of First Nations, Métis and Inuit peoples.</i></p> <p><i>Reconciliation is everybody's responsibility and all ministries have been mandated to remain focused on creating opportunities for Indigenous peoples to be full partners in B.C.'s economy and providing a clear and sustainable path for everyone to work toward lasting and meaningful reconciliation. There are several corporate-wide initiatives led by the BC Public Service Agency (PSA) that support this mandate.</i></p> <p>https://www2.gov.bc.ca/gov/content/careers-myhr/about-the-bc-public-service/diversity-inclusion/indigenous-initiatives</p>
D. Consultation	
What feedback from relevant community groups, employer groups, and professional organizations was incorporated into the proposed program?	<p>From June to October 2021 the UVic School of Public Administration conducted consultation with Indigenous Nations, communities and organizations, as well as other institutions, professional organizations and employer groups. This process served to re-establish or build relationships with key contacts, share information, validate existing ICDG program structure and administration, and invite feedback on updated program options.</p> <p>Preliminary consultation results have provided support for the proposed Minor in Indigenous Community Development and</p>

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	Governance (ICDG) program in curriculum and format. Feedback on potential funding and admissions barriers to potential students has been incorporated into program schedule planning.
If the program relates to a regulated profession, what feedback did the regulatory or licensing bodies and the responsible Ministry provide?	N/A – does not involve a regulated profession or accreditation organization.

SYSTEM COORDINATION / PROGRAM DUPLICATION

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

CRITERIA:	COMMENTS:
A. System Context	
What differentiates the proposed program from all other related programs in the province? Please provide a list of Classification of Instructional Programs (CIP) codes for related programs.	<p>BC institutions, and in particular the University of Victoria, have prioritized recognizing, supporting and responding to the educational needs of Indigenous students and communities and providing cultural and spiritual recognition and support while studying at UVic. Implemented programs that specifically serve Indigenous peoples at UVic include education, language revitalization, a major and minor in Indigenous studies, social work, business and leadership, child and youth care, nursing, governance, law, sciences, and the arts. However, Indigenous people and communities have expressed the specific need for ongoing educational training program on administration of their own governments, communities and organizations.</p> <p>While, there are college and university programs that offer minor programs in Indigenous Studies throughout the province, and others that offer minor programs in public administration and public policy, the proposed ICDG minor program offers education specific to the administration of Indigenous organizations and governments. This program is unique in its subject focus and its format as a minor, offered at a third-year or higher undergraduate level. In addition, the flexible online format of ICDG courses is unique, enabling a broader range of students to access courses. Minor program students will benefit from the diverse backgrounds of fellow students in ICDG classes.</p> <p>CIP code: 44.0401 - Public administration</p> <p>Also related: 44.0000 - Human services, general 44.0201 - Community organization and advocacy 44.0501 - Public policy analysis, general 30.1202 - Cultural resource management and policy analysis</p>

Stage 1 Review for New Degree Proposals

B. Consultation

To what extent has the institution consulted other institutions in British Columbia offering similar programs and responded to their feedback?

From June to October 2021 the School of Public administration conducted consultation with Indigenous Nations, communities and organizations, as well as other institutions, professional organizations and employer groups. This process served to re-establish or build relationships with key contacts, share information, validate ICDG programs structure and administration, and invite feedback on updated program options.

As part of this consultation, 14 public post-secondary institutions (12 in BC) that offer related programs were provided updated details on all UVic ICDG programs. Public institutions were invited to provide feedback on the Minor in Indigenous Community Development program. To date, no changes or objections to the proposal have been recommended.

C. Rationale for Duplication

Stage 1 Review for New Degree Proposals

If programs with similar learning objectives are currently available in the region or online within the province, what is the rationale for establishing another program?

There are several college and university programs on Indigenous Studies throughout the province, and many that offer programs on public administration and public policy. However, these programs do not include content specific to the administration of Indigenous organizations and governments in the form of a minor, and/or offered at a third-year or higher level.

In addition, the flexible online format of UVic ICDG courses is unique and enables a broader range of students to access these program options in the course of their UVic undergraduate education. ICDG Minor program students will benefit from the diverse backgrounds of fellow students in their ICDG classes.

Other BC institutions that offer programs with content most related to the Minor in ICDG focus on administration in Indigenous organizations and governments, but none are offered in the format of a minor program:

- **North Island College - Aboriginal Leadership Certificate**
https://calendar.nic.bc.ca/preview_program.php?catoid=3&poid=326
 This part-time, first-year college certificate program is delivered online and through weekend intensive workshops. It does cover some topics that are similar to the UVic ICDG program, but is more focussed on business and leadership principles.
- **UNBC - First Nations Public Administration Certificate**
<https://www2.unbc.ca/calendar/certificates/first-nations#fnpa>
 This first-year level certificate program is interdisciplinary and offers a combination of courses in First Nations Studies and Political Science, with offerings from Business Administration and Economics to build the certificate program. Program content is not all specifically designed and delivered.
- **Nicola Valley Institute of Technology - Aboriginal Governance & Leadership Certificate**
<https://www.nvit.ca/aboriginal-governance--leadership-certificate/program.aspx>
 This first-year level program has overlapping content with the UVic ICDG programs/courses, but is offered in a blended model and in-community. Not all courses are specific to Indigenous Community Development/Governance (e.g. English/Math/Business courses).
- **Tulo Centre for Indigenous Economics/Thompson Rivers University**
<https://afoa.ca/education/certifications/capa/>
 UVic ICDG programs can ladder into TRU Bachelor's degrees in Commerce, Business Administration or General Studies. The Tulo Centre for Indigenous Economics also offers programs that ladder into TRU degrees. The Tulo Centre is a private professional organization providing training in economics, taxation and financial to Indigenous administrators:
 - *Certificate in Aboriginal Financial Management* and
 - *Certified Aboriginal Professional Administrators Designation (CAPA)* (offered in collaboration with the AFOA Canada, which

Stage 1 Review for New Degree Proposals

	certifies financial managers in Indigenous organizations.)
D. Collaboration	
To what extent has the institution explored appropriate ways to collaborate and/or share resources with other institutions offering related programs?	As part of an ongoing consultation project in 2021, 14 public post-secondary institutions (12 in BC) that offer related programs were provided updated details on UVic ICDG program options. Public institutions were invited to provide feedback on all ICDG program options, including the proposed new minor program, and/or indicate interest for potential collaboration.

STUDENT DEMAND AND OUTCOMES

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

CRITERIA:	COMMENTS:
A. Student Demand	
How robust is the demonstrated potential student demand to sustain the proposed program?	<p>Indigenous people are Canada's fastest growing demographic, with a population that grew by 42.5% between 2006 and 2016. Indigenous peoples are also the youngest population in Canada: about 44% were under the age of 25 in 2016, compared to 28% of the non-Indigenous population (source: https://www.sac-isc.gc.ca/eng/1602010609492/1602010631711).</p> <p>There is also growing awareness among settler populations of the barriers, marginalization and violence that Indigenous peoples have faced in BC and Canada, as well as a necessity for those in all levels of public service to work with and for Indigenous communities in support of reconciliation efforts.</p> <p>Taken together, these factors support a growing demand for both Indigenous and non-Indigenous undergraduate students to require Indigenous Community Development and Governance education to meet their professional goals after graduation. Indigenous communities and organizations and government agencies of all types need administrators and managers that have training and education on indigenous governments, community organizations, policies and management practices, through culturally sensitive content that centralizes Indigenous perspectives.</p> <p>This need is aligned with the calls to action of the Truth and Reconciliation Commission: #57 "We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration</p>

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	<p>on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Calls to Action. “ (Summary of the final report of the Truth & Reconciliation Commission of Canada, p. 329).</p>
B. Benefit to Students	
To what extent will students be able to transfer to and from other post-secondary institutions in the province?	<p>The six courses in the ICDG minor program will be credit offerings that will be counted within the requirements of a UVic bachelors degree program, depending on program specifications. However;</p> <ul style="list-style-type: none"> • ICDG courses can also be counted as UVic undergraduate electives for non-minor students • The School will collaborate with other UVic programs that offer Indigenous content to consider ICDG courses counting towards their major degree requirements. • Thompson Rivers University (TRU) will accept the completed ICDG courses towards their degree programs (e.g. Business and General Studies). • Other BC universities may accept these as transfer credit courses, depending on the transfer and program requirements in the receiving universities.
What opportunities are available to program graduates for further study in the field or in professional fields?	<ul style="list-style-type: none"> • ICDG minor program graduates who complete the minor as a part of their UVic bachelor's degree may pursue further studies in public administration at UVic through a variety of professional specialization certificate programs. ICDG minor program graduates who complete their bachelors degree may also be eligible to apply for future graduate studies in indigenous governance or public administration, depending on their professional goals and experience.
What added value will the proposed program offer graduates in terms of employment opportunities?	<p>The specific employment position of graduates of the ICDG minor program will depend on the subject of major study in their bachelors degree, plus a combination of ICDG education and the learner's other professional and educational experience</p> <p>However, the need for this critical education within Indigenous organizations and governments, as well as municipal, provincial and federal governments will enable ICDG minor graduates stand out in the job market after completion of their degree at UVic.</p>

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Course Descriptions of Indigenous Community Development and Governance Curriculum

Appendix 1

ICDG 301 (1.5) Governance in Indigenous Communities

Provides foundational information of concepts, themes and topics related to Indigenous governance, including historical and contemporary challenges facing Indigenous peoples in Canada. Topics are organized by eras beginning with pre-contact, European settlement, colonialism and treaties before proceeding to Constitutional Reform and the inherent right to self-government. Administrative aspects of Indigenous governance are examined: fiscal governance, economic development, program and service delivery, and intergovernmental relations.

ICDG 302 (1.5) Communications in Indigenous Governments and Organizations

Contemporary communications theory and application with focus on communication tools necessary in Indigenous government organizations. Topics include: developing technically and strategically sound written, verbal and interpersonal communication skills; for internal and external audiences; Indigenous relationship building and engagement; media relations; creating online/electronic content; synthesizing information and briefing notes; proposals and news releases; strategies to communicate in conflictual and sensitive situations; and how to engage leaders, community and stakeholders in self-determination and Indigenous-specific policies.

ICDG 303 (1.5) Lands, Resources and Economic Development

Indigenous identity, culture, and economy is deeply connected to the land. Colonization restricted access to land and marginalized Indigenous economic development. Learners review the historic relationship to lands and the struggle to regain control and ownership. Canvassing governance frameworks for land, we consider opportunities to expand ownership and control. Economic implications are considered and success stories are highlighted. Students will consider what reconciliation means for the development of lands and resources

ICDG 304 (1.5) Strategic Planning and Implementation

Using a combination of Indigenous and Western planning concepts and processes, this is organized into four main themes described as Planting Season, Gathering Season, The Journey and The Path Forward. Topics include: Indigenous perspectives of planning, strategic planning as nation building, the role of community engagement in strategic planning and community development, strategic thinking, components of a strategic plan, the role of strategic management, and the role of leadership in strategic planning

ICDG 305 (1.5) Indigenous Research and Project Management

Provides skills and guidance for the planning and successful completion of the capstone community project (ICDG 401). Participants will explore, analyze, and benefit from available project management models and planning tools, learn to view community and organizational change in different ways, explore alternative models and examples of change, and review and discuss the utilization of Indigenous Knowledge and respectful research protocols when planning for and implementing change strategies.

ICDG 306 (1.5) Human Resource Management in Indigenous Organizations

Learning based on contemporary human resource management theory and practice; incorporating traditional Indigenous practices and values. Topics: developing a human resources plan; robust human resources policies and practices; managing people and tasks; interpersonal workplace communications and relations; selection; retention; and development of employees. Improving workplaces will be examined through team building, motivating self and others, providing feedback, conflict management, workplace safety, well-being, and self-awareness and self-care. Examines working with appointed boards in an Indigenous context.

ICDG 307 (1.5) Managing Change for Effective Social and Community Development

Examines how social and cultural factors influence community development and well-being initiatives. Participants will analyze and assess needs for social and community activities and services - past, present, and future, and identify resourcing and jurisdictional issues in the development and implementation of community-based and organizational

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initiatives. Community characteristics will be identified and their potential role/impact on proposed initiatives, while addressing issues of sustainability and development of effective partnerships and leading change agendas.

ICDG 308 (1.5) Financial Management in Indigenous Governments and Organizations

Managing financial resources effectively is a primary responsibility of leaders/administrators. Provides an overview of how Indigenous governments are financed and tools used to care for money systematically and transparently. Learning focuses on resource allocation, budgeting, control and accountability for governments and organizations. Students develop practical financial skills needed to make appropriate management decisions. Topics of special interest to Indigenous governments include taxation, housing, performance management, and communicating important financial information to decision-makers.

ICDG 400 (1.5) Leadership in Indigenous Communities and Governments

Develops capacities to understand, appreciate, and develop students' own leadership and that of others. Drawing on both Western theory and practice and Indigenous values and leadership practices, students will develop an understanding of different leadership styles, team dynamics, motivation and management of people and projects within diverse communities facing both internal and external challenges. Provides experiential learning, development of self-knowledge, and acquisition of practical leadership skills and strategies for the workplace and community.

ICDG 401 (1.5) Capstone Project for Indigenous Governments and Organizations

In this capstone course, learners integrate the curricular, cross-disciplinary strands of the ICDG program through the application of their learning outcomes, in a community context. Learners continue to develop leadership skills and increase their awareness and appreciation for the relevance of their chosen areas of interest in Indigenous governance and administration through a community service-learning experience. Learners will complete a substantial analysis of a management, policy or program problem for an Indigenous community or organization.

ICDG 402 (1.5) Intergovernmental Relations: Working with Others

Topics include how and why it is necessary to develop and maintain successful relationships with other Indigenous governments and organizations, community organizations, and municipal, provincial/territorial, or federal governments. Administrators examine how authorities, rights, laws/regulations, and interests shape outcomes, whether negotiating treaties, exercising rights in areas with overlapping jurisdictions, or developing partnerships for economic development or service delivery. Examines Indigenous and treaty rights, application of the *Indian Act*, treaty negotiations, alternative partnerships, lands and resources issues.

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Indigenous Community Development and Governance – ALL Program Requirements

Appendix 2

DIPLOMA IN INDIGENOUS COMMUNITY DEVELOPMENT AND GOVERNANCE

Students must complete 10 1.5 unit courses, including ICDG 301 and 402. With permission of the School, students may include in their eight elective choices, up to two 300 or 400-level courses (1.5 units) on Indigenous topics from other UVic courses on Indigenous topics. Total units: 15.

Required: (2)

- ICDG 301 (1.5) Governance in Indigenous Communities
- ICDG 402 (1.5) Intergovernmental Relations: Working with Others

Electives: (8)

- ICDG 302 (1.5) Communications in Indigenous Governments and Organizations
 - ICDG 303 (1.5) Lands, Resources and Economic Development
 - ICDG 304 (1.5) Strategic Planning and Implementation
 - ICDG 305 (1.5) Indigenous Research and Project Management
 - ICDG 306 (1.5) Human Resource Management in Indigenous Organizations
 - ICDG 307 (1.5) Managing Change for Effective Social and Community Development
 - ICDG 308 (1.5) Financial Management in Indigenous Governments and Organizations
 - ICDG 400 (1.5) Leadership in Indigenous Communities and Governments
 - ICDG 401 (1.5) Capstone for Indigenous Government and Organizations
- Up to two 300 or 400 level courses on Indigenous topics, as approved by the School.

Transfer of Diploma Courses towards other Programs:

- Within UVic: The ICDG courses within the Diploma can be transferred towards other UVic degree programs (depending on requirements).
- For external transfer: The ICDG courses can transfer towards the B. of Public Administration or B. of General Studies at Thompson Rivers University.

MINOR IN INDIGENOUS COMMUNITY DEVELOPMENT AND GOVERNANCE

The Minor is designed for students enrolled in a Bachelor's degree program from another UVic School or Department. Six courses are required:

Required:

- ICDG 301 (1.5) Governance in Indigenous Communities

Electives:

- Choice of five other ICDG courses, or
- At least three other ICDG courses and up to two other 300 or 400-level UVic courses on an Indigenous topic and approved by the School.

PROFESSIONAL SPECIALIZATION CERTIFICATE IN INDIGENOUS COMMUNITY DEVELOPMENT AND GOVERNANCE

The Professional Specialization Certificate will require four courses and as per UVic Policy AC1135, will normally require that students already hold a Bachelor's degree. The completion requirements include:

Required:

- ICDG 301 (1.5) Governance in Indigenous Communities

Electives:

- three other 1.5 unit ICDG courses.

Upon completion of the PSC, students could continue their studies by laddering their four courses into the Diploma in Indigenous Community Development and Governance.

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Submission Guidelines

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

SUMMARY DESCRIPTION OF DEGREE PROGRAM

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

INSTITUTIONAL MANDATE / CAPACITY

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

Submission Guidelines

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

SOCIAL AND ECONOMIC BENEFIT

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

Submission Guidelines

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

Stage 1 Review for New Degree Proposals

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

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

SYSTEM COORDINATION / PROGRAM DUPLICATION

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

Submission Guidelines

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

STUDENT DEMAND AND OUTCOMES

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

Submission Guidelines

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



University of Victoria Libraries

Jessica Mussell, Distance Learning and Research Librarian

Subject areas: public administration, psychology, child & youth care

PO Box 1800 STN CSC | Victoria, BC V8W 3H5 Canada

Telephone: 250-472-5090

Email: jmussell@uvic.ca

DATE: March 20, 2020

TO: Astrid Brousselle
Director, School of Public Administration

FROM: Jessica Mussell, Librarian
McPherson Library

RE: Library comments on holdings related to ICDG program proposal

Thank you for the opportunity to review the proposed curriculum and delivery changes to the Indigenous Community Development and Governance (ICDG) program for the School of Public Administration. I foresee no library implications regarding these proposed changes.

As the revised model is using the content of already developed courses for the ICDG program, our holdings to support this transition are well served by our existing collection. Our collection includes a broad spectrum of public administration resources to support School programs, which is complimented by collections held for other Indigenous programs offered at UVic, such as the recently launched JID (Indigenous law) program, and the Indigenous Studies program.

Additionally, I have examined the reading lists of all ICDG courses listed in the proposal and have noted that many of the required course readings currently being used are documents coming from the Assembly of First Nations, the BC Assembly of First Nations, and various other government and organization websites, and are freely available online.

Please let me know if you have any questions about this, or if there is any other information which I can provide.

Regards,
Jessica

From Graham M. Voss, Chair, Department of Economics, March 11, 2020

Hello Astrid,

This looks good to me. Seems a very sensible way forward.

We do have a course offering that may be of interest, but it does have pre-requisites and is not offered online – so probably not much use.

As we have a number of faculty active in indigenous-focused research, there may well be scope in future for our graduate students to consider your ICDG 400-level courses and we will bear this in mind.

Yours,
Graham

Graham M. Voss
Professor and Chair
Department of Economics
University of Victoria
Victoria BC Canada

**From Helga Kristín Hallgrímsdóttir, PhD, Acting Director of the School of Child and Youth Care,
March 5, 2020**

Dear Heather,

The Undergraduate Program Committee of CYC has reviewed the proposal to repurpose the Indigenous Community Development Program. We are particularly interested in your proposal to open up electives to other undergraduate students. CYC is currently in the process of reorganizing its curriculum, and we anticipate as a result that our students will require additional electives from other programs in order to complete their degree.

There are Indigenous students in each year in our program; many of these students intend to take up positions in community working with children and youth and that will require the kind of leadership skills that are covered by these courses and so we will be pleased to recommend these courses as electives to our CYC majors. The fact that these courses are offered via distance also addresses an important need for more electives for our distance students.

Helga

Helga Kristín Hallgrímsdóttir, PhD
Acting Director of the School of Child and Youth Care
scycdir.uvic.ca
Associate Professor, School of Public Administration
Senior Researcher, Borders in Globalization Project
Associate Fellow in the Centre for Global Studies
<http://www.uvic.ca/research/centres/globalstudies/>
University of Victoria
hkbenedi@uvic.ca

From Dr. Ralf St. Clair, Dean of Education, March 11, 2020

Hi folks,

I also strongly support this proposal, for the flexibility it offers and for the opportunity to use it to enrichen other programming across campus.

Thank you

Ralf

Dean and Professor
Faculty of Education, University of Victoria
Canada and Songhees, Esquimalt and Wsanec Territories

From: Susan Breau - Dean of Law, March 11, 2020

Dear Heather,

I am so sorry for the delay. I have no objections and in fact strongly support the proposal.
Best wishes,

Susan

Dr. Susan Breau
Dean of Law

From: Dr. Scott Watson, Chair of Political Science, February 2, 2020

Dear Astrid,

The Department of Political Science is strongly supportive of this initiative and the changes you have proposed. It compliments well the existing indigenous programming here on campus, including the interdisciplinary certificate program in Indigenous Nationhood that our unit is involved with. Two of our courses, POLI 263 and 363 might be of interest to your students, although they are only offered on campus.

If you would like a formal letter of support, I am happy to provide one.

All the best
Scott

Scott Watson
Department Chair and Associate Professor
Department of Political Science,
University of Victoria
250-853-3528
sdwatson@uvic.ca

From Dr. Allana C. Lindgren, Acting Dean of Fine Arts,

Dear Heather,

Thanks for your email.

The Faculty of Fine Arts supports your proposed changes for the Diploma in Indigenous Community Development and Governance.

As per your request below, I am forwarding a list of courses in the Faculty of Fine Arts that have Indigenous content and might be of interest to students in your Diploma, proposed Minor, or Professional Specialization Certificate. ---- (see list – next page)

Best wishes,

Allana

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

Faculty of Fine Arts: Courses with Indigenous Content

Academic Unit	Courses with Indigenous Content
<p>Department of Art History and Visual Studies</p>	<ul style="list-style-type: none"> • AHVS 284 Indigenous arts, local themes and global challenges • AHVS 382A Indigenous arts of the Arctic and Subarctic • AHVS 382B Indigenous arts of the Southwest, California and Great Basin • AHVS 382C Indigenous arts of the Plains, Plateau, Woodlands and Southeast • AHVS 383 Special topics in North American Indigenous arts • AHVS 383A Arts and Indigenous ways of knowing • AHVS 383B Indigenous arts and the internet • AHVS 384 Northwest Coast Indigenous art and Colonization • AHVS 385A Indigenous fashion in the Pacific Northwest • AHVS 385B Pacific Northwest Indigenous arts and exhibitions • AHVS 480 Seminar in contemporary North American Indigenous arts • AHVS 482 Seminar in Indigenous arts <p>Other courses that often contain material dealing with Indigenous arts:</p> <ul style="list-style-type: none"> • AHVS 268 Introduction to Canadian art and architecture • AHVS 381A Modernism and Modern art of the Pacific Northwest • AHVS 381B Contemporary art of the Pacific Northwest • AHVS 484 Seminar in the contemporary arts of the Pacific Northwest
<p>Fine Arts</p>	<ul style="list-style-type: none"> • FA 101 Creative Being (content varies depending on Instructor) • FA 225 Introduction to the Arts of Canada • FA 245 The Arts and Technology I (content varies depending on Instructor) • FA 300 Interdisciplinary Studies (currently taught by Indigenous Resurgence Coordinator, Lindsay Delaronde)

School of Music	<ul style="list-style-type: none"> • MUS 108 African Hand Drumming • MUS 317 Indigenous Peoples and Music • MUS 319 Music and Culture of Cuba
Department of Theatre	<ul style="list-style-type: none"> • THEA 344 Selected Topics (variable subject matter) • THEA 409 Theories of Acting from Antiquity to Today (a number of classes discussing Indigenous methods of performance creation) • THEA 414 Studies in Canadian Theatre (a number of classes dedicated to Indigenous theatre and themes throughout) • THEA 435 Applied Theatre II • THEA 535 Research Methods in Applied Theatre
Department of Visual Arts	<ul style="list-style-type: none"> • ART 222 Sculpture (currently taught by Carey Newman from an Indigenous perspective) • ART 306 Studies in Drawing, Photo, Media and Interdisciplinary Practice (currently co-taught by Carey Newman, Danial Laskarin and Cedric Bombford and has a high level of Indigenous content) • ART 352 Audain Studio Seminar (course taught by the Audain Professor of Contemporary Art Practice of the Pacific Northwest; course content will vary in accord with the area of expertise of the Audain Professor) • ART 353 Visiting Artist Talk Series (currently led by Indigenous Graduate students and has had a high level of Indigenous content. Content varies depending on the artist) • ART 395 Visual Structures in the Imaginative Realm I (currently co-taught by Carey Newman, Danial Laskarin and Cedric Bombford and has a high level of Indigenous content)
Department of Writing	<ul style="list-style-type: none"> • WRIT 302 Special Study in Craft: Indigenous Oral Storytelling (taught by Gregory Scofield) • WRIT 313 Recurrent Themes: Indigenous Resistance and Material Art (taught by Gregory Scofield) • WRIT 331 A Study of Narrative: Indigenous Voice and Location (currently taught Troy Sebastian) – in the future this course be assigned to WRIT 410 Special Genres Lecture • WRIT 353 Writing a Sense of Place (taught by Tim Lilburn with Research Assistant, Kevin Paul from Tsartlip Nation) • WRIT 410 Special Genres Lecture: Writing into Climate Change

From Dr. Jean-Paul Restoule, Chair, Department of Indigenous Education, March 14, 2020

Thank you for the invitation to review the proposal. The flexibility of the programming, which allows P/T as well as F/T options for students, is an exciting option. The many laddering options were another benefit of this configuration of courses. The opportunities for the courses in the ICDG to be included as electives in other campus programs holds appeal too.

I endorse and support the proposal.

Best, Jean-Paul

Jean-Paul Restoule, Ph.D. (he/him)
Chair
[Department of Indigenous Education](#)
Faculty of Education
[University of Victoria](#)
PO Box 1700 STN CSC
Victoria BC V8W 2Y2
On Lekwungen traditional territory
T 250-721-7826 F 250-853-3943
O MAC A260

**From Dr. Catherine Worthington, Director, School of Public Health and Social Policy,
March 15, 2020**

Dear Heather and Astrid,

The School of Public Health and Social Policy (PHSP) enthusiastically supports the School of Public Administration's proposed changes to the Diploma in Indigenous Community Development and Governance.

PHSP welcomes the opportunity for inter-disciplinary / inter-professional education among our students. Many of the Diploma courses would be suitable options courses for our BA in Health and Community Service students, and courses in our Indigenous Health (INGH) area of focus would be of potential interest to the Diploma students.

Best wishes for success with the Diploma in Indigenous Community Development and Governance.

Sincerely,

Cathy



Catherine Worthington, PhD
Professor and Director - School of Public Health and Social
Policy
Faculty of Human and Social Development
Room B202, PO BOX 1700 STN CSC
[University Victoria](#), Victoria, BC Canada V8W 2Y2
worthing@uvic.ca; phspdiretor@uvic.ca
250-472-4709

*I respectfully acknowledge the Songhees, Esquimalt and
WSÁNEC peoples' territory.*

From: Tony Kuczma, Program Advisor Business and Economics, Thompson Rivers University - Open Learning Division

From: Tony Kuczma <Tkuczma@tru.ca>
Sent: May 14, 2020 10:50 AM
To: Heather Kirkham <hkirkham@uvic.ca>
Subject: RE: DICDG proposal

Heather, my apologies for taking so long to respond to you about this email but I was away last week and have been very busy this week.

I don't see a problem with these courses transferring into TRU degree programs. We are a transfer credit friendly institution so as long as the courses are university-level, credit courses we should give credit for them. If you are asking me if they will all transfer into our Bachelor of Public Administration, my answer is yes they would if we revive our First Nations Government and Administration Specialization within the Bachelor of Public Administration degree. If your proposal is accepted and you continue to offer the Diploma in Indigenous Community Development and Governance, I could put you in touch with Raymond Cox, the Associate Dean for the TRU School of Business, to discuss applying these 10 courses to a new First Nations Government and Administration Specialization within our Bachelor of Public Administration degree. Cheers.

Tony Kuczma
Program Advisor
Business and Economics
Thompson Rivers University - Open Learning Division
805 TRU Way
Kamloops BC V2C 0C8

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Web: www.tru.ca/distance <<http://www.tru.ca/distance>>



PO Box 3050 STN CSC
Victoria British Columbia V8W 3P5 Canada
Tel (250) 721-7486, Fax (250) 721-7485

Department of
Political Science

University
of Victoria

Dear Dr. Brousselle,

Thank you for the opportunity to review your proposal to offer a new Professional Specialization Certificate and Minor in Indigenous Community Development and Governance. This letter is to indicate my support for these new programs, in addition to support for the Indigenous Community Development and Governance Diploma program in which they situated.

Indigenous Community Development and Governance programs meet a critical need for Indigenous and non-Indigenous public administrators to develop knowledge and skills around Indigenous governments, policies and management practices. Expansion of the Indigenous Community Development and Governance program options to include a professional specialization certificate and minor will enable a broader range of students to access this valuable education.

In addition, the flexible program structure and online format make the Indigenous Community Development and Governance courses accessible to students across British Columbia and Canada.

These programs complement departmental offerings in Political Science, which has a long history of offering courses in Indigenous politics at the undergraduate and graduate levels. Growing enrolment in our unit's undergraduate indigenous politics courses indicate that there is high demand, which bodes well for the proposed minor in Indigenous Community Development. I would expect many of our students would be interested in taking such a minor. Our department also participates in the Indigenous Nationhood certificate program that is geared toward graduate student training. Student demand for the IN program is also strong, and opens up potential collaboration between



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Department of
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University
of Victoria

the IN program and the proposed Professional Specialization Certificate. Together, these programs expand the range of Indigenous programming at Uvic, and are in alignment with the University's strategic framework, its Indigenous plan, and its strategic enrolment plan.

To conclude, I believe that the Indigenous Community Development and Governance programs will be of great value to the University of Victoria community and support your efforts to secure approval.

Sincerely,

Original signed by Scott Watson

Scott Watson

Chair, Department of Political Science

sdwatson@uvic.ca



September 21, 2021

Dr. Astrid Brousselle
Director
School of Public Administration

Dear Astrid,

**Re: Indigenous Community Development and Governance programs - * New PSC
and Minor - Letter of Support**

Thank you for the opportunity to review your proposal to offer a new Professional Specialization Certificate and Minor in Indigenous Community Development and Governance. This letter is to indicate my support for these new programs, in addition to support for the Indigenous Community Development and Governance Diploma program in which they are situated.

Indigenous Community Development and Governance programs meet a critical need for Indigenous and non-Indigenous public administrators to develop knowledge and skills around Indigenous governments, policies and management practices. Expansion of the Indigenous Community Development and Governance program options to include a professional specialization certificate and minor will enable a broader range of students to access this valuable education.

The flexible program structure and online format makes the Indigenous Community Development and Governance courses accessible to students across British Columbia and Canada. This is vital for adult learners who are often juggling work commitments as well as family responsibilities.

I appreciate the work you have put into revising and expanding these programs, and in consulting widely with colleagues and external stakeholders.

To conclude, I believe that the Indigenous Community Development and Governance programs will be of great value to the University of Victoria community and support your efforts to secure approval.

Sincerely,

Original signed by Jo-Anne Clarke

Jo-Anne Clarke
Dean, Division of Continuing Studies



Dr. Tamara Krawchenko
Assistant Professor, School of Public Administration
Faculty of Human and Social Development
University of Victoria, HSD A3326
TamaraKrawchenko@uvic.ca | 250-721-6442

16 Sept. 2021

Re: Indigenous Community Development and Governance programme

To whom it may concern,

As the academic undergraduate adviser at the School of Public Administration, I have been working with my colleagues to update our programmes to ensure that they are timely, useful and socially relevant to governance and public administration in Canada today. Understanding Indigenous governance is critical to that mandate. The Indigenous Community Development and Governance programme has fulfilled a vital role in this regard – with flexibly designed courses for Indigenous administrators. The proposed two new proposed undergraduate programs—the Minor in Indigenous Community Development and Governance the Professional Specialization Certificate in Indigenous Community Development and Governance – would allow us to expand our offerings, for which there is a great appetite among our students. Indigenous governance is vital to the practice of public administration in Canada today and there is a thirst among our students to gain greater expertise.

Since arriving at the School, I have focused on advancing knowledge of Indigenous governance in our teaching and learning. This entails staying abreast of latest research, rewriting our undergraduate course descriptions so that they include Indigenous governments/governance alongside other orders of government, ensuring that our course content is updated to address Indigenous governance in Canada today and organising talks and seminars by Indigenous scholars and leaders. My academic interests focus on understanding Indigenous economies (or *Indigenomics*, in the words of Carol Anne Hilton. As an analyst/economy at the Organisation for Economic Co-operation and Development, I managed major studies in several countries including large multi country thematic areas of research on *Linking Indigenous communities and regional development* in Sweden and Canada. This work was led by Indigenous leaders; involved community based research; entailed extensive peer review from Indigenous governments, organisations and national governments and; has directly impacted government policy with benchmark recommendations. As one outcome of this work, the OECD has created a permanent Network on Indigenous Well-being and Economic Development in order to institutionalise engagement with Indigenous leaders and organisations. I have continued to engage on this topic in a recent research collaboration with C.G. Atleo, T. Crowe and K. Shaw, K. in a chapter contribution to *Public Responses to Fossil Fuel Export: Energy Transition and the Shifting Global Energy Order* (forthcoming), Raderschall, L., Krawchenko, T., & Leblanc, L. (2020) in *Leading practices for resource benefit sharing and development for and with Indigenous communities* (OECD Working Paper) and with C. MacDonald in a forthcoming contribution on statistical frameworks and data governance in *Sámi rights and the quest for sustainability* (Routledge press).

I can attest to the strong interest of our students to increase their knowledge of Indigenous governance and administration alongside that of our faculty to support such a programme—myself included. I would argue that we cannot successfully teach public administration in Canada today without such expanded offerings.

Sincerely,

Original signed by Tamara Krawchenko

Dr. Tamara Krawchenko



September 21, 2021

To Whom It May Concern;

I am writing to support the Indigenous Community Development Program proposal in the School of Public Administration. I have a long history with this program over the years as an Indigenous curriculum developer and instructor. No other program has combined Indigenous scholarship and applied practices in governance as authentically, purposefully, and strategically to serve Indigenous communities to develop their administrative and leadership capacity. The community shapes the program's unique strength; it brings together – Indigenous and non-Indigenous scholars, practitioners, and learners committed to shaping and serving government excellence.

The current proposal is an innovation in specialized Indigenous-led programming in the school. Because of the novel approach to its development that has championed Indigenous perspectives, firmly rooted in Indigenous realities and concerns - it is a critical program offering not only for Indigenous professionals, but for non-Indigenous people seeking to understand and reconcile their understanding and approaches to working with and for Indigenous communities.

The program content serves as a critical body of scholarship that reinforces the need and a plan forward in indigenous reconciliation. The curriculum includes Indigenous research and scholarship and cases that illuminate the strengths and opportunities that Indigenous people encounter in governance and in leading and administering these governments. For non-Indigenous scholars, the program illuminates the histories, rights, and concerns of Indigenous people. It equips non-indigenous practitioners in collaborating and providing service to Indigenous communities in a deeply reflective, thoughtful, deliberately humble, and culturally respectful way. The program offers the opportunity for non-Indigenous learners to commit to understanding Indigenous worldviews and deepening their relationships with Indigenous people.

The program is aligned with the goals of Indigenous scholarship in that it encourages resistance to the norms of governance practice and encourages emancipation for Indigenous Nations as an imperative. The theme woven throughout seeks justice for Indigenous people and deliberate acts of reconciliation through culturally safe, collaborative, and inclusive practices. Through these courses, learners will understand the need to balance perspectives to positively encourage change in the ways governments work with each other and in a way that will create space for and validate Indigenous worldviews. Thus,

this program builds on the health and wellness of Indigenous people and their respective communities moving forward.

The program is informed by the framework of Indigenous rights and laws and the values that underpin them – with the understanding that Indigenous people are rights holders and not stakeholders in most aspects of government. Approaching the programming from a rights-based lens increases the capacity to respect, fulfill, and protect these rights and Indigenous rights holders in protecting and defending their needs. The impact of this program approached from a rights-based lens emphasizes the centrality of power relations and the core principles of participation, accountability, and non-discrimination.

Many Indigenous communities are exhausted with research, consultation, and data extraction that do not use the results to act in ways that benefit communities and strengthen capacity. This program is based on good relations and a commitment to directly addressing local Indigenous (provincial) needs. Applied courses include planning for implementation that provides reciprocal learning and develops localized skill, capacity, and understanding with Indigenous people.

These factors genuinely demonstrate that this program is an exemplary model that will make a tremendous and measurable impact in strengthening Indigenous governments and in the ability for other governments to build robust, respectful, and effective relationships.

Ha'Wa,

Dr. Susanne Thiessen (SahSen)

*Assistant Professor, Indigenous Community Development
School of Public Administration
University of Victoria*





September 17, 2021

Re: ICDG Programs

Dear Astrid,

Thank you for the opportunity to review your proposal to offer a new Professional Specialization Certificate and Minor in Indigenous Community Development and Governance. (ICDG) This letter is to indicate my support for these new programs, in addition to support for the Indigenous Community Development and Governance Diploma program in which they are situated.

ICDG programs meet a critical need for Indigenous and non-Indigenous public administrators to develop knowledge and skills around Indigenous governments, policies and management practices. Expansion of the ICDG program options to include a professional specialization certificate and minor will enable a broader range of students to access this valuable education.

In addition, the flexible program structure and online format make the ICDG courses accessible to students across British Columbia and Canada.

The ICDG programs complement the non-degree offerings that the Gustavson School delivers in indigenous communities in the areas of entrepreneurship and leadership. We are interested in exploring ways that we can connect our non-degree activities in this area with more formal academic qualifications.

To conclude, I believe that the Indigenous Community Development and Governance programs will be of great value to the University of Victoria community and support your efforts to secure approval.

Sincerely,

Original signed by Saul Klein

Saul Klein, Dean



Faculty of Law, Office of the Dean
Murray and Anne Fraser Building, Room 102 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-8147 | F 250-721-6390 | uvic.ca/law

September 16, 2021

School of Public Administration

Indigenous Community Development and Governance programs - * New PSC and Minor

Letter of Support

Dear Dr. Brousselle,

Thank you for the opportunity to review your proposal to offer a new Professional Specialization Certificate and Minor in Indigenous Community Development and Governance. This letter is to indicate my support for these new programs, in addition to support for the Indigenous Community Development and Governance Diploma program in which they situated.

Indigenous Community Development and Governance programs meet a critical need for Indigenous and non-Indigenous public administrators to develop knowledge and skills around Indigenous governments, policies and management practices. Expansion of the Indigenous Community Development and Governance program options to include a professional specialization certificate and minor will enable a broader range of students to access this valuable education.

In addition, the flexible program structure and online format make the Indigenous Community Development and Governance courses accessible to students across British Columbia and Canada. As the Dean of the Faculty of Law that launched the world's first indigenous law degree we are very interested in exploring opportunities for collaboration with these important new programs.

To conclude, I believe that the Indigenous Community Development and Governance programs will be of great value to the University of Victoria community and support your efforts to secure approval.

Sincerely,

Original signed by Susan Breau

Dr Susan Breau
Professor of Law
Dean of the Faculty of Law
University of Victoria





Faculty of Law
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2Y2 Canada

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September 22, 2021

School of Public Administration

Indigenous Community Development and Governance programs - * New PSC and Minor

Letter of Support

Dear Dr. Brousselle,

This letter is to indicate my support for the Indigenous Community Development and Governance programs, both the existing Diploma and newly proposed Professional Specialization Certificate and Minor. Thank you for the opportunity to review your proposal.

Indigenous Community Development and Governance programs meet a critical need for Indigenous and non-Indigenous public administrators to develop knowledge and skills around Indigenous governments, policies and management practices. The flexible program structure and online format make Indigenous Community Development and Governance courses accessible to students across British Columbia and Canada. Expansion of program options to include a professional specialization certificate and minor will enable a broader range of students to access this valuable education.

This program complements my role as the Canadian Research Chair in Indigenous Law at the University of Victoria. My research supports students and communities in the resurgence of Indigenous law. Furthermore, I teach in the Faculty of Law's Indigenous Law Degree (JID) and Common Law Degree (JD) which is the first joint of its kind in the world. I teach Indigenous Constitutionalism using Canadian and Anishinaabe law and my colleagues teach transsystemically using Cree/Criminal Law, Gitksan/Property Law, Tsilqhot'in/Contracts Law, Salish/Torts Law, as well as other subjects which compare and contrast Indigenous law with Administrative Law, Business Associations, Family Law etc. The Indigenous Community Development Government Programs in Diploma and Professional Specialization Certificate will lead to important collaborations between the work on my CRC Chair, the Law School and school of Public Administration.

I believe that the Indigenous Community Development and Governance programs will be of great value to the University of Victoria community and support your efforts to secure approval.

Sincerely,

Original signed by John Borrows

John Borrows

B.A., M.A., J.D., LL.M., Ph.D., LL.D. (Hons.), F.R.S.C., O.C.
Professor & Canada Research Chair in Indigenous Law,
University of Victoria



School of Public Administration

Indigenous Community Development and Governance programs - * New PSC and Minor
 Letter of Support

sept.-21, 2021

Sanibonani Dr. Brousselle,

It is a real delight to write this letter as an indication of my support for the Indigenous Community Development and Governance programs, both the existing Diploma and newly proposed Professional Specialization Certificate and Minor. Thank you for the opportunity to review your proposal.

Indigenous Community Development and Governance programs meet a critical need for Indigenous and non-Indigenous public administrators to develop knowledge and skills around Indigenous governments, policies and management practices. The flexible program structure and online format make Indigenous Community Development and Governance courses accessible to students across British Columbia and Canada. Expansion of program options to include a professional specialization certificate and minor will enable a broader range of students to access this valuable education.

There is a potential path way for these students to continue studies and hopefully end up taking Graduate School in our program. Our PhD graduate students also teach in your existing Diploma, which has strengthened our share vision of supporting Indigenous community in their resurgence work. I believe that the Indigenous Community Development and Governance programs will be of great value to the University of Victoria community and support your efforts to secure approval.

Sala Kahle

Original signed by Devi Mucina



Devi Mucina, PhD
 Director, Indigenous Governance Program
 Faculty of Human & Social Development
 University of Victoria
 T 250-721-8098

Author: [Ubuntu Relational Love](#) Decolonizing Black Masculinities

From: Deanna Reder <deanna_reder@sfu.ca>
Sent: September 23, 2021 12:01 PM
To: Marlowe Morrison, Public Admin Program Manager <pamanager@uvic.ca>
Cc: Shagufta Saddiq (INDG Chair's Secretary) <indg_sec@sfu.ca>
Subject: Re: UVic ICDG program consultation

Dear Marlowe Morrison,

After consulting with our Undergraduate Curriculum Chair, Dr. Kicia⁷ Joyce Schneider, and with area expert Dr. Natahnee Winder, the Department of Indigenous Studies is pleased to support this proposal. Dr. Schneider is an expert in Indigenous Pedagogy and Dr. Winder is cross-listed with the Simon Fraser University School for Public Policy. They both appreciated the comprehensive nature of your proposed programming.

As Chair of the Department of Indigenous Studies I am excited to see this option developing at your university. Please accept this email as an enthusiastic endorsement of your proposal. Let me know if there is anything else I might do to help you in your application.

All the best,
Deanna Reder

Deanna Reder, Ph.D. (she/her/hers)
Associate Professor
Chair, **Department of Indigenous Studies (INDG)**
Co-Chair, Indigenous Voices Awards, 2017-present

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<http://thepeopleandthetext.ca>



Simon Fraser University is located on the Unceded Coast Salish Territories of the x^wməθk^wəyəm (Musqueam), Səlilwəta[?]/Selilwitulh (Tsleil-Waututh), Kwikwitlem (Coquitlam), and Skwxwú7mesh Úxwumixw (Squamish) Peoples



Dr. Daniel Sims
Chair of the Department First Nations Studies
University of Northern British Columbia
3333 University Way
Prince George, BC
V2N-4Z9

14 October 2021

Astrid Brousselle, Director
School of Public Administration
University of Victoria
PO Box 1700 STN CSC
Victoria, BC
V8W 2Y2

Dear Director Brousselle,

Having reviewed the notice of intent by the UVic School of Public Administration to create an Indigenous Community Development and Government Professional Specialization Certificate and Minor, I would like to express my support. From my reading of the proposal, they appear to be not only well thought out, but also meet the scholarly standards of similar programs at comparable institutions. In addition, both appear to answer the needs of local Indigenous groups as well as address the changes called for in the academy by the Truth and Reconciliation Commission and United Nations Declaration on the Rights of Indigenous Peoples. One of the strengths of this proposal is the use of existing courses and what appears to be the expansion of a pre-existing diploma. As the chair of a department that has numerous diplomas and certificates created in response to community demand, I fully expect enrolment in the professional specialization certificate and minor to be good, especially since they will reach individuals in ways the existing diploma simply does not. Do not hesitate to contact me if you have any further questions.

Sincerely,
Dr. Daniel Sims

Daniel Sims

September 23, 2021

Dear Dr. Brousselle,

I am pleased to write a strong letter of support for the continuation of the Indigenous Community Development and Governance (ICDG) program in the School of Public Administration.

I am a faculty member who has been part of this program since the conception and have worked closely with various faculty and staff members in the development and implementation of the program.

The support for this program comes from the difference I saw that it made in the lives of students who participated and graduated from the ICDG program. I was honoured to be able to teach two courses in this program and I also assisted other students who were required to take an independent course in order to finish their program. I also developed two courses for the program.

It was very moving to teach the students given the way they were each able to apply the material they were learning in the classroom to their communities. For example, students had to choose a project the community was proposing to develop and implement and then write a project charter and plan for this project. They were encouraged to find a project or an idea in the community that had not yet been started. The skills that they learned in class allowed them to develop realistic and relevant project charters and plans that most of them brought back to the community to help them with the foundations of project management.

The other courses I was involved with helped the students develop and improve foundational skills and knowledge in financial management, human resource management, strategic planning and implementation, and research methods and design. In each of these courses, students were asked to work on assignments that directly affected their community or government whenever possible to help the student become increasingly knowledgeable and strategic about the organization. One of the key themes throughout the program was to also learn how to identify an issue or a problem and to learn how to unpack it as much as possible. Most importantly, we also taught students different strategic ways to solve an issue or problem and gave them a toolkit to work with so that

when they graduated, the application of the skills they learned could be immediate and impactful.

Again, I was on the frontlines when seeing the successes of this program whether it be hearing how what they were learning in the classroom was being applied to where they worked or to the community or government at large, how they were the first ones in their family to go to university, or how this program ignited the motivation to pursue further post-secondary education.

Overall, I strongly support continuing this program given the positive outcomes I consistently saw in the classroom. Moreover, now that we have recently hired new faculty who specialize in numerous areas related to the ICDG program, I know that a sustainable program can positively change the lives of individuals who take this program at the same time as benefitting their communities and society at large for the longer term.

Sincerely,

Kim

Dr. Kimberly Speers

Assistant Teaching Professor and Master of Public Administration Academic Advisor

School of Public Administration, University of Victoria

kspeers@uvic.ca





University
of Victoria

Senate Committee on
Planning

MEMO

Date: October 20, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposal to establish a Professional Specialization Certificate in Indigenous Community Development and Governance**

At its meeting on October 6, 2021, the Senate Committee on Planning considered the proposal to establish a Professional Specialization Certificate in Indigenous Community Development and Governance.

The proposed certificate utilizes existing courses to train working professionals with a bachelor's degree, to work efficiently and effectively with Indigenous citizens and Indigenous governments. The course offerings allow opportunities for laddering into the Diploma in Indigenous Community Development and Governance, other UVic programs, and towards degree programs at Thompson Rivers University.

The following motion is recommended:

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a 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.

Respectfully submitted,

2021-2022 Senate Committee on Planning

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

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



**Indigenous Community Development
and Governance:
Professional Specialization Certificate
Proposal**



University of Victoria
School of Public Administration

A word from the designer of the logo, artist Dylan Thomas

The logo for the Diploma in Indigenous Community Development and Governance Program is a drum image inspired by the intricate weaving of sinew that holds the hide in place on the drum frame. The drum is universal and exists in many Indigenous cultures in BC and Canada. It is believed that the drum represents the heartbeat of our nations. The frame of the drum represents community, which is foundational for our existence as First Nations and Métis people and an important aspect of the Diploma Program. The hide that extends over the frame represents governance, which is important for community and is the focus of the Diploma Program. The sinews that provide linkage of the hide to the centre of the back of the drum represent principles of the Diploma Program and the centre-piece that holds the sinew represents culture, which is the strength of community development and capacity building.

About the artist: Dylan Thomas

Contact information: www.dylan-thomas.ca, Dylan@dylan-thomas.ca, 250-885-7975

ICDG Professional Specialization Certificate - Preface Statement (Context)

UVic recognizes that colonization and associated attitudes, policies and institutions have significantly changed Indigenous peoples' relationship with this land. And for many years those same things served to exclude Indigenous students from higher education. We're committed to redressing those historical and continued barriers. While there is much more to be done, Indigenous students are now enrolling in relevant programs at the university, and succeeding, in ever-increasing numbers.

As part of our commitment to reconciliation we're building better and meaningful partnerships with Indigenous communities, developing new programs, and working to bring our university into better harmony with Indigenous cultures, beliefs and ways of being. Indigenous people and communities are an important part of building our university for the future.

Jamie Cassels, past President, University of Victoria

(<https://www.uvic.ca/home/about/about/indigenous/index.php>)

Through the efficient use of external funds from federal government grants and private donors, the School of Public Administration has developed and delivered a Diploma in Indigenous Community Development and Governance (DICDG). This program meets the needs of Indigenous administrators, as well as the needs of administrators from other levels of government who require education about Indigenous governments, policies, and management practices. The School now seeks approval to expand the ICDG curriculum to a broader student community by creating a Minor and a Professional Specialization Certificate from the existing Diploma curriculum. All programs are for credit, taught online and will be accessible to distance learners.

The School's goals fit UVic's Strategic Framework, Indigenous Plan 2017-2022, and the Strategic Enrolment Plan. This program will support the efforts of the School and the University to meet the mandates of Canada's Truth and Reconciliation Commission and Bill 41-2019: Declaration of the Rights of Indigenous Peoples Act of the Government of British Columbia (based on the United Nations Declaration of the Rights of Indigenous People).

The School proposes to expand ICDG curriculum as follows:

- create two new undergraduate programs from existing Diploma courses, including a
 - a Minor in Indigenous Community Development and Governance (6 courses), and
 - a Professional specialization certificate in Indigenous Community Development and Governance (post-BA, 4 courses); and
- deliver ICDG courses as electives to undergraduate students enrolled in the School's other undergraduate programs;
- offer elective courses to students in other UVic undergraduate programs, especially those in FHSD; and
- provide ICDG 400-level courses to graduate students as electives for MPA and MA in Community Development programs.

To deliver 10 ICDG courses per year and support the Diploma, Professional Specialization Certificate, and Minor the School is seeking ongoing funding from Ministry in Fall 2021 in the amount of \$358,000 per annum. ICDG curriculum is ready to deliver, with only minor revisions and updating required. No additional funding costs are associated with the expansion to include the Professional Specialization Certificate and Minor program options. If Ministry funding approval for the full Diploma program is delayed, the professional specialization certificate may be offered with existing faculty resources, supplemented by Indigenous sessional instructors and/or supported through external funding.

NEW UNDERGRADUATE PROGRAM TEMPLATE

Indigenous Community Development and Governance – Professional Specialization Certificate

Submitted by:	Name and title	Email
Contact person	Dr. Astrid Brousselle, Director, School of Public Administration; Marlowe Morrison, Programs Manager, School of Public Administration	padirect@uvic.ca pamanager@uvic.ca
Dean or designate	Dr. Helga Hallgrímsdóttir, Dean, Faculty of Human and Social Development	hsddean@uvic.ca

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate): Susan Lewis, Associate Vice-President Academic Planning; Tony Eder Executive Director, Academic Resource Planning; Esther Sangster-Gormley, HSD Dean, Donna Jeffery, HSD Associate Dean Academic, Jennifer Vornbrok, Executive Director, Community and Government Relations.	October 9, 2020
Pre-consultation Robina Thomas, Associate Vice-President Indigenous; Jennifer Vornbrok, Executive Director, Community and Government Relations.	November 2, 2020
Pre-consultation with the Indigenous Advisory Academic Council	January 27, 2021
Pre-consultation with Dorothea Harris, Indigenous Initiatives Coordinator, IACE	March, 2021
Pre-consultation with AVPAP (by contact person and Dean/designate): Robin Hicks, Acting Associate Vice-President Academic Planning; Tony Eder Executive Director, Academic Resource Planning; Esther Sangster-Gormley, HSD Associate Dean Academic, Jennifer Vornbrok, Executive Director, Community and Government Relations.	May 31, 2021
Pre-consultation with AVPAP (by contact person and Dean/designate): Elizabeth Adjin-Tettey, Acting Associate Vice-President Academic Planning; Maureen Ryan, HSD Associate Dean Academic	September 1, 2021
Departmental approval	

School of Public Administration Governing Community Meeting	Approved as a priority project, May 4, 2021
Faculty Council* approval <i>*or equivalent Faculty voting body</i>	APPROVED HSD Faculty Council – September 29, 2021

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) *supporting documentation required for all consultations	Date (or N/A)
Libraries	March 20, 2020
Executive Director, Co-operative Education and Career Services	N/A
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	August 30, 2021
Indigenous Academic and Community Engagement	Fall 2020 (multiple meetings)
Completed Resource Consultations – Other: <ul style="list-style-type: none"> ○ Dr. John Borrows, Professor, UVic Faculty of Law ○ Dr. Jeff Corntassel, Associate Professor, UVic Indigenous Studies ○ Marcia Dawson, Consultant/Instructor ○ Mr. Joe Gallagher, Kwunuhmen, Coast Salish of Tla'Amin First Nation ○ Satsan Herb George, Wet'suwet'en Hereditary Chief of the Frog Clan ○ Dr. Lisa Kahaleole Hall, Program Director, UVic Indigenous Studies ○ Ms. Shawna McNabb, Administrative Officer, UVic Indigenous Governance ○ Dr. Devi Mucina, Director, UVic Indigenous Governance ○ Dr. Terry Poucette, Former Asst. Teaching Professor, School of Public Administration, ICDG program ○ Dr. Robina Thomas, Executive Director, UVic Indigenous Academic and Community Engagement ○ Ms. Dorothea Harris, UVic Indigenous Academic and Community Engagement ○ Dr. Jean-Paul Restoule, Professor and Chair, UVic Indigenous Education 	ICDG (all programs) Proposal Circulated to the following in February 2020: <ul style="list-style-type: none"> ○ Dr. Patricia Marck, Dean of HSD ○ Dr. Esther Sangster-Gormley, Associate Dean, HSD ○ Dr. Charlotte Loppie, Associate Dean, HSD ○ Dr. Helga Hallgrimsdóttir, A/Director, CYC ○ Dr. Andre Kushniruk, Director, HINF ○ Dr. Susan Duncan, Nursing ○ Dr. Catherine Worthington, PHSP ○ Dr. Jacquie Green, Social Work, ○ Dr. Saul Klein, Dean of Business ○ Dr. Jo-Anne Clarke, Dean, Continuing Studies ○ Dr. Ralf St. Clair, Dean of Education ○ Dr. Peter Wild, A/Dean of Engineering ○ Dr. Allana Lindgren, A/Dean, Fine Arts ○ Dr. David Capson, Dean, Graduate Studies ○ Dr. Heidi Kiiwetinepinesiiik Stark, Director, Certificate in Indigenous Nationhood

<ul style="list-style-type: none"> ○ Ms. Veda Weselake, Former Federal Government Executive in Residence, Public Administration ○ Tony Kuczma, Program Advisor, Business and Economics, Thompson Rivers University <p>External Consultation 2021: ICDG PSC and Minor - Notice of Intent circulated to Public Institutions:</p> <ul style="list-style-type: none"> ○ Simon Fraser University ○ University of Northern British Columbia ○ Vancouver Island University ○ Camosun College ○ Capilano University ○ Kwantlen Polytechnic University ○ Nicola Valley Institute of Technology ○ Langara College ○ North Island College ○ Thompson Rivers University ○ University of British Columbia ○ University of the Fraser Valley ○ University of Alberta ○ University of Lethbridge <p>Professional Organizations:</p> <ul style="list-style-type: none"> ○ First Nations Public Service Secretariat ○ First Nations Education Steering Committee ○ Indigenous Adult and Higher Learning Association ○ Association Aboriginal Financial Officers Association of Canada <p>Indigenous Communities, Groups, Support and Educational Organizations (400+ contacts)</p> <ul style="list-style-type: none"> ○ Vancouver Island ○ BC ○ Canada 	<ul style="list-style-type: none"> ○ Dr. Chris Goto-Jones. Humanities ○ Dr. Christine O'Bonsawin, Indigenous Studies ○ Prof. Susan Breau, Dean of Law ○ Dr. Hans-Peter Loock, Dean of Engineering ○ Dr. Ann Stahl, A/Dean, Social Sciences ○ Dr. Graham Voss, Chair, Economics ○ Dr. Scott Watson, Chair, Political Science ○ Dr. Johannes Feddema, Chair, Geography <p>ICDG (new PSC/Minor programs) Proposal Circulated to the following in September 2021:</p> <ul style="list-style-type: none"> ○ Devi Mucina, Director, Indigenous Governance Program ○ Lisa Kahaleole Hall, Director, Indigenous Studies ○ Heidi Kiiwetinepinesiiik Stark, Director, CIRCLE ○ Saul Klein, Dean, Gustavson School of Business ○ Scott Watson, Department Chair, Department of Political Science ○ Jo-Anne Clarke, Dean, Division of Continuing Studies ○ John Borrows, Canada Research Chair in Indigenous Law <p>Susan Breau, Dean, Faculty of Law</p>
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Indigenous Community Development and Governance Program: Professional Specialization Certificate

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Indigenous Community Development and Governance – Professional Specialization Certificate

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

Area of Specialization:

The Professional Specialization Certificate in Indigenous Community Development and Governance enables learners to focus on critical areas of governance and administration in Indigenous settings, and will provide working professionals who already have a bachelor's degree with the concepts, skills and tools to be administrative leaders or to gain knowledge to advance reconciliation with Indigenous people in their respective careers.

UVic Indigenous Community Development and Governance (ICDG) programs of study are unique among BC public administration programs as they are centred in Indigenous histories and perspectives, provide a space for dialogue that is relevant to Indigenous experiences and create opportunities for applied and practical learning in Indigenous contexts. The ICDG courses were developed and are taught mainly by Indigenous people.

The School of Public Administration developed and delivered the undergraduate Diploma in Indigenous Community Development and Governance Program in 2016 and 2018 to cohorts of part-time online learners who were employed full-time in Indigenous governments and organizations throughout British Columbia. The diploma program structure and curriculum was revised in 2020 and approved by SCP in Cycle 2, for the September 2021 calendar. The proposed ICDG professional specialization certificate program is created from these existing, approved ICDG courses. However, the professional specialization certificate is designed to serve an audience of working professionals who require specific knowledge about Indigenous communities and governance to enhance existing education and support their career development

The need for the Programs:

The proposed expansion of ICDG program options to include a four-course professional specialization certificate meets the growing need for post-secondary students to access flexible, specialized training that enhances their experience and education through shorter-term credentials, or 'micro-credentials'. There is also need in Indigenous governments, organizations and communities to develop and train managers and administrators. In addition, public servants at the federal, provincial and municipal level require the unique knowledge and skills in order to work effectively and efficiently with Indigenous citizens and Indigenous governments. The professional specialization certificate creates an opportunity for learners who already have a bachelor's degree to meet this need, gaining the necessary specialized education in a short amount of time.

The School's ultimate goal is to increase access to education related to Indigenous governance, administration and organizational management in a Canadian setting. These goals are shared by the University as demonstrated through the following UVic documents:

- Strategic Framework, 2018-2023

- Indigenous Plan 2017-2022, and
- Strategic Enrolment Management Plan, 2019.

In addition, this program will help the School of Public Administration and the University of Victoria work towards meeting the mandates of:

- Canada's Truth and Reconciliation Commission, and
- Bill 41-2019: Declaration of the Rights of Indigenous Peoples Act of the Government of British Columbia (based on the United Nations Declaration of the Rights of Indigenous People).

UVic Strategic Framework- Foster respect and reconciliation:

- 4.2: Develop new pathways for access to higher education for Indigenous students.
- 4.3: Increase the number and success of Indigenous students, faculty, staff and leaders at UVic by developing priority recruitment strategies across the university, along with programs to support success.
- 4.4 Implement transformative programs to provide a welcoming, inclusive campus environment for all, and include the entire university community in Indigenous-engaged learning to promote mutual understanding and respect.
- 4.5 Foster respectful partnerships with Indigenous communities, governments and organizations— developing and supporting educational and research programs that align community needs and priorities with UVic strengths and capabilities.

UVic's Indigenous Plan 2017-2022 (p. 11).

GOALS AND ACTIONS:

Ensure the quality, sustainability and relevance of the university's Indigenous academic programs.

- a. Ensure that students in professional programs who will serve, and interact with, Indigenous peoples and communities become knowledgeable about Indigenous history and culture and the impact of colonial practices on Indigenous peoples and communities.....
- d. Support the development of new programs where there is an identified student/community interest, where UVic has existing or emerging faculty expertise, and where we can develop quality programming and essential resources needed for program sustainability.

UVic's Strategic Enrolment Management Plan

Indigenous student enrolment has grown dramatically over the past 10 years and UVic is committed to doubling enrolment over the next 10 years. [...] Further, we are committed to advancing the applicable calls to action of the Truth and Reconciliation Commission and the goals of our own Indigenous Plan. (p.7)

Truth and Reconciliation Commission: #57

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Calls to Action. (Summary of the final report of the Truth & Reconciliation Commission of Canada, p. 329).

Bill 41-2019: Declaration of the Rights of Indigenous Peoples Act of the Government of British Columbia

The implementation of the United Nation Declaration on the Rights of Indigenous Peoples further increases the need to train current and future public servants with regard to Indigenous Governance and Community Development (<https://www.leg.bc.ca/parliamentary-business/legislation-debates-proceedings/41st-parliament/4th-session/bills/first-reading/gov41-1>).

Adequate Faculty Complement Required:

To support the complete ICDG curriculum (Diploma, PSC and Minor) and enrolled students, the School will hire Indigenous faculty for two new assistant professor positions dedicated to ICDG programs, and will deliver the minimum of 10 ICDG courses per academic year. The school will also give preference to Indigenous sessional instructors in teaching ICDG courses. Expanding ICDG program options to include a PSC and Minor does not require additional faculty resources beyond those of the Diploma.

Alternatively, should Ministry funding for the Diploma program be delayed, the professional specialization certificate may be offered with existing faculty resources and supplemented by Indigenous sessional instructors supported through external funding.

B. Admission Requirements for proposed new programs

Professional specialization certificate in Indigenous Community Development and Governance

- a bachelor's degree from a recognized post-secondary institution,
- letter of intent and resume,
- two years' experience working in Indigenous governments or organizations. Experience in other levels of government and/or the non-profit sector may be considered.

Applications from both Indigenous and non-Indigenous learners will be welcome.

C. Curriculum design

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

All ICDG courses have been developed and approved for online delivery as a part of the existing Diploma program. Detailed course description information is provided in **Appendix 3**.

PROFESSIONAL SPECIALIZATION CERTIFICATE IN INDIGENOUS COMMUNITY DEVELOPMENT AND GOVERNANCE

The professional specialization certificate (PSC) will require four courses (6.0 units) and as per UVic Policy AC1135, will normally require that students already hold a Bachelor's degree. The completion requirements include:

Required:

- ICDG 301 (1.5) Governance in Indigenous Communities
(cross-listed ADMN330 (1.5) Understanding Indigenous Governance)

Electives:

- three other 1.5 unit ICDG courses.

Principles of the ICDG Curriculum

The ICDG curriculum was originally designed with the following eight principles, based on the guidance and advice from the many Indigenous leaders the School consulted while developing the original diploma program:

Eight Principles of the Program

1. **Inclusive**—The curriculum is inclusive of all Indigenous peoples, communities and organizations and welcomes Indigenous and non-Indigenous learners.
2. **Practical**—Courses have practical application. Indigenous communities and organizations will benefit because students will acquire tools to address their needs, priorities and aspirations.
3. **Progressive**—Students will gain knowledge and skills to help guide their communities to greater economic independence and self-determination. They will develop forward-thinking approaches to leadership, policies, management practices and results-based organizations
4. **Strengths-based**—The program focuses on the strengths of students, Indigenous communities and organizations within the context of administrative leadership, community development and governance.
5. **Innovative**—The program emphasizes innovative approaches for effective administration and governance. Students will develop skills to lead and manage in complex Indigenous environments and emerging socio-economic and technological change.
6. **Relevant**—Courses are relevant as they reflect the diversity of Indigenous people, histories, cultures and values. They relate to Indigenous contexts of community, administration and governance.
7. **Empowering**—Courses and learning materials empower students to apply their skills and knowledge within their roles as administrators and leaders of Indigenous communities and organizations.
8. **Culturally Responsive**—The program values the uniqueness and importance of Indigenous cultures and honours Indigenous ways of knowing, values, perspectives and experiences in its courses and instruction.

ICDG COURSE TOPICS

ICDG 301 (1.5) Governance in Indigenous Communities
ICDG 302 (1.5) Communications in Indigenous Governments and Organizations
ICDG 303 (1.5) Lands, Resources and Economic Development
ICDG 304 (1.5) Strategic Planning and Implementation
ICDG 305 (1.5) Indigenous Research and Project Management
ICDG 306 (1.5) Human Resource Management in Indigenous Organizations
ICDG 307 (1.5) Managing Change for Effective Social and Community Development
ICDG 308 (1.5) Financial Management in Indigenous Governments and Organizations
ICDG 400 (1.5) Leadership in Indigenous Communities and Governments
ICDG 401 (1.5) Capstone for Indigenous Government and Organizations
ICDG 402 (1.5) Intergovernmental Relations: Working with Others
Up to two 300 or 400 level courses on Indigenous topics, as approved by the School.

Transfer/laddering of PSC ICDG Courses towards other Programs:

- Upon completion of the PSC, students could continue their studies by laddering their four courses into the Diploma in Indigenous Community Development and Governance.
- Within UVic: The ICDG courses can be transferred towards other UVic degree programs (depending on requirements).
- For external transfer: The ICDG courses can transfer towards degree programs at Thompson Rivers University.

Does the program 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.

It is expected that most learners who are enrolled in the professional specialization certificate will be part-time students who work full-time in or with Indigenous governments and organizations. Therefore, they will be able to draw on their own workplace experience when doing assignments, participating in online discussions, or completing the readings.

However, other students in the ICDG courses may have a variety of backgrounds, therefore course instructors will set the course materials in such a way that both the students with and without workplace experience can fully relate to the readings and assignments. As in any classroom setting, we anticipate that through online dialogue between students and the instructors' input, the diversity of learners' professional, educational and lived experiences will benefit the classroom environment and promote learning from one another's differing perspectives. The program will not engage in work terms, Co-op, or developing placement opportunities.

Through the ICDG professional specialization certificate program, the School of Public Administration will provide short-term, part-time professional development to currently employed administrators.

Opportunities for community engaged and research-enriched learning.

Students enrolled in the Professional specialization certificate in ICDG will have their own workplaces and community involvement to draw on for their course work.

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

The entire ICDG curriculum has been designed to be delivered via distance education. ICDG courses all have BrightSpace websites with readings provided online, in addition to textbooks. The School of Public Administration has 40+ years of distance education experience and currently delivers other professional undergraduate and graduate programs via online delivery.

Identify the learning outcomes.

Indigenous learners who already have a bachelor's degree will acquire the knowledge and skills they need to build their administrative and leadership careers. They will enhance their existing qualifications by learning about management and governance and broaden their understanding of Indigenous leadership and administration within historical and contemporary contexts.

The non-Indigenous learners will also enhance existing education and build essential skills and competencies to work alongside Indigenous programs and governments, having gained a better understanding of the history and administrative systems of Indigenous governments and organizations within Canada, as well as intergovernmental relations.

Identify anticipated times to completion.

Professional Specialization Certificate in Indigenous Community Development and Governance (4 courses):

Students who work full-time could complete the PSC within one year or less by studying part-time.

The School proposes to offer ICDG courses in a schedule similar to the following (subject to change, dependent on

faculty and funding):

Example schedule:

Fall	Spring	Summer
ICDG 301 Governance in Indigenous Communities	ICDG 303 Lands, Resources and Economic Development	ICDG 305 Indigenous Research and Project Management
ICDG 302 Communications in Indigenous Governments and Organizations	ICDG 304 Strategic Planning and Implementation	ICDG 306 Human Resource Management in Indigenous Organizations
ICDG 307 Managing Change for Effective Social and Community Development	ICDG 400 Leadership in Indigenous Communities and Governments	
ICDG 308 Financial Management in Indigenous Governments and Organizations	ICDG 402 Intergovernmental Relations: Working with Others	

Note: ICDG 301 will be cross-listed with ADMN 330 – Indigenous Governance in Canada, which will be offered in alternate terms, increasing opportunities for students to take this topic.

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

This is an undergraduate program, so there would not be candidacy exams or oral examinations. Course learning will be based on their course readings and the instructors' course notes and interaction with the instructor and fellow students. Students' course work will be assessed on their online dialogue with their fellow students and the instructor, on written assignments (normally two to three essays over the term), online group work, and online presentations.

Plans for integration of teaching and research.

The duties of the ICDG assistant professors will involve teaching in this program and research, which will be based on their specific research interests and skills. The research will involve a variety of topics, including (for example) Indigenous governance and self-determination, Indigenous data management, governance history, sovereignty, community development, intergovernmental relations, place-based governance and environmental sustainability. It is anticipated that the faculty members' research will intersect with that of their School of Public Administration and other UVic colleagues on Indigenous governance issues in Canadian settings.

Describe any international or Indigenous opportunities or perspectives.

The entire ICDG curriculum is centred in Indigenous perspectives of governance and community development in a Canadian setting. We anticipate that faculty may choose to teach and do research on national or international issues related to Indigenous history and relations, as well as studying current and emerging trends and intergovernmental relations.

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

Enrolment:

Through the proposed ICDG professional specialization certificate and ICDG curriculum overall, the School of Public Administration is working towards improving opportunities for Indigenous learners working as administrators in their

communities or for Indigenous governments and organizations. ICDG programs are applicable to current and future public servants in the federal, provincial and municipal governments who are enrolled in Public Administration programs and wanting to learn more about Indigenous governance. In particular, this curriculum responds to the following policies and goals:

UVic's Strategic Enrolment Management Plan

Indigenous student enrolment has grown dramatically over the past 10 years and UVic is committed to doubling enrolment over the next 10 years. [...] Further, we are committed to advancing the applicable calls to action of the Truth and Reconciliation Commission and the goals of our own Indigenous Plan. (p.7)

Truth and Reconciliation Commission: #57

We call upon federal, provincial, territorial, and municipal governments to **provide education to public servants** on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Calls to Action. (Summary of the final report of the Truth & Reconciliation Commission of Canada, p. 329).

Bill 41-19 Declaration on the Rights of Indigenous Peoples Act of the Government of British Columbia

The implementation of the United Nations Declaration on the Rights of Indigenous Peoples further increases the need to train current and future public servants with regard to Indigenous Governance and Community Development (<https://www.leg.bc.ca/parliamentary-business/legislation-debates-proceedings/41st-parliament/4th-session/bills/first-reading/gov41-1>).

Specifically, the School would like to note that with UVic's emphasis on positive relations with Indigenous students and communities, ICDG courses would contribute to better informing UVic students of the rights and history of Indigenous people, thereby building awareness and respect. Certain courses in the curriculum would be of particular interest to a large number of UVic students, both Indigenous and non-Indigenous, to better inform them of the relationship between Indigenous people and visitors to the traditional territories of the lək'wəŋən peoples, where the University of Victoria stands, and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose important relationships with the land continue. To this end, the School of Public Administration could envision that particular ICDG courses may require two sections to handle potential enrolment. To quote former UVic President Jamie Cassels:

...UVic recognizes that colonization and associated attitudes, policies and institutions have significantly changed Indigenous peoples' relationship with this land. And for many years those same things served to exclude Indigenous students from higher education.

We're committed to redressing those historical and continued barriers. While there is much more to be done, Indigenous students are now enrolling in relevant programs at the university, and succeeding, in ever-increasing numbers.

As part of our commitment to reconciliation we're building better and meaningful partnerships with Indigenous communities, developing new programs, and working to bring our university into better harmony with Indigenous cultures, beliefs and ways of being. Indigenous people and communities are an important part of building our university for the future. (<https://www.uvic.ca/home/about/about/indigenous/index.php>)

Student recruitment:

The Professional Specialization Certificate in Indigenous Community Development and Governance program will primarily be taken by students working full-time who are enrolled on a part-time basis.

The School of Public Administration will be seeking currently employed students who are seeking part-time studies and

a professional credential. Students could enroll at any point of the year (September, January, or May). We could accommodate an intake of approximately 10 professional specialization certificate students per year. The only required course in the professional specialization certificate program, ICDG 301, is cross-listed with ADMN 330 - Indigenous Governance in Canada, which will increase the number of term and course options available each year for students. ICDG courses will also serve the ICDG Minor and Diploma programs and online enrollment in our undergraduate classes is capped to 35.

The School will actively recruit professional specialization certificate students through social media and through advertisements and personal connections with Indigenous governments and non-profit organizations. In the Summer of 2021, extensive consultation with Indigenous communities and organizations occurred, establishing relationships with a network of individuals and communities that support Indigenous post-secondary students (see Appendix 4 for brief overview of consultation project).

The School will also work with UVic alumni services to increase awareness of the professional specialization certificate among UVic alumni. In addition, the school will also use social media, advertisements and email networks in the BC public service to promote the ICDG professional specialization certificate to potential students seeking professional development.

Financial support: Indigenous students enrolled in the ICDG professional specialization certificate should qualify for funding support from communities that support part-time studies, confirmed during ongoing consultation with Indigenous communities and organizations in Summer 2021. In addition, employed students in the professional specialization certificate program may seek reimbursement from their employer towards their professional development. Alternatively, by taking just one or two courses at a time, students could self-fund their studies.

Transfer credit:

Students in the ICDG professional specialization certificate program will already have a bachelor's degree so will likely not be seeking transfer credit to a bachelor's degree program, unless they are seeking a second bachelor's degree.

However, ICDG courses can be transferred to Thompson Rivers University bachelor's degree programs, should a student change their plans. In addition, based on the precedent of the previous Certificate in the Administration of Aboriginal Governments (CAAG) or what was later called the Certificate in the Administration of Indigenous Governments (CAIG), many of the ICDG courses could also be transferred towards Bachelor degree requirements at UVic, depending on how much elective credit is available in the various programs.

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

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

For a chart on how ICDG courses apply to Minor, Professional specialization certificate and other programs, see **Appendix 3.**

The School's financial and human resource requirements are detailed in the following budget. Please note that funding for the ICDG professional specialization certificate cannot be separated from ICDG Diploma program (revised and approved February 2021 SCP). There is no additional funding required to offer the ICDG professional specialization certificate in addition to the Diploma. There is sufficient general office space for clerical staff and three offices will be required for ICDG faculty and the .5 PEA Program Manager. Some of this office space will be available in the School, based on retirements.

For reference, the following budget is based on a steady state of offering 10 ICDG courses per year with an enrolment of up to 35 students per course.

Financial and Human Resources Required:

Operating and Teaching Expenses Requested for Indigenous Community Development and Governance Programs	Steady State - Diploma, Minor, PS Certificate, electives - 10 courses per year	
Two Assistant Professors - (new positions to teach 4 courses each)	105,000	210,000
20% benefits	21,000	42,000
Sessional instructors - 2 at \$7,500	7,500	15,000
4% benefits	300	600
Program Assistant - 0.8 FTE (CUPE 951)		38,794
20% benefits		7,759
Sundry Services (course revision, multi-media development) and individualized student support		7,000
Miscellaneous (phone, photocopy, postage, supplies)		1,000
Total cost		322,153

Provided by the School (extra base funds requested)

Program Coordinator - 0.5 FTE position PEA Level to be determined		30,000
20% benefits		6,000
Total cost		36,000

F. Appendices

1. The History of the Development and Delivery of Indigenous Community Development and Governance programs
2. ICDG Course Descriptions
3. Overview of the ICDG diploma, professional specialization certificate and minor
4. Summary of ICDG Community Consultation project
5. Library Resources; Letters of support from Faculties and Departments

Appendix 1

The History of the Development and Delivery of Indigenous Community Development and Governance programs

Below you will find key background information about the current programs in Indigenous Community Development and Governance at UVic.

History:

The School of Public Administration has been offering programs in Indigenous governance and administration since 1990. The School offered a successful 8-course credit Certificate in the Administration of Aboriginal Governance (CAAG) from 1990-98. When the Indigenous Governance Program started in 1999, the certificate program moved out of the School and was administered by IGOV. The program was re-titled to “Certificate in the Administration of Indigenous Governance” (CAIG). The IGOV program has since made their graduate programs a priority and stopped offering the certificate in 2007.

Graduates of the CAAG and CAIG programs could ladder their courses into the School’s undergraduate Diploma in Public Sector Management program (DPSM). Upon completion of four more ADMN courses, students could earn the Diploma in Public Sector Management. Courses could also be laddered into other UVic programs.

A total of 105 students completed the CAAG and CAIG programs. Twenty-five percent of these graduates went on to further studies at UVic, including 20 who completed the Diploma in Public Sector Management and a further seven who completed an undergraduate or graduate degree from UVic.

ICDG Program development and funding:

The Diploma in Indigenous Community Development and Governance (ICDG) is a program designed in collaboration with Indigenous community leaders. During 2013-14, a proposal was prepared and the Diploma in First Nations Government and Administration was approved by the UVic Board of Governors in April 2014.

Initial development funding in the amount of \$150,000 was provided by the Office of Vice-President Academic in 2014. The School applied to the then titled Department of Indian and Northern Affairs (DIAND) for a three-year grant to develop and deliver the program (one year of development funds, two years of program administration funds for the first cohort.) The grant was approved, but the Government later made funding cuts across many grants. The School’s grant was cut from three years to less than one year, which allowed only time for development. In actuality, there was far less than a year to make use of the funds: the grant of \$241,186 (about 50% of the original allocation) was received in November 2014 and had to be spent by March 31, 2015. Through the administration of a newly hired Program Coordinator, Marcia Dawson (a graduate of the School’s CAAG program) and the oversight of the Director, Evert Lindquist, twelve courses were developed and plans for delivery were implemented. The School applied for and received a further DIAND/INAC grant in 2017 for \$112,593.

The combination of the second INAC grant and other external funds ensured sufficient funding for a second cohort. The former HSD Development Officer, Lynne Milnes, applied for and received an operating

grant from the Vancouver Foundation in the amount of \$225,000 over three years (2017-2020). She also raised \$20,000 in private donations and developed a funding proposal to an anonymous donor, which resulted in a further \$50,000 in 2018-19, which was negotiated with the support of the HSD Dean and the current Development Officer, Trisha Roche.

The UVic Office of Indigenous Academic and Community Engagement (IACE) provided student funding to the School through the Government of BC Aboriginal Services Plan Fund. The School received \$15,000 in 2016, which was distributed as student awards to the first cohort during the 2016-17 academic year. In 2019, the ASP Fund provided \$10,000 for operating costs for the second cohort.

2016-2018 Diploma Program Delivery:

The School accepted two cohorts of students, in September 2016 and September 2018. Each cohort registered in two online courses per term, plus three 5-day on campus workshops in the first fall term and in two summer terms.

2020 ICDG Diploma Revision Proposal:

In 2020 The School of Public Administration submitted a proposal to revise the existing ICDG Diploma from a 12 course (17.5 unit) program to a 10 course (15 unit) program, to be administered online in a more flexible and accessible schedule for students. These changes were approved by the Senate Committee on Planning (SCP) in February 2021.

2021 Ongoing Consultation Project:

The School of Public Administration is conducting ongoing consultation with Indigenous Nations, communities and organizations, as well as other institutions, professional organizations and employer groups. This process serves to build relationships with key contacts, share information, validate ICDG program structure and administration, and invite feedback in anticipation of program re-launch in 2022. Consultation began in June 2021 and is expected to complete in October 2021.

Appendix 2

INDIGENOUS COMMUNITY DEVELOPMENT AND GOVERNANCE Course Descriptions

ICDG 301 (1.5) Governance in Indigenous Communities

Provides foundational information of concepts, themes and topics related to Indigenous governance, including historical and contemporary challenges facing Indigenous peoples in Canada. Topics are organized by eras beginning with pre-contact, European settlement, colonialism and treaties before proceeding to Constitutional Reform and the inherent right to self-government. Administrative aspects of Indigenous governance are examined: fiscal governance, economic development, program and service delivery, and intergovernmental relations.

ICDG 302 (1.5) Communications in Indigenous Governments and Organizations

Contemporary communications theory and application with specific emphasis on the communication tools necessary in Indigenous government organizations. Topics include: developing excellent written, verbal and interpersonal communication skills; technical and strategic approaches to written and verbal communication for internal and external audiences; stages of the writing process; report writing skills; composing responses, briefing notes, news releases and sensitive messages. Practices, strategies and tools necessary to engage Council, community and stakeholders using effective and inclusive communication processes.

ICDG 303 (1.5) Lands, Resources and Economic Development

Indigenous identity, culture, and economy is deeply connected to the land. Colonization restricted access to land and marginalized Indigenous economic development. Learners review the historic relationship to lands and the struggle to regain control and ownership. Canvassing governance frameworks for land, we consider opportunities to expand ownership and control. Economic implications are considered and success stories are highlighted. Students will consider what reconciliation means for the development of lands and resources

ICDG 304 (1.5) Strategic Planning and Implementation

Using a combination of Indigenous and Western planning concepts and processes, this is organized into four main themes described as Planting Season, Gathering Season, The Journey and The Path Forward. Topics include: Indigenous perspectives of planning, strategic planning as nation building, the role of community engagement in strategic planning and community development, strategic thinking, components of a strategic plan, the role of strategic management, and the role of leadership in strategic planning

ICDG 305 (1.5) Indigenous Research and Project Management

Provides skills and guidance for the planning and successful completion of the capstone community project (ICDG 401). Participants will explore, analyze, and benefit from available project management models and planning tools, learn to view community and organizational change in different ways, explore alternative models and examples of change, and review and discuss the utilization of Indigenous Knowledge and respectful research protocols when planning for and implementing change strategies.

ICDG 306 (1.5) Human Resource Management in Indigenous Organizations

Learning based on contemporary human resource management theory and practice; incorporating traditional Indigenous practices and values. Topics: developing a human resources plan; robust human

resources policies and practices; managing people and tasks; interpersonal workplace communications and relations; selection; retention; and development of employees. Improving workplaces will be examined through team building, motivating self and others, providing feedback, conflict management, workplace safety, well-being, and self-awareness and self-care. Examines working with appointed boards in an Indigenous context.

ICDG 307 (1.5) Managing Change for Effective Social and Community Development

Examines how social and cultural factors influence community development and well-being initiatives. Participants will analyze and assess needs for social and community activities and services - past, present, and future, and identify resourcing and jurisdictional issues in the development and implementation of community-based and organizational initiatives. Community characteristics will be identified and their potential role/impact on proposed initiatives, while addressing issues of sustainability and development of effective partnerships and leading change agendas.

ICDG 308 (1.5) Financial Management in Indigenous Governments and Organizations

Managing financial resources effectively is a primary responsibility of leaders/administrators. Provides an overview of how Indigenous governments are financed and tools used to care for money systematically and transparently. Learning focuses on resource allocation, budgeting, control and accountability for governments and organizations. Students develop practical financial skills needed to make appropriate management decisions. Topics of special interest to Indigenous governments include taxation, housing, performance management, and communicating important financial information to decision-makers.

ICDG 400 (1.5) Leadership in Indigenous Communities and Governments

Develops capacities to understand, appreciate, and develop students' own leadership and that of others. Drawing on both Western theory and practice and Indigenous values and leadership practices, students will develop an understanding of different leadership styles, team dynamics, motivation and management of people and projects within diverse communities facing both internal and external challenges. Provides experiential learning, development of self-knowledge, and acquisition of practical leadership skills and strategies for the workplace and community.

ICDG 401 (1.5) Capstone Project for Indigenous Governments and Organizations

In this capstone course, learners integrate the curricular, cross-disciplinary strands of the ICDG program through the application of their learning outcomes, in a community context. Learners continue to develop leadership skills and increase their awareness and appreciation for the relevance of their chosen areas of interest in Indigenous governance and administration through a community service-learning experience. Learners will complete a substantial analysis of a management, policy or program problem for an Indigenous community or organization.

ICDG 402 (1.5) Intergovernmental Relations: Working with Others

Topics include how and why it is necessary to develop and maintain successful relationships with other Indigenous governments and organizations, community organizations, and municipal, provincial/territorial, or federal governments. Administrators examine how authorities, rights, laws/regulations, and interests shape outcomes, whether negotiating treaties, exercising rights in areas with overlapping jurisdictions, or developing partnerships for economic development or service delivery. Examines Indigenous and treaty rights, application of the *Indian Act*, treaty negotiations, alternative partnerships, lands and resources issues.

Appendix 3

Overview of ICDG courses in Diploma, Professional Specialization Certificate and Minor programs:

	Minor in ICDG	Professional specialization certificate in ICDG	Electives for other Programs	Diploma in ICDG
Total courses required	6	4	Varies	10
Students' profile	Must be enrolled in a Bachelor's degree program. Could be working administrators or full-time on campus students.	Working administrators who already hold a degree	<ul style="list-style-type: none"> DPSM, DLGM MPA, MACD (using only ICDG 400-level) Other UVic undergrad programs where course fits the requirements. 	<ol style="list-style-type: none"> Administrators working full-time, studying part-time, and Full-time students, who may be younger, with limited work experience
Course Delivery Format	Online, while taking other UVic courses	Part-time online	Online, while taking other UVic courses	Part-time(1-2 courses) or full-time (at least three courses) online
Number of courses from: <ul style="list-style-type: none"> the existing ICDG curriculum and other UVic programs (Note: subject to review/approval by other UVic Indigenous programs) 	1 required and 5 elective ICDG courses. <ul style="list-style-type: none"> Electives could include 2 courses on Indigenous topics from other UVic programs. 	1 required and 3 elective ICDG courses	ICDG courses could be elective credit for other Indigenous programs at UVic (subject to review/approval with other programs.)	10, 2 required and 8 elective ICDG courses. Up to 2 electives could include Indigenous topics from other UVic programs.
Program could ladder into....	Recognized ICDG Minor as part of a 40-course UVic Bachelor's degree.	Stand alone, but could ladder into an ICDG Diploma (6 more courses) or DPSM or DLGM (7 more courses).	Courses would be elective credits towards UVic degree, diploma or certificate.	ICDG courses could ladder into a UVic or Thompson Rivers University (TRU-OL) degree program.
How ICDG courses fit into other program requirements	Students will require 34 other courses to complete a Bachelor's degree.	Could ladder into a Diploma in ICDG (requires 6 more courses) or a Diploma in Public Sector Management or Local Government Management (7 more courses)	ICDG courses would count as electives in other UVic programs.	Varied, up to 10 courses transferred to other UVic or TRU programs, depending on what is accepted by the other program

Appendix 4

UVic Indigenous Community Development and Governance (ICDG) programs Consultation Survey Summer 2021 - Indigenous Communities and Organizations

Introduction: The following is a summary of the Indigenous student and community consultation performed by the School of Public Administration, for the purpose of the proposal for Ministry support of ICDG programs.

Objective: Gain input, feedback, and recommendations from Indigenous students, communities and organizations on the existing diploma proposed professional specialization certificate and minor programs.

Context: The consultation process began in June 2021 by connecting with local Indigenous communities and national Indigenous groups and organizations to receive feedback on existing and proposed ICDG programs. Several groups were identified to consult with, including past students of the diploma program, First Nation communities on Vancouver Island, FNMI communities and groups within British Columbia, Friendship Centres across Canada and provincial Indigenous groups and organizations in BC. Where possible, an email invitation was sent along with the electronic survey to receive feedback. The invitation outlined the purpose of connecting, the proposal, and requested the recipients participation through completion of the survey. For those that we did not have email contact information available, a paper version of the invitation and survey was mailed their review. Careful effort was made for First Nation communities on Vancouver Island to receive their specific input, as they were identified as key stakeholders. Along with sending the email and/or paper mail, efforts were made to connect with Education Managers from those communities by phone to discuss the proposal in further detail. Both electronic and paper results are still being received.

Process: Input from UVic IACE and Indigenous faculty within the School of Public Administration informed who should be included in the consultation process, along with following previous efforts made by the School when they first introduced the Diploma program. In total, our consultation list contains 503 contacts from the groups outlined above. The original survey was specific to First Nation Education Managers who oversaw the federal Post-Secondary Student Support Program (PSSSP). Slight changes were made to the survey for Indigenous groups and organizations that may or may not provide funding for their students/clients. Strong efforts were made to capture the appropriate insights from the varying groups to better understand their needs.

Preliminary Results Summary (September 2021):

Group 1: Past ICDG Diploma Students and Graduates

Surveys sent: 38

Responses: 8

Group 2: BC Education Coordinators

Surveys sent: 167

Responses: 15

Group 3: Indigenous Groups and Organizations (BC)

Surveys sent: 153

Responses: 9

Group 4: National Indigenous Groups and Organizations

Surveys sent: 40

Responses: 3

Results Discussion: Overall, survey comments were supportive of ICDG programs and many indicated that the outlined programs would meet their communities' educational needs. There were some concerns raised about funding for online part-time programs from some groups (i.e., students may not be eligible for living allowance). There were also concerns raised about the admission requirements for the diploma and certificate, such as students not being able to meet the English requirement or already hold a bachelor's degree (required for professional specialization certificate program). Other concerns raised included technology access, especially for more northern or remote communities.



University of Victoria Libraries

Jessica Mussell, Distance Learning and Research Librarian

Subject areas: public administration, psychology, child & youth care

PO Box 1800 STN CSC | Victoria, BC V8W 3H5 Canada

Telephone: 250-472-5090

Email: jmussell@uvic.ca

DATE: March 20, 2020

TO: Astrid Brousselle
Director, School of Public Administration

FROM: Jessica Mussell, Librarian
McPherson Library

RE: Library comments on holdings related to ICDG program proposal

Thank you for the opportunity to review the proposed curriculum and delivery changes to the Indigenous Community Development and Governance (ICDG) program for the School of Public Administration. I foresee no library implications regarding these proposed changes.

As the revised model is using the content of already developed courses for the ICDG program, our holdings to support this transition are well served by our existing collection. Our collection includes a broad spectrum of public administration resources to support School programs, which is complimented by collections held for other Indigenous programs offered at UVic, such as the recently launched JID (Indigenous law) program, and the Indigenous Studies program.

Additionally, I have examined the reading lists of all ICDG courses listed in the proposal and have noted that many of the required course readings currently being used are documents coming from the Assembly of First Nations, the BC Assembly of First Nations, and various other government and organization websites, and are freely available online.

Please let me know if you have any questions about this, or if there is any other information which I can provide.

Regards,
Jessica

From Graham M. Voss, Chair, Department of Economics, March 11, 2020

Hello Astrid,

This looks good to me. Seems a very sensible way forward.

We do have a course offering that may be of interest, but it does have pre-requisites and is not offered online – so probably not much use.

As we have a number of faculty active in indigenous-focused research, there may well be scope in future for our graduate students to consider your ICDG 400-level courses and we will bear this in mind.

Yours,
Graham

Graham M. Voss
Professor and Chair
Department of Economics
University of Victoria
Victoria BC Canada

**From Helga Kristín Hallgrímsdóttir, PhD, Acting Director of the School of Child and Youth Care,
March 5, 2020**

Dear Heather,

The Undergraduate Program Committee of CYC has reviewed the proposal to repurpose the Indigenous Community Development Program. We are particularly interested in your proposal to open up electives to other undergraduate students. CYC is currently in the process of reorganizing its curriculum, and we anticipate as a result that our students will require additional electives from other programs in order to complete their degree.

There are Indigenous students in each year in our program; many of these students intend to take up positions in community working with children and youth and that will require the kind of leadership skills that are covered by these courses and so we will be pleased to recommend these courses as electives to our CYC majors. The fact that these courses are offered via distance also addresses an important need for more electives for our distance students.

Helga

Helga Kristín Hallgrímsdóttir, PhD
Acting Director of the School of Child and Youth Care
scydir.uvic.ca
Associate Professor, School of Public Administration
Senior Researcher, Borders in Globalization Project
Associate Fellow in the Centre for Global Studies
<http://www.uvic.ca/research/centres/globalstudies/>
University of Victoria
hkbenedi@uvic.ca

From Dr. Ralf St. Clair, Dean of Education, March 11, 2020

Hi folks,

I also strongly support this proposal, for the flexibility it offers and for the opportunity to use it to enrichen other programming across campus.

Thank you

Ralf

Dean and Professor
Faculty of Education, University of Victoria
Canada and Songhees, Esquimalt and Wsanec Territories

From: Susan Breau - Dean of Law, March 11, 2020

Dear Heather,

I am so sorry for the delay. I have no objections and in fact strongly support the proposal.
Best wishes,

Susan

Dr. Susan Breau
Dean of Law

From: Dr. Scott Watson, Chair of Political Science, February 2, 2020

Dear Astrid,

The Department of Political Science is strongly supportive of this initiative and the changes you have proposed. It compliments well the existing indigenous programming here on campus, including the interdisciplinary certificate program in Indigenous Nationhood that our unit is involved with. Two of our courses, POLI 263 and 363 might be of interest to your students, although they are only offered on campus.

If you would like a formal letter of support, I am happy to provide one.

All the best
Scott

Scott Watson
Department Chair and Associate Professor
Department of Political Science,
University of Victoria
250-853-3528
sdwatson@uvic.ca

From Dr. Allana C. Lindgren, Acting Dean of Fine Arts,

Dear Heather,

Thanks for your email.

The Faculty of Fine Arts supports your proposed changes for the Diploma in Indigenous Community Development and Governance.

As per your request below, I am forwarding a list of courses in the Faculty of Fine Arts that have Indigenous content and might be of interest to students in your Diploma, proposed Minor, or Professional Specialization Certificate. ---- (see list – next page)

Best wishes,

Allana

Dr. Allana C. Lindgren
Acting Dean
Faculty of Fine Arts
University of Victoria
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finedean@uvic.ca
<https://uvic.ca/finearts>

Faculty of Fine Arts: Courses with Indigenous Content

Academic Unit	Courses with Indigenous Content
<p>Department of Art History and Visual Studies</p>	<ul style="list-style-type: none"> • AHVS 284 Indigenous arts, local themes and global challenges • AHVS 382A Indigenous arts of the Arctic and Subarctic • AHVS 382B Indigenous arts of the Southwest, California and Great Basin • AHVS 382C Indigenous arts of the Plains, Plateau, Woodlands and Southeast • AHVS 383 Special topics in North American Indigenous arts • AHVS 383A Arts and Indigenous ways of knowing • AHVS 383B Indigenous arts and the internet • AHVS 384 Northwest Coast Indigenous art and Colonization • AHVS 385A Indigenous fashion in the Pacific Northwest • AHVS 385B Pacific Northwest Indigenous arts and exhibitions • AHVS 480 Seminar in contemporary North American Indigenous arts • AHVS 482 Seminar in Indigenous arts <p>Other courses that often contain material dealing with Indigenous arts:</p> <ul style="list-style-type: none"> • AHVS 268 Introduction to Canadian art and architecture • AHVS 381A Modernism and Modern art of the Pacific Northwest • AHVS 381B Contemporary art of the Pacific Northwest • AHVS 484 Seminar in the contemporary arts of the Pacific Northwest
<p>Fine Arts</p>	<ul style="list-style-type: none"> • FA 101 Creative Being (content varies depending on Instructor) • FA 225 Introduction to the Arts of Canada • FA 245 The Arts and Technology I (content varies depending on Instructor) • FA 300 Interdisciplinary Studies (currently taught by Indigenous Resurgence Coordinator, Lindsay Delaronde)

School of Music	<ul style="list-style-type: none"> • MUS 108 African Hand Drumming • MUS 317 Indigenous Peoples and Music • MUS 319 Music and Culture of Cuba
Department of Theatre	<ul style="list-style-type: none"> • THEA 344 Selected Topics (variable subject matter) • THEA 409 Theories of Acting from Antiquity to Today (a number of classes discussing Indigenous methods of performance creation) • THEA 414 Studies in Canadian Theatre (a number of classes dedicated to Indigenous theatre and themes throughout) • THEA 435 Applied Theatre II • THEA 535 Research Methods in Applied Theatre
Department of Visual Arts	<ul style="list-style-type: none"> • ART 222 Sculpture (currently taught by Carey Newman from an Indigenous perspective) • ART 306 Studies in Drawing, Photo, Media and Interdisciplinary Practice (currently co-taught by Carey Newman, Danial Laskarin and Cedric Bombford and has a high level of Indigenous content) • ART 352 Audain Studio Seminar (course taught by the Audain Professor of Contemporary Art Practice of the Pacific Northwest; course content will vary in accord with the area of expertise of the Audain Professor) • ART 353 Visiting Artist Talk Series (currently led by Indigenous Graduate students and has had a high level of Indigenous content. Content varies depending on the artist) • ART 395 Visual Structures in the Imaginative Realm I (currently co-taught by Carey Newman, Danial Laskarin and Cedric Bombford and has a high level of Indigenous content)
Department of Writing	<ul style="list-style-type: none"> • WRIT 302 Special Study in Craft: Indigenous Oral Storytelling (taught by Gregory Scofield) • WRIT 313 Recurrent Themes: Indigenous Resistance and Material Art (taught by Gregory Scofield) • WRIT 331 A Study of Narrative: Indigenous Voice and Location (currently taught Troy Sebastian) – in the future this course be assigned to WRIT 410 Special Genres Lecture • WRIT 353 Writing a Sense of Place (taught by Tim Lilburn with Research Assistant, Kevin Paul from Tsartlip Nation) • WRIT 410 Special Genres Lecture: Writing into Climate Change

From Dr. Jean-Paul Restoule, Chair, Department of Indigenous Education, March 14, 2020

Thank you for the invitation to review the proposal. The flexibility of the programming, which allows P/T as well as F/T options for students, is an exciting option. The many laddering options were another benefit of this configuration of courses. The opportunities for the courses in the ICDG to be included as electives in other campus programs holds appeal too.

I endorse and support the proposal.

Best, Jean-Paul

/

Jean-Paul Restoule, Ph.D. (he/him)
Chair
[Department of Indigenous Education](#)
Faculty of Education
[University of Victoria](#)
PO Box 1700 STN CSC
Victoria BC V8W 2Y2
On Lekwungen traditional territory
T 250-721-7826 F 250-853-3943
O MAC A260

**From Dr. Catherine Worthington, Director, School of Public Health and Social Policy,
March 15, 2020**

Dear Heather and Astrid,

The School of Public Health and Social Policy (PHSP) enthusiastically supports the School of Public Administration's proposed changes to the Diploma in Indigenous Community Development and Governance.

PHSP welcomes the opportunity for inter-disciplinary / inter-professional education among our students. Many of the Diploma courses would be suitable options courses for our BA in Health and Community Service students, and courses in our Indigenous Health (INGH) area of focus would be of potential interest to the Diploma students.

Best wishes for success with the Diploma in Indigenous Community Development and Governance.

Sincerely,

Cathy



Catherine Worthington, PhD
Professor and Director - School of Public Health and Social
Policy
Faculty of Human and Social Development
Room B202, PO BOX 1700 STN CSC
[University Victoria](#), Victoria, BC Canada V8W 2Y2
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250-472-4709

*I respectfully acknowledge the Songhees, Esquimalt and
WSÁNEC peoples' territory.*

From: Tony Kuczma, Program Advisor Business and Economics, Thompson Rivers University - Open Learning Division

From: Tony Kuczma <Tkuczma@tru.ca>
Sent: May 14, 2020 10:50 AM
To: Heather Kirkham <hkirkham@uvic.ca>
Subject: RE: DICDG proposal

Heather, my apologies for taking so long to respond to you about this email but I was away last week and have been very busy this week.

I don't see a problem with these courses transferring into TRU degree programs. We are a transfer credit friendly institution so as long as the courses are university-level, credit courses we should give credit for them. If you are asking me if they will all transfer into our Bachelor of Public Administration, my answer is yes they would if we revive our First Nations Government and Administration Specialization within the Bachelor of Public Administration degree. If your proposal is accepted and you continue to offer the Diploma in Indigenous Community Development and Governance, I could put you in touch with Raymond Cox, the Associate Dean for the TRU School of Business, to discuss applying these 10 courses to a new First Nations Government and Administration Specialization within our Bachelor of Public Administration degree. Cheers.

Tony Kuczma
Program Advisor
Business and Economics
Thompson Rivers University - Open Learning Division
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Department of
Political Science

University
of Victoria

Dear Dr. Brousselle,

Thank you for the opportunity to review your proposal to offer a new Professional Specialization Certificate and Minor in Indigenous Community Development and Governance. This letter is to indicate my support for these new programs, in addition to support for the Indigenous Community Development and Governance Diploma program in which they situated.

Indigenous Community Development and Governance programs meet a critical need for Indigenous and non-Indigenous public administrators to develop knowledge and skills around Indigenous governments, policies and management practices. Expansion of the Indigenous Community Development and Governance program options to include a professional specialization certificate and minor will enable a broader range of students to access this valuable education.

In addition, the flexible program structure and online format make the Indigenous Community Development and Governance courses accessible to students across British Columbia and Canada.

These programs complement departmental offerings in Political Science, which has a long history of offering courses in Indigenous politics at the undergraduate and graduate levels. Growing enrolment in our unit's undergraduate indigenous politics courses indicate that there is high demand, which bodes well for the proposed minor in Indigenous Community Development. I would expect many of our students would be interested in taking such a minor. Our department also participates in the Indigenous Nationhood certificate program that is geared toward graduate student training. Student demand for the IN program is also strong, and opens up potential collaboration between



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the IN program and the proposed Professional Specialization Certificate. Together, these programs expand the range of Indigenous programming at Uvic, and are in alignment with the University's strategic framework, its Indigenous plan, and its strategic enrolment plan.

To conclude, I believe that the Indigenous Community Development and Governance programs will be of great value to the University of Victoria community and support your efforts to secure approval.

Sincerely,

Original signed by Scott Watson

Scott Watson

Chair, Department of Political Science

sdwatson@uvic.ca



September 21, 2021

Dr. Astrid Brousselle
Director
School of Public Administration

Dear Astrid,

Re: Indigenous Community Development and Governance programs - * New PSC and Minor - Letter of Support

Thank you for the opportunity to review your proposal to offer a new Professional Specialization Certificate and Minor in Indigenous Community Development and Governance. This letter is to indicate my support for these new programs, in addition to support for the Indigenous Community Development and Governance Diploma program in which they are situated.

Indigenous Community Development and Governance programs meet a critical need for Indigenous and non-Indigenous public administrators to develop knowledge and skills around Indigenous governments, policies and management practices. Expansion of the Indigenous Community Development and Governance program options to include a professional specialization certificate and minor will enable a broader range of students to access this valuable education.

The flexible program structure and online format makes the Indigenous Community Development and Governance courses accessible to students across British Columbia and Canada. This is vital for adult learners who are often juggling work commitments as well as family responsibilities.

I appreciate the work you have put into revising and expanding these programs, and in consulting widely with colleagues and external stakeholders.

To conclude, I believe that the Indigenous Community Development and Governance programs will be of great value to the University of Victoria community and support your efforts to secure approval.

Sincerely,

Original signed by Jo-Anne Clarke

Jo-Anne Clarke
Dean, Division of Continuing Studies



Dr. Tamara Krawchenko
Assistant Professor, School of Public Administration
Faculty of Human and Social Development
University of Victoria, HSD A3326
TamaraKrawchenko@uvic.ca | 250-721-6442

16 Sept. 2021

Re: Indigenous Community Development and Governance programme

To whom it may concern,

As the academic undergraduate adviser at the School of Public Administration, I have been working with my colleagues to update our programmes to ensure that they are timely, useful and socially relevant to governance and public administration in Canada today. Understanding Indigenous governance is critical to that mandate. The Indigenous Community Development and Governance programme has fulfilled a vital role in this regard – with flexibly designed courses for Indigenous administrators. The proposed two new proposed undergraduate programs—the Minor in Indigenous Community Development and Governance the Professional Specialization Certificate in Indigenous Community Development and Governance – would allow us to expand our offerings, for which there is a great appetite among our students. Indigenous governance is vital to the practice of public administration in Canada today and there is a thirst among our students to gain greater expertise.

Since arriving at the School, I have focused on advancing knowledge of Indigenous governance in our teaching and learning. This entails staying abreast of latest research, rewriting our undergraduate course descriptions so that they include Indigenous governments/governance alongside other orders of government, ensuring that our course content is updated to address Indigenous governance in Canada today and organising talks and seminars by Indigenous scholars and leaders. My academic interests focus on understanding Indigenous economies (or *Indigenomics*, in the words of Carol Anne Hilton. As an analyst/economy at the Organisation for Economic Co-operation and Development, I managed major studies in several countries including large multi country thematic areas of research on *Linking Indigenous communities and regional development* in Sweden and Canada. This work was led by Indigenous leaders; involved community based research; entailed extensive peer review from Indigenous governments, organisations and national governments and; has directly impacted government policy with benchmark recommendations. As one outcome of this work, the OECD has created a permanent Network on Indigenous Well-being and Economic Development in order to institutionalise engagement with Indigenous leaders and organisations. I have continued to engage on this topic in a recent research collaboration with C.G. Atleo, T. Crowe and K. Shaw, K. in a chapter contribution to *Public Responses to Fossil Fuel Export: Energy Transition and the Shifting Global Energy Order* (forthcoming), Raderschall, L., Krawchenko, T., & Leblanc, L. (2020) in *Leading practices for resource benefit sharing and development for and with Indigenous communities* (OECD Working Paper) and with C. MacDonald in a forthcoming contribution on statistical frameworks and data governance in Sámi rights and the quest for sustainability (Routledge press).

I can attest to the strong interest of our students to increase their knowledge of Indigenous governance and administration alongside that of our faculty to support such a programme—myself included. I would argue that we cannot successfully teach public administration in Canada today without such expanded offerings.

Sincerely,

Original signed by Tamara Krawchenko

Dr. Tamara Krawchenko



September 21, 2021

To Whom It May Concern;

I am writing to support the Indigenous Community Development Program proposal in the School of Public Administration. I have a long history with this program over the years as an Indigenous curriculum developer and instructor. No other program has combined Indigenous scholarship and applied practices in governance as authentically, purposefully, and strategically to serve Indigenous communities to develop their administrative and leadership capacity. The community shapes the program's unique strength; it brings together – Indigenous and non-Indigenous scholars, practitioners, and learners committed to shaping and serving government excellence.

The current proposal is an innovation in specialized Indigenous-led programming in the school. Because of the novel approach to its development that has championed Indigenous perspectives, firmly rooted in Indigenous realities and concerns - it is a critical program offering not only for Indigenous professionals, but for non-Indigenous people seeking to understand and reconcile their understanding and approaches to working with and for Indigenous communities.

The program content serves as a critical body of scholarship that reinforces the need and a plan forward in indigenous reconciliation. The curriculum includes Indigenous research and scholarship and cases that illuminate the strengths and opportunities that Indigenous people encounter in governance and in leading and administering these governments. For non-Indigenous scholars, the program illuminates the histories, rights, and concerns of Indigenous people. It equips non-indigenous practitioners in collaborating and providing service to Indigenous communities in a deeply reflective, thoughtful, deliberately humble, and culturally respectful way. The program offers the opportunity for non-Indigenous learners to commit to understanding Indigenous worldviews and deepening their relationships with Indigenous people.

The program is aligned with the goals of Indigenous scholarship in that it encourages resistance to the norms of governance practice and encourages emancipation for Indigenous Nations as an imperative. The theme woven throughout seeks justice for Indigenous people and deliberate acts of reconciliation through culturally safe, collaborative, and inclusive practices. Through these courses, learners will understand the need to balance perspectives to positively encourage change in the ways governments work with each other and in a way that will create space for and validate Indigenous worldviews. Thus,

this program builds on the health and wellness of Indigenous people and their respective communities moving forward.

The program is informed by the framework of Indigenous rights and laws and the values that underpin them – with the understanding that Indigenous people are rights holders and not stakeholders in most aspects of government. Approaching the programming from a rights-based lens increases the capacity to respect, fulfill, and protect these rights and Indigenous rights holders in protecting and defending their needs. The impact of this program approached from a rights-based lens emphasizes the centrality of power relations and the core principles of participation, accountability, and non-discrimination.

Many Indigenous communities are exhausted with research, consultation, and data extraction that do not use the results to act in ways that benefit communities and strengthen capacity. This program is based on good relations and a commitment to directly addressing local Indigenous (provincial) needs. Applied courses include planning for implementation that provides reciprocal learning and develops localized skill, capacity, and understanding with Indigenous people.

These factors genuinely demonstrate that this program is an exemplary model that will make a tremendous and measurable impact in strengthening Indigenous governments and in the ability for other governments to build robust, respectful, and effective relationships.

Ha'Wa,

Dr. Susanne Thiessen (SahSen)

*Assistant Professor, Indigenous Community Development
School of Public Administration
University of Victoria*





September 17, 2021

Re: ICDG Programs

Dear Astrid,

Thank you for the opportunity to review your proposal to offer a new Professional Specialization Certificate and Minor in Indigenous Community Development and Governance. (ICDG) This letter is to indicate my support for these new programs, in addition to support for the Indigenous Community Development and Governance Diploma program in which they are situated.

ICDG programs meet a critical need for Indigenous and non-Indigenous public administrators to develop knowledge and skills around Indigenous governments, policies and management practices. Expansion of the ICDG program options to include a professional specialization certificate and minor will enable a broader range of students to access this valuable education.

In addition, the flexible program structure and online format make the ICDG courses accessible to students across British Columbia and Canada.

The ICDG programs complement the non-degree offerings that the Gustavson School delivers in indigenous communities in the areas of entrepreneurship and leadership. We are interested in exploring ways that we can connect our non-degree activities in this area with more formal academic qualifications.

To conclude, I believe that the Indigenous Community Development and Governance programs will be of great value to the University of Victoria community and support your efforts to secure approval.

Sincerely,

Original signed by Saul Klein

Saul Klein, Dean



Faculty of Law, Office of the Dean
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September 16, 2021

School of Public Administration

Indigenous Community Development and Governance programs - * New PSC and Minor

Letter of Support

Dear Dr. Brousselle,

Thank you for the opportunity to review your proposal to offer a new Professional Specialization Certificate and Minor in Indigenous Community Development and Governance. This letter is to indicate my support for these new programs, in addition to support for the Indigenous Community Development and Governance Diploma program in which they situated.

Indigenous Community Development and Governance programs meet a critical need for Indigenous and non-Indigenous public administrators to develop knowledge and skills around Indigenous governments, policies and management practices. Expansion of the Indigenous Community Development and Governance program options to include a professional specialization certificate and minor will enable a broader range of students to access this valuable education.

In addition, the flexible program structure and online format make the Indigenous Community Development and Governance courses accessible to students across British Columbia and Canada. As the Dean of the Faculty of Law that launched the world's first indigenous law degree we are very interested in exploring opportunities for collaboration with these important new programs.

To conclude, I believe that the Indigenous Community Development and Governance programs will be of great value to the University of Victoria community and support your efforts to secure approval.

Sincerely,

Original signed by Susan Breau

Dr Susan Breau
Professor of Law
Dean of the Faculty of Law
University of Victoria





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September 22, 2021

School of Public Administration

Indigenous Community Development and Governance programs - * New PSC and Minor

Letter of Support

Dear Dr. Brousselle,

This letter is to indicate my support for the Indigenous Community Development and Governance programs, both the existing Diploma and newly proposed Professional Specialization Certificate and Minor. Thank you for the opportunity to review your proposal.

Indigenous Community Development and Governance programs meet a critical need for Indigenous and non-Indigenous public administrators to develop knowledge and skills around Indigenous governments, policies and management practices. The flexible program structure and online format make Indigenous Community Development and Governance courses accessible to students across British Columbia and Canada. Expansion of program options to include a professional specialization certificate and minor will enable a broader range of students to access this valuable education.

This program complements my role as the Canadian Research Chair in Indigenous Law at the University of Victoria. My research supports students and communities in the resurgence of Indigenous law. Furthermore, I teach in the Faculty of Law's Indigenous Law Degree (JID) and Common Law Degree (JD) which is the first joint of its kind in the world. I teach Indigenous Constitutionalism using Canadian and Anishinaabe law and my colleagues teach transsystemically using Cree/Criminal Law, Gitksan/Property Law, Tsilqhot'in/Contracts Law, Salish/Torts Law, as well as other subjects which compare and contrast Indigenous law with Administrative Law, Business Associations, Family Law etc. The Indigenous Community Development Government Programs in Diploma and Professional Specialization Certificate will lead to important collaborations between the work on my CRC Chair, the Law School and school of Public Administration.

I believe that the Indigenous Community Development and Governance programs will be of great value to the University of Victoria community and support your efforts to secure approval.

Sincerely,

Original signed by John Borrows

John Borrows

B.A., M.A., J.D., LL.M., Ph.D., LL.D. (Hons.), F.R.S.C., O.C.
Professor & Canada Research Chair in Indigenous Law,
University of Victoria



School of Public Administration

Indigenous Community Development and Governance programs - * New PSC and Minor
 Letter of Support

sept.-21, 2021

Sanibonani Dr. Brousselle,

It is a real delight to write this letter as an indication of my support for the Indigenous Community Development and Governance programs, both the existing Diploma and newly proposed Professional Specialization Certificate and Minor. Thank you for the opportunity to review your proposal.

Indigenous Community Development and Governance programs meet a critical need for Indigenous and non-Indigenous public administrators to develop knowledge and skills around Indigenous governments, policies and management practices. The flexible program structure and online format make Indigenous Community Development and Governance courses accessible to students across British Columbia and Canada. Expansion of program options to include a professional specialization certificate and minor will enable a broader range of students to access this valuable education.

There is a potential path way for these students to continue studies and hopefully end up taking Graduate School in our program. Our PhD graduate students also teach in your existing Diploma, which has strengthened our share vision of supporting Indigenous community in their resurgence work. I believe that the Indigenous Community Development and Governance programs will be of great value to the University of Victoria community and support your efforts to secure approval.

Sala Kahle

Original signed by Devi Mucina



Devi Mucina, PhD
 Director, Indigenous Governance Program
 Faculty of Human & Social Development
 University of Victoria
 T 250-721-8098

Author: [Ubuntu Relational Love](#) Decolonizing Black Masculinities

From: Deanna Reder <deanna_reder@sfu.ca>
Sent: September 23, 2021 12:01 PM
To: Marlowe Morrison, Public Admin Program Manager <pamanager@uvic.ca>
Cc: Shagufta Saddiq (INDG Chair's Secretary) <indg_sec@sfu.ca>
Subject: Re: UVic ICDG program consultation

Dear Marlowe Morrison,

After consulting with our Undergraduate Curriculum Chair, Dr. Kicia⁷ Joyce Schneider, and with area expert Dr. Natahnee Winder, the Department of Indigenous Studies is pleased to support this proposal. Dr. Schneider is an expert in Indigenous Pedagogy and Dr. Winder is cross-listed with the Simon Fraser University School for Public Policy. They both appreciated the comprehensive nature of your proposed programming.

As Chair of the Department of Indigenous Studies I am excited to see this option developing at your university. Please accept this email as an enthusiastic endorsement of your proposal. Let me know if there is anything else I might do to help you in your application.

All the best,
Deanna Reder

Deanna Reder, Ph.D. (she/her/hers)
Associate Professor
Chair, **Department of Indigenous Studies (INDG)**
Co-Chair, Indigenous Voices Awards, 2017-present

Simon Fraser University
Saywell Hall 9091a
8888 University Drive
Burnaby, BC Canada V5A 1S6
thr@sfu.ca
778-782-8192
<http://www.sfu.ca/people/reder/>
<http://thepeopleandthetext.ca>



Simon Fraser University is located on the Unceded Coast Salish Territories of the x^wməθk^wəyəm (Musqueam), Səlilwəta[?]/Selilwitulh (Tsleil-Waututh), Kwikwitlem (Coquitlam), and Skwxwú7mesh Úxwumixw (Squamish) Peoples



Dr. Daniel Sims
Chair of the Department First Nations Studies
University of Northern British Columbia
3333 University Way
Prince George, BC
V2N-4Z9

14 October 2021

Astrid Brousselle, Director
School of Public Administration
University of Victoria
PO Box 1700 STN CSC
Victoria, BC
V8W 2Y2

Dear Director Brousselle,

Having reviewed the notice of intent by the UVic School of Public Administration to create an Indigenous Community Development and Government Professional Specialization Certificate and Minor, I would like to express my support. From my reading of the proposal, they appear to be not only well thought out, but also meet the scholarly standards of similar programs at comparable institutions. In addition, both appear to answer the needs of local Indigenous groups as well as address the changes called for in the academy by the Truth and Reconciliation Commission and United Nations Declaration on the Rights of Indigenous Peoples. One of the strengths of this proposal is the use of existing courses and what appears to be the expansion of a pre-existing diploma. As the chair of a department that has numerous diplomas and certificates created in response to community demand, I fully expect enrolment in the professional specialization certificate and minor to be good, especially since they will reach individuals in ways the existing diploma simply does not. Do not hesitate to contact me if you have any further questions.

Sincerely,
Dr. Daniel Sims

Daniel Sims

September 23, 2021

Dear Dr. Brousselle,

I am pleased to write a strong letter of support for the continuation of the Indigenous Community Development and Governance (ICDG) program in the School of Public Administration.

I am a faculty member who has been part of this program since the conception and have worked closely with various faculty and staff members in the development and implementation of the program.

The support for this program comes from the difference I saw that it made in the lives of students who participated and graduated from the ICDG program. I was honoured to be able to teach two courses in this program and I also assisted other students who were required to take an independent course in order to finish their program. I also developed two courses for the program.

It was very moving to teach the students given the way they were each able to apply the material they were learning in the classroom to their communities. For example, students had to choose a project the community was proposing to develop and implement and then write a project charter and plan for this project. They were encouraged to find a project or an idea in the community that had not yet been started. The skills that they learned in class allowed them to develop realistic and relevant project charters and plans that most of them brought back to the community to help them with the foundations of project management.

The other courses I was involved with helped the students develop and improve foundational skills and knowledge in financial management, human resource management, strategic planning and implementation, and research methods and design. In each of these courses, students were asked to work on assignments that directly affected their community or government whenever possible to help the student become increasingly knowledgeable and strategic about the organization. One of the key themes throughout the program was to also learn how to identify an issue or a problem and to learn how to unpack it as much as possible. Most importantly, we also taught students different strategic ways to solve an issue or problem and gave them a toolkit to work with so that

when they graduated, the application of the skills they learned could be immediate and impactful.

Again, I was on the frontlines when seeing the successes of this program whether it be hearing how what they were learning in the classroom was being applied to where they worked or to the community or government at large, how they were the first ones in their family to go to university, or how this program ignited the motivation to pursue further post-secondary education.

Overall, I strongly support continuing this program given the positive outcomes I consistently saw in the classroom. Moreover, now that we have recently hired new faculty who specialize in numerous areas related to the ICDG program, I know that a sustainable program can positively change the lives of individuals who take this program at the same time as benefitting their communities and society at large for the longer term.

Sincerely,

Kim

Dr. Kimberly Speers

Assistant Teaching Professor and Master of Public Administration Academic Advisor

School of Public Administration, University of Victoria

kspeers@uvic.ca





University
of Victoria

Senate Committee on
Planning

MEMO

Date: October 20, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposal to discontinue the Combined Major in Hispanic and Italian Studies**

At its meeting on October 6, 2021, the Senate Committee on Planning considered the proposal to discontinue the Combined Major in Hispanic and Italian Studies.

The Combined Major in Hispanic and Italian Studies has had only three graduates since its inception in 2009. That, combined with the discontinuation of the Italian Major in March 2020, has led to the decision to discontinue the program. There are currently no students enrolled in the program.

The following motion is recommended:

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

Respectfully submitted,

2021-2022 Senate Committee on Planning

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



STANDARD TEMPLATE FOR THE DISCONTINUATION OF A PROGRAM –
UNDERGRADUATE

Discontinuance of the Combined Major in Hispanic and Italian Studies

Submitted by:	Name and title	Email
Contact person	Jill Walshaw, Acting Chair, Hispanic & Italian Studies	hispchair@uvic.ca
Dean or designate	Annalee Lepp, Dean, Faculty of Humanities	deanhums@uvic.ca

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	March 4, 2021
Departmental approval	January 25, 2021
Faculty Curriculum Committee approval	Next meeting: Tuesday Sept. 28
Faculty Council* approval <i>*or equivalent Faculty voting body</i>	Tuesday Sept. 14

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) <i>*supporting documentation required for all consultations</i>	Date (or N/A)
Libraries	received 10 Sept
Executive Director, Co-operative Education and Career Services	received 10 Sept
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	sent 10 Sept
Indigenous Academic and Community Engagement	received 10 Sept



PROPOSAL (up to 4,000 words plus appendices)

A. Identification of the change

Name, Location, Academic units (Faculties, departments, or schools)	Discontinuation of the Combined Hispanic Studies / Italian Studies Major Program. Department of Hispanic and Italian Studies Faculty of Humanities
Anticipated implementation date of change	May 2022
Name, title, phone number and e-mail address of contact person	Jill Walshaw, Acting Chair, Hispanic & Italian Studies (250) 721-7412 hispchair@uvic.ca

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

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

Student interest in the Combined Major has been limited; since its inception in 2009, the program has had only three graduates (2012, 2015, 2018). Furthermore, the Italian Major itself has been cancelled, and our faculty complement in Italian is too small to offer enough courses for students to complete the Combined Major.

There is currently no students registered in the program. Therefore, there will be little perceived impact on students.

Although the department is enthusiastic about strengthening its program, the fact that the Combined Major was never a popular choice among students suggests that we should place our efforts elsewhere.

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

There is extremely limited impact on current policies. As student interest in the program was limited, it is anticipated that HISP/ITAL students will simply continue to enroll in other programs within the department.

C. Indicate what impact the discontinuation will have on resources such as faculty, staff appointments, and space.

While we regret the cancellation of any program, the limited size of this one means that there is no perceived impact on faculty, staff appointments, or space.

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

There are no departments or faculties that participated in or will be affected by the discontinuation. This was a program internal to the Department of Hispanic and Italian Studies.

However, out of courtesy, all units in the Faculty were consulted to let them know of our intention to discontinue the program. We received two responses expressing understanding and acceptance, if regret at the demise of Italian Studies.

Jill Walshaw - Acting Chair of Hispanic and Italian Studies

From: Pablo Restrepo Gautier - Chair of Hispanic and Italian Studies
Sent: Friday, March 5, 2021 10:11 AM
To: Robin Hicks, Acting Associate Vice-President Academic Planning; Lisa Surridge - Humanities Associate Dean, Academic
Cc: Annalee Lepp - Acting Dean of Humanities; Susan Corner, Director, Academic Advising and International Student Services; Nicole Greengoe, Registrar; Sandra Duggan – Administrative Assistant to the Associate VP Academic Planning
Subject: RE: Suspension of program

Thank you, Robin.

Pablo.

Pablo Restrepo Gautier, PhD
Associate Professor and Chair
Department of Hispanic and Italian Studies
University of Victoria
Tel.: 1-250-721-7411
Fax: 1-250-721-6608

<http://www.uvic.ca/humanities/hispanicitalian/facultystaff/restrepo-gautier.php>

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From: Robin Hicks, Acting Associate Vice-President Academic Planning <avpap@uvic.ca>
Sent: March 4, 2021 3:28 PM
To: Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>
Cc: Annalee Lepp - Acting Dean of Humanities <deanhums@uvic.ca>; Pablo Restrepo Gautier - Chair of Hispanic and Italian Studies <hispchair@uvic.ca>; Susan Corner, Director, Academic Advising and International Student Services <diradva@uvic.ca>; Nicole Greengoe, Registrar <registrar@uvic.ca>; Sandra Duggan – Administrative Assistant to the Associate VP Academic Planning <apasst@uvic.ca>
Subject: RE: Suspension of program

Hi all – very sorry for my slow response to this.

I approve the Suspension of Hispanic and Italian Studies Combined Major as outlined in your memo. If you need any assistance or guidance for the discontinuation process please let me know.

I am copying Nicole Greengoe (Registrar) and Susan Corner (Director, tri-Faculty Academic Advising and ISS) on this communication as this decision may have impact for their units.

Cheers,
Robin



Dr. Robin G. Hicks *he/him/his*

Acting Associate Vice-President Academic Planning
Professor of Chemistry
University of Victoria
PO Box 1700 STN CSC
Victoria, British Columbia
V8V 2Y2 Canada
+1-250-853-3761

www.uvic.ca/science/chemistry/people/faculty/RobinHicks/index.php

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

From: Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>

Sent: February 19, 2021 10:15 AM

To: Robin Hicks, Acting Associate Vice-President Academic Planning <avpap@uvic.ca>

Cc: Annalee Lepp - Acting Dean of Humanities <deanhums@uvic.ca>; Pablo Restrepo Gautier - Chair of Hispanic and Italian Studies <hispchair@uvic.ca>

Subject: Suspension of program

Dear Robin: I am forwarding from Annalee a request to suspend the combined major in Hispanic and Italian in anticipation of the program's cancellation.

If you need further information, we are happy to provide it.

Thanks--Lisa.



Dr. Lisa Surridge | she/her
Associate Dean Academic
Faculty of Humanities
University of Victoria
Office: Cle C309
T 250-721-7246

Jill Walshaw - Acting Chair of Hispanic and Italian Studies

From: Andrea Giles
Sent: Friday, September 10, 2021 3:09 PM
To: Jill Walshaw - Acting Chair of Hispanic and Italian Studies
Cc: Allison Benner - Acting Associate Director, Optional and Professional Programs
Subject: RE: Consultation re: Program Cancellation

Follow Up Flag: Follow up
Flag Status: Flagged

Hello Jill,

Thank you for the email consultation. I appreciate it. It's sad to see programs wane – I sit on the Senate Academic Planning committee and recall the changes to the Italian Major program.

As you move forward with your planning, our Humanities and Fine Arts Co-op program will still be available as an option for your students. I have copied Allison Benner, our Associate Director of our Optional and Professional Co-op programs, as she has oversight of our Humanities and Fine Arts Co-op program to ensure that our staff are aware of the upcoming change.

I wish you and your department the best of luck as you plan for the future.

Regards,

Andrea



Andrea Giles, M.A.
Executive Director
Co-operative Education Program and Career Services

[University of Victoria](#)
Business and Economics Building, Room 414
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2 Canada
T 250-721-6211 or 250-721-7628 F 250-721-8996
Web: uvic.ca/coopandcareer | Portal: learninginmotion.uvic.ca

From: Jill Walshaw - Acting Chair of Hispanic and Italian Studies <hispchair@uvic.ca>
Sent: September 10, 2021 2:31 PM
To: Andrea Giles <agiles@uvic.ca>
Subject: Consultation re: Program Cancellation

Dear Andrea,

I'm writing to consult regarding the intention of the Hispanic and Italian Studies to discontinue the Combined (Spanish/Italian) Major program. Student interest in the Combined Major has always been limited; since its inception in 2009, the program has had only three graduates (2012, 2015, 2018). Furthermore, the Italian Major itself has been cancelled, and our faculty complement in Italian is too

small to offer enough courses for students to complete the Combined Major. Although the department is enthusiastic about strengthening its program, the fact that the Combined Major was never a popular choice among students suggests that we should place our efforts elsewhere.

It appears that the impact of discontinuing the program will be minimal. There are currently no students registered in the program.

Please do let me know if you have any concerns or questions. The proposal to discontinue will be going before the Humanities Faculty Council meeting next Tuesday, Sept 14th.

Many thanks,
Jill Walshaw

=====

Dr. Jill Walshaw, Associate Professor
Acting Chair, Department of Hispanic and Italian Studies
University of Victoria
Office: Clearihue B447
Tel.: 250.721.7413
hispchair@uvic.ca
<http://www.uvic.ca/humanities/history/people/faculty/walshaw.php>

Jill Walshaw - Acting Chair of Hispanic and Italian Studies

From: dirmedi
Sent: Wednesday, September 8, 2021 8:53 PM
To: Jill Walshaw - Acting Chair of Hispanic and Italian Studies
Subject: Re: Consultation re: Program Cancellation

Dear Jill, thank you for letting me know. I am deeply saddened as an Italianist but I totally understand. Wishing you the best, Catherine

From: Jill Walshaw - Acting Chair of Hispanic and Italian Studies <hispchair@uvic.ca>
Date: Wednesday, September 8, 2021 at 6:44 PM
To: Beatriz de Alba-Koch <albakoch@uvic.ca>, Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>, Colin Macleod - Philosophy Chair <philchr@uvic.ca>, "Director, Religious Studies" <dirrels@uvic.ca>, dirmedi <dirmedi@uvic.ca>, Erin Kelly - ATWP Director <atwpdir@uvic.ca>, European Studies Director <eusdir@uvic.ca>, "Hélène Cazes, Chair" <chairfran@uvic.ca>, Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>, Jason Colby - Chair of History <histchr@uvic.ca>, Martha McGinnis - Chair of Linguistics <lingchair@uvic.ca>, Lisa Kahaleole Hall - Director of Indigenous Studies <isdirector@uvic.ca>, Martin Adam <mtadam@uvic.ca>, Michael Nowlin – Chair of English <englchr@uvic.ca>, Richard as PAAS Chair <paaschair@uvic.ca>, Richard Fox <rpfox@uvic.ca>, Thea Cacchioni – Chair of Gender Studies <gndrchair@uvic.ca>
Cc: Carolynn Broeke - Hispanic & Italian Studies <spanit@uvic.ca>, "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Subject: Consultation re: Program Cancellation

Dear All,

It was nice to see you all today and to be part of the Chairs and Directors meeting. Many of you I know personally and for those I didn't know, it was great to put a face to a name.

I'm writing to let you know, in the spirit of consultation, that the Hispanic and Italian Studies department voted in January to discontinue the Combined (Spanish/Italian) Major program. Student interest in the Combined Major has always been limited; since its inception in 2009, the program has had only three graduates (2012, 2015, 2018). Furthermore, the Italian Major itself has been cancelled, and our faculty complement in Italian is too small to offer enough courses for students to complete the Combined Major. Although the department is enthusiastic about strengthening its program, the fact that the Combined Major was never a popular choice among students suggests that we should place our efforts elsewhere.

It appears that the impact of discontinuing the program will be minimal. There are currently no students registered in the program, and to the best of my knowledge, there is no overlap or collaboration with any of your units.

Please do let me know if you have any concerns or questions. The proposal to discontinue will be going before Faculty Council next Tuesday, Sept 14th.

Many thanks,
Jill

=====

Dr. Jill Walshaw, Associate Professor
Acting Chair, Department of Hispanic and Italian Studies
University of Victoria
Office: Clearihue B447
Tel.: 250.721.7413
hispchair@uvic.ca
<http://www.uvic.ca/humanities/history/people/faculty/walshaw.php>

Jill Walshaw - Acting Chair of Hispanic and Italian Studies

From: Erin Kelly - ATWP Director
Sent: Wednesday, September 8, 2021 6:53 PM
To: Jill Walshaw - Acting Chair of Hispanic and Italian Studies
Subject: Re: Consultation re: Program Cancellation

Dear Jill,

Thanks for consulting. I know of no reasons why the plans for program cancellation shouldn't go forward, but I will certainly bow to the expertise and perspectives of others who might know more.

Yours, Erin

P.S. Good to see you today, too.

Erin E. Kelly, Director
Academic and Technical Writing Program (ATWP)
Faculty of Humanities
University of Victoria

From: Jill Walshaw - Acting Chair of Hispanic and Italian Studies <hispchair@uvic.ca>
Date: Wednesday, September 8, 2021 at 6:44 PM
To: Beatriz de Alba-Koch <albakoch@uvic.ca>, Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>, Colin Macleod - Philosophy Chair <philchr@uvic.ca>, "Director, Religious Studies" <dirrels@uvic.ca>, dirmedi <dirmedi@uvic.ca>, Erin Kelly - ATWP Director <atwpdir@uvic.ca>, European Studies Director <eusdir@uvic.ca>, "Hélène Cazes, Chair" <chairfran@uvic.ca>, Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>, Jason Colby - Chair of History <histchr@uvic.ca>, Martha McGinnis - Chair of Linguistics <lingchair@uvic.ca>, Lisa Kahaleole Hall - Director of Indigenous Studies <isdirector@uvic.ca>, Martin Adam <mtadam@uvic.ca>, Michael Nowlin – Chair of English <englchr@uvic.ca>, Richard as PAAS Chair <paaschair@uvic.ca>, Richard Fox <rpfox@uvic.ca>, Thea Cacchioni – Chair of Gender Studies <gndrchair@uvic.ca>
Cc: Carolyn Broeke - Hispanic & Italian Studies <spanit@uvic.ca>, "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Subject: Consultation re: Program Cancellation

Dear All,

It was nice to see you all today and to be part of the Chairs and Directors meeting. Many of you I know personally and for those I didn't know, it was great to put a face to a name.

I'm writing to let you know, in the spirit of consultation, that the Hispanic and Italian Studies department voted in January to discontinue the Combined (Spanish/Italian) Major program. Student interest in the Combined Major has always been limited; since its inception in 2009, the program has had only three graduates (2012, 2015, 2018). Furthermore, the Italian Major itself has been cancelled, and our faculty complement in Italian is too small to offer enough courses for students to complete the Combined Major.

Although the department is enthusiastic about strengthening its program, the fact that the Combined Major was never a popular choice among students suggests that we should place our efforts elsewhere.

It appears that the impact of discontinuing the program will be minimal. There are currently no students registered in the program, and to the best of my knowledge, there is no overlap or collaboration with any of your units.

Please do let me know if you have any concerns or questions. The proposal to discontinue will be going before Faculty Council next Tuesday, Sept 14th.

Many thanks,
Jill

=====

Dr. Jill Walshaw, Associate Professor
Acting Chair, Department of Hispanic and Italian Studies
University of Victoria
Office: Clearihue B447
Tel.: 250.721.7413
hispchair@uvic.ca
<http://www.uvic.ca/humanities/history/people/faculty/walshaw.php>

Jill Walshaw - Acting Chair of Hispanic and Italian Studies

From: Mary McCue - IACE Office Administrator
Sent: Friday, September 10, 2021 2:43 PM
To: Jill Walshaw - Acting Chair of Hispanic and Italian Studies
Subject: RE: Consultation re: Program Cancellation

Hi Jill,
Ok, well that clarifies a bit!

I will make sure that the Associate Director, Academic, Rob Hancock, is informed. He'll be able to share with whomever else should be looped in.

Take good care,
Mary

Mary McCue, Office Administrator and Assistant to the Executive Directors
Office of Indigenous Academic and Community Engagement | First Peoples House
PO Box 1700 STN CSC Victoria BC V8W 2Y2
T: 250-472-4913 | F: 250-472-4952 |
Email: iaceadm@uvic.ca Website: www.uvic.ca/iace

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

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From: Jill Walshaw - Acting Chair of Hispanic and Italian Studies <hispchair@uvic.ca>
Sent: September 10, 2021 2:41 PM
To: Mary McCue - IACE Office Administrator <iaceadm@uvic.ca>
Subject: RE: Consultation re: Program Cancellation

Hello Mary,

Thanks for your message. The form that I have indicates that I must consult the IACE office, among other units. This is the first of these that I have done, but Lisa Surridge explained to me that IACE needs to know that they have "one less program to serve" - ?

I'm glad you enjoyed taking Italian; we do still offer Italian language courses, and I'm hoping to grow that program back to the Certificate level.

All the best,
Jill

=====
Dr. Jill Walshaw, Associate Professor
Acting Chair, Department of Hispanic and Italian Studies
University of Victoria
Office: Clearihue B447
Tel.: 250.721.7413

hispchair@uvic.ca
<http://www.uvic.ca/humanities/history/people/faculty/walshaw.php>

From: Mary McCue - IACE Office Administrator <iaceadm@uvic.ca>
Sent: Friday, September 10, 2021 2:38 PM
To: Jill Walshaw - Acting Chair of Hispanic and Italian Studies <hispchair@uvic.ca>
Subject: RE: Consultation re: Program Cancellation

Hi Jill,
I think you have sent this to the wrong person. Our office does not work with Hispanic and Italian Studies or the combined program of Spanish/Italian, though reading the email was certainly sad. One of my favourite undergraduate classes was Italian☺

I'm not sure who you are hoping to reach, but I'm quite sure that it's not me.

Best of luck,
Mary

Mary McCue, Office Administrator and Assistant to the Executive Directors
Office of Indigenous Academic and Community Engagement | First Peoples House
PO Box 1700 STN CSC Victoria BC V8W 2Y2
T: 250-472-4913 | F: 250-472-4952 |
Email: iaceadm@uvic.ca Website: www.uvic.ca/iace

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

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From: Jill Walshaw - Acting Chair of Hispanic and Italian Studies <hispchair@uvic.ca>
Sent: September 10, 2021 2:27 PM
To: Mary McCue - IACE Office Administrator <iaceadm@uvic.ca>
Subject: Consultation re: Program Cancellation

Hello,

I'm writing to consult regarding the intention of the Hispanic and Italian Studies to discontinue the Combined (Spanish/Italian) Major program. Student interest in the Combined Major has always been limited; since its inception in 2009, the program has had only three graduates (2012, 2015, 2018). Furthermore, the Italian Major itself has been cancelled, and our faculty complement in Italian is too small to offer enough courses for students to complete the Combined Major. Although the department is enthusiastic about strengthening its program, the fact that the Combined Major was never a popular choice among students suggests that we should place our efforts elsewhere.

It appears that the impact of discontinuing the program will be minimal. There are currently no students registered in the program.

Please do let me know if you have any concerns or questions. The proposal to discontinue will be going before the Humanities Faculty Council meeting next Tuesday, Sept 14th.

Many thanks,

Jill Walshaw

=====

Dr. Jill Walshaw, Associate Professor
Acting Chair, Department of Hispanic and Italian Studies
University of Victoria
Office: Clearihue B447
Tel.: 250.721.7413
hispchair@uvic.ca
<http://www.uvic.ca/humanities/history/people/faculty/walshaw.php>

Jill Walshaw - Acting Chair of Hispanic and Italian Studies

From: Tad Suzuki
Sent: Friday, September 10, 2021 3:53 PM
To: Jill Walshaw - Acting Chair of Hispanic and Italian Studies
Subject: RE: Consultation re: Program Cancellation

Hi Jill,

Thank you for your detailed account on what's going on in the Combined Major program and a bit of update on the Italian program. It's quite unfortunate that the Italian major is being cancelled. Do you think book purchases in Italian studies are going to diminish in numbers now on? We at the Library are holding on to the same level of monograph budget thus far.

Thanks. Tad

From: Jill Walshaw - Acting Chair of Hispanic and Italian Studies <hispchair@uvic.ca>
Sent: Friday, September 10, 2021 2:30 PM
To: Tad Suzuki <suzukit@uvic.ca>
Subject: Consultation re: Program Cancellation

Dear Tad,

I'm writing to consult regarding the intention of the Hispanic and Italian Studies to discontinue the Combined (Spanish/Italian) Major program. Student interest in the Combined Major has always been limited; since its inception in 2009, the program has had only three graduates (2012, 2015, 2018). Furthermore, the Italian Major itself has been cancelled, and our faculty complement in Italian is too small to offer enough courses for students to complete the Combined Major. Although the department is enthusiastic about strengthening its program, the fact that the Combined Major was never a popular choice among students suggests that we should place our efforts elsewhere.

It appears that the impact of discontinuing the program will be minimal. There are currently no students registered in the program. As far as library acquisitions go, the Spanish program is continuing alive and well, and any reduction to acquisitions in Italian would have been related more to the cancellation of the Italian major than of this combined major program. That said, we are hoping to revive the Certificate program in Italian, at least – stay tuned!

Please do let me know if you have any concerns or questions. The proposal to discontinue will be going before the Humanities Faculty Council meeting next Tuesday, Sept 14th.

Many thanks,
Jill Walshaw

=====
Dr. Jill Walshaw, Associate Professor
Acting Chair, Department of Hispanic and Italian Studies
University of Victoria
Office: Clearihue B447

Tel.: 250.721.7413

hispchair@uvic.ca

<http://www.uvic.ca/humanities/history/people/faculty/walshaw.php>

Jill Walshaw - Acting Chair of Hispanic and Italian Studies

From: Jill Walshaw - Acting Chair of Hispanic and Italian Studies
Sent: Friday, September 10, 2021 2:25 PM
To: OREG SCP Consultation
Subject: Consultation re: Program Cancellation

Hello,

I'm writing to consult regarding the intention of the Hispanic and Italian Studies to discontinue the Combined (Spanish/Italian) Major program. Student interest in the Combined Major has always been limited; since its inception in 2009, the program has had only three graduates (2012, 2015, 2018). Furthermore, the Italian Major itself has been cancelled, and our faculty complement in Italian is too small to offer enough courses for students to complete the Combined Major. Although the department is enthusiastic about strengthening its program, the fact that the Combined Major was never a popular choice among students suggests that we should place our efforts elsewhere.

It appears that the impact of discontinuing the program will be minimal. There are currently no students registered in the program.

Please do let me know if you have any concerns or questions. The proposal to discontinue will be going before the Humanities Faculty Council meeting next Tuesday, Sept 14th.

Many thanks,
Jill Walshaw

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University
of Victoria

Senate Committee on
Planning

MEMO

Date: October 20, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposal to renew the Centre for Advanced Materials and Related Technology (CAMTEC) as an Approved UVic Research Centre**

At its meeting on October 6, 2021, the Senate Committee on Planning considered the proposal to renew the Centre for Advanced Materials and Related Technology (CAMTEC) as an approved UVic research centre.

An external review of the centre, conducted in July 2021, resulted in a recommendation that the centre status be renewed.

The following motion is recommended:

Motion: 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.

Respectfully submitted,

2021-2022 Senate Committee on Planning

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



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

MEMORANDUM

DATE: September 22, 2021

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

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

RE: Renewal of the Centre for Advanced Materials and Related Technology (CAMTEC) as an Approved UVic Research Centre

I am writing to recommend the continuation of the Centre for Advanced Materials and Related Technology (CAMTEC) as an approved multi-faculty research centre for a further five-year term. CAMTEC is under the direction of Dr. Fraser Hof.

An external review of the CAMTEC was conducted on 26-27 July 2021 and the attached report was provided by the review panel on 8 September 2021. The CAMTEC Director provided his response (attached) on 15 September 2021. Note that the review was conducted both virtually and in person as a result of restrictions due to COVID-19.

The review panel comprised:

- Dr. Dongling Ma (chair), Professor, Department of Chemistry, Énergie Matériaux Télécommunications Research Centre
- Dr. Jullian Buriak, Professor, Department of Chemistry, University of Alberta
- Dr. Hector Caruncho, Professor, Division of Medical Sciences, University of Victoria

The Executive Summary describes CAMTEC as “absolutely essential to a very large number of researchers on the UVic campus and on Vancouver Island,” noting that it makes “substantial contributions to both research and training,” is a “catalyst to promote internal and external collaborations and knowledge translation,” and fosters “interdisciplinary links between departments and faculties.” The review panel recommends the renewal of CAMTEC’s centre status.

As the report states, CAMTEC’s mandate is to conduct applied research in advanced materials, to train technical and academic personnel and to mobilize related knowledge. It comprises 32 regular faculty members and oversees four research facilities, the Advanced Microscopy Facility (AMF), the Nanofabrication Facility (NanoFab), the Facility for Imaging, Photonics and Spectroscopy (FIPS) and the CAMTEC Biomedical Core (BioCore).

The review panel report provides an overall positive assessment of the CAMTEC, while focusing specifically on steps forward. The panel expresses the concern that CAMTEC has “outgrown” its original framework. As such, the panel dedicates the majority of its report to improvements and supports for

CAMTEC to continue to succeed in its mandate, organized around three inter-related topics: long-term sustainability, effective management, and internal community building as well as external outreach (what the review panel refers to as “coherence”):

- For long-term sustainability, the review panel notes the need in particular for laboratory managers to have a status and contracts commensurate with their roles. As well, they note the challenges posed by insufficient space and a need to develop a plan for contingency funds. Among their recommendations is clarification over CAMTEC’s status as a multi-faculty centre as opposed to inter-faculty.
- For effective management, the review panel suggests bolstering individual research projects and collective interdisciplinary linkages. They see the need for the creation of a clearer organizational structure and management team. The latter includes a request for a full-time administrative person.
- The review panel recommends establishing basic practices to foster greater community integration: additional support for graduate students, creation of common meeting points, required recognition of CAMTEC support in publications, additional outreach and further support for industry partner collaboration.

In addition, the review panel notes:

- the “high level of enthusiasm and interest in [CAMTEC’s] wellbeing” of its members;
- and that the “scientific outputs of its members are impressive, as supported by both the quantity and quality of their publications, and the innovative nature of the research.”

The CAMTEC Director’s response of 15 September 2021 is largely in agreement with the External Review Report’s evaluation and recommendations.

The OVPRI appreciates the strong work of the Centre and will look for ways to further support CAMTEC, such as discussions over management structure, personnel, and the incorporation of interdisciplinary space in future large-scale building projects. The OVPRI will reach out in the coming months to relevant Faculty Deans and the Acting Director of CAMTEC to discuss centre type (multi- versus inter-faculty). The OVPRI recognizes that funding, retaining highly qualified personnel and space are a continual challenge for many of our centres. At present, CAMTEC receives significant annual funding from the OVPRI but we will continue to support their efforts to secure diverse sources of funding.

Conclusion and Recommendation

In summary, external review panel has provided an assessment of the CAMTEC and has recommended its continuation. The CAMTEC Acting Director’s response to the review report largely endorses the recommendations of the panel.

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

That the Senate Committee on Planning recommends that Senate approve the renewal of Approved Centre for Advanced Materials and Related Technologies (CAMTEC) for the five-year period 1 January 2022 through 31 December 2026. This recommendation is not contingent upon the suggestions in the external review report relating to resources, which are advice to the Vice-President Research and Innovation.

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

cc: F. Hof, CAMTEC Acting Director



MEMO

FACULTY OF HUMAN & SOCIAL DEVELOPMENT

Office of the Dean
PO Box 1700 STN CSC
Victoria, British Columbia V8W 2Y2
Phone (250) 721-6441 | Fax (250) 721-7067
Email hsddean@uvic.ca | Website www.uvic.ca/hsd

DATE: October 20, 2021
TO: Ada Saab Associate University Secretary
FROM: Helga Hallgrimsdottir, Dean, Faculty of Human & Social Development
RE: For approval by Senate - HSD Faculty Council Constitution

Please find attached documents corresponding to the approval of the Constitution and Operating Structure for the Faculty of Human and Social Development. The following motion was approved by electronic vote October 19, 2021:

Motion: That Senate approve the *Faculty of Human and Social Development Constitution and Operating Structure*.



**University
of Victoria**

Human & Social
Development

**Constitution
&
Operating Structure**

Approved by Faculty Council: October 19th 2021

Review: October 2022

Vision & Mission Statement

This text will be added following completion of HSD Strategic Planning process (Jan/Feb 2022)

Vision:

Mission:

We acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

A. Responsibility and timing of meetings

1. The Faculty Council is the central and highest forum for academic decision making in the Faculty of Human and Social Development.
2. The powers of the Faculty falling into the remit of the Faculty Council are laid out in the [University Act \(RSBC 1996\)](#). A Faculty has the following powers and duties ([§40](#)):
 - (a) to make rules governing its proceedings, including the determining of the quorum necessary for the transaction of business;*
 - (b) to provide for student representation in the meetings and proceedings of the Faculty;*
 - (c) subject to this Act and to the approval of the senate, to make rules for the government, direction and management of the Faculty and its affairs and business;*
 - (d) to determine, subject to the approval of the senate, the courses of instruction in the Faculty;*
 - (e) subject to an order of the president to the contrary, to prohibit lecturing and teaching in the Faculty by persons other than appointed members of the teaching staff of the Faculty and persons authorized by the Faculty, and to prevent lecturing or teaching so prohibited;*
 - (f) subject to the approval of the senate, to appoint for the examinations in each faculty examiners, who, subject to an appeal to the senate, must conduct examinations and determine the results;*
 - (g) to deal with and, subject to an appeal to the senate, to decide on all applications and memorials by students and others in connection with their respective Faculties;*
 - (h) generally, to deal with all matters assigned to it by the board or the senate.*

3. The Faculty Council meetings will occur monthly September through June, unless the Dean stipulates that there is insufficient business. In that case the intention not to convene a Faculty Council meeting shall be communicated at least one week in advance to the Faculty. If there is an objection to the cancellation of the meeting by at least two voting members, it shall proceed. Faculty Council meetings shall normally be held in such a manner as to allow for both in-person and virtual attendance.
4. It is the responsibility of members of Council to contribute to the governance of the Faculty. Regular attendance at scheduled meetings of the Council contributes to discharging this responsibility

B. Membership of the Faculty Council includes:

1. The Dean (Chair) (*Non-Voting*).
2. Associate Deans (can Chair in absence of the Dean) (*Non-Voting*).
3. Faculty members of the Faculty of Human & Social Development, including all part- and full-time regular faculty (teaching or research stream) appointed in the Faculty or in a School or Program of the Faculty, including those on limited-term appointments of 12 or more months (*Voting*).
4. In addition, the following groups are invited to provide (*voting*) representatives to participate in Faculty Council:
 - a. Undergraduate students can elect up to **two** representatives (the representatives should be registered as a student in a program or School in the Faculty of HSD)
 - b. Graduate students can elect up to **two** representatives (the representatives should be registered as a student in a program or School in the Faculty of HSD)
 - c. One PEA member currently employed within the Faculty of HSD
 - d. One CUPE 951 member currently employed within the Faculty of HSD
 - e. One Sessional instructor currently employed within the Faculty of HSD
5. One Elder (*voting*) from a local Indigenous community, appointed by Council, in consultation with the Faculty Lead – Indigenous Plan and the Indigenous Student Support Centre
6. Director, Administration (*Non-voting*)
7. Any other staff or faculty of the university may attend open meetings, but cannot vote.

C. Conduct of business

1. The Faculty Council will be chaired by the Dean or Designate.
2. The quorum for a meeting of Faculty Council shall be 18 Voting Members.
3. All members of the HSD community are welcome to attend Faculty Council, unless there is a specific requirement to limit attendance to Voting Members (closed meeting). Such a necessity will be communicated in advance of the meeting of Faculty Council.
4. Where a vote is necessary, it shall be conducted by simple majority of Voting Members present. The Chair does not have a casting vote.
5. Items that are concerned with purely academic decisions (such as curriculum, pedagogy and assessment) may, at the discretion of the Chair, be subject to a vote of faculty members as defined in clause B3.
6. Items that are related to requirements of the Collective Agreement between the University of Victoria and its faculty members, may only be voted on by faculty members as defined in clause B3.
7. Normally only in-person voting is permitted, except in such cases where electronic voting is stipulated by the Collective Agreement, or in circumstances where Faculty Council has agreed to conduct an electronic vote to ensure the full representation of faculty views. Upon receipt of a motion to this effect, the motion must be considered by Faculty Council within five business days. If and when Faculty Council approves the motion, the voting period will begin immediately and last two to five business days through a secure, online, one person per vote system.
8. The upcoming agenda and minutes of the previous meeting will be posted electronically one week before the meeting. Items should be submitted to the Dean's Assistant 24 hours before this deadline. Amendment of the agenda is permitted at the meeting at the discretion of the Voting Members, as indicated by a positive vote to accept the amended agenda.

D. Other

1. Special meetings of the Faculty Council may be called by the Dean (or delegate).
2. At the written request of 10 voting members, the Dean will call a special meeting within 10 days.
3. Minutes of the Faculty Council are kept, recording pertinent points and the results of votes on all motions.
4. Minutes will reside in the Dean's Office and will be made available on request or via the Council Connect site or otherwise electronically posted.
5. The Council may establish ad hoc or standing committees to investigate any matters coming before the Council.
 - a. Notice of committee meetings and their agenda will normally be made available to members a week in advance of the meeting,
 - b. Minutes of all committee meetings shall contain a record of the pertinent points discussed and the results of a vote on all motions.
 - c. A copy of the minutes will reside in the Dean's Office and be made available to Council members on request or via the Council Connect site.
 - d. Membership of Faculty Council is not a necessary condition for eligibility for membership on committees.
 - e. All committees shall report their findings to the Council.

E. Standing Committees

1. The following committees are to be considered as standing sub-committees of the Faculty Council. Each committee will develop its own Terms of Reference laying out membership, expectations, and conduct of business.

Committee Terms of Reference and any changes to approved Terms of Reference must be approved by Faculty Council. Each committee listed will provide a formal annual report to the Faculty Council and will report at each of the Faculty Councils meetings as committee business arises.

- a. Faculty Admissions and Adjudications
- b. HSD advising committee

- c. HSD online learning group
- d. HSD marketing committee
- e. Justice, Equity, Diversity, & Inclusion
- f. HSD Building Local Safety Committee
- g. Space Utilization
- h. Research Advisory Network
- i. Curriculum Committee
- j. Field education, coop and practicum
- k. Decolonization and Indigenization



**University
of Victoria**

External Relations

MEMO

Date: October 20, 2021

To: Members of Senate

From: Chris Horbachewski
Vice-President External Relations

CC: Dr. Kevin Hall
President and Vice-Chancellor

Re: **Updates to Art Collections Policy (BP3310)**

Background:

The Art Collections Policy (BP3310) has been updated as part of the regular policy review cycle. According to the Policy on University Policies and Procedures (GV0100), university policies must be reviewed at least once every seven years. BP3310 was last reviewed in May 2014.

The proposed revisions are mostly housekeeping in nature, including cleaning up the language and correcting outdated references and links.

The policy's mandated review period was changed from annually to once every seven years, to align with the Policy on Policies. There are no regulatory requirements that necessitate an annual review of this policy, and in practice a yearly review has not been needed. As with all policies, this policy may still be reviewed at any time, if desired.

Senate is being asked to approve changes to the policy. Proposed changes to the procedures are also being provided for information purposes.

Consultation:

The following units and individuals were consulted as part of this policy review:

- Director, Legacy Art Gallery
- Development Office
- Legacy Art Gallery Collection Committee
- Office of the Vice-President External Relations
- Office of the Vice-President Finance and Operations (including the Manager of Risk, Insurance and Continuity Planning)
- University Secretary's Office

Next Steps:

Following Senate approval, the policy will be brought to the Board of Governors for its approval. Lastly, the Vice-President External Relations will be asked to approve the proposed changes to the associated procedures.

Motion:

THAT Senate approve, and recommend to the Board of Governors that it also approve, the updates to the Art Collections Policy (BP3310), effective November 23, 2021.

Attachments:

BP3310, revised (clean copy)
BP3310, revised (tracked changes)



Art Collections

University Policy No: BP3310
Classification: External Relations
Approving Authority: Board of Governors and Senate
Effective Date: November 2021
Supersedes: May 2014
Last Editorial Change:
Mandated Review: November 2028

Associated Procedures:

[Procedures for Art Collections](#)

[Terms of Reference for Art Collections Committee](#)

Purpose

- 1.00 This policy establishes the provisions for the successful development, refinement, access, and care of the Permanent Collection of the University of Victoria Legacy Art Galleries ("Legacy").

Definitions

- 2.00 For the purposes of this policy:

"Acquisition" means an Artwork that has entered the Permanent Collection.

"Artwork" means a physical object that is an artistic creation.

"Commissioning" means the act of hiring and paying for the creation of an Artwork.

"Deaccessioning" means the permanent removal of one or more Artworks from the Permanent Collection.

"Permanent Collection" means the University's art collections, which are entrusted to Legacy, having entered its care through the formal process of Acquisition as detailed [Procedures for Art Collections](#).

"Repatriation" means the legal return of Artwork to original or former owners including individuals, institutions, or communities.

"University" means the University of Victoria.

Scope

- 3.00 This policy and its associated procedures apply to the Artwork entrusted to Legacy in its Permanent Collection. This policy does not apply to the varied collections of art and artifacts that may exist at the University and its divisions outside of the jurisdiction of Legacy.

Policy

- 4.00 The Permanent Collection exists to support the University's academic use in research and teaching and community outreach mission. It is intended to be accessible to audiences today while being preserved as a cultural trust for the benefit of future generations.
- 5.00 The future development of the Permanent Collection shall be founded upon principles of quality and artistic merit, building upon existing strengths and relating to the University's academic use in research and teaching.
- 6.00 Legacy will support local, provincial, national, and international access to the Permanent Collection through research and study, exhibition, publication, Internet access, and loans of Artwork on campus and to other public museums based on resource availability and according to [Procedures for Art Collections](#).
- 7.00 In all collection activities Legacy will meet the highest professional standards in compliance with international museological principles and ethics, following provincial, national, and international laws, agreements, and treaties.
- 8.00 The Legacy director and employees are responsible for the care of the Permanent Collection. Only Legacy employees shall handle Artwork or authorize its handling.

Art Collections Committee

- 9.00 There will exist a standing committee called the Art Collections Committee (the "Committee"), which will make decisions with respect to Acquisition and Deaccessioning of Artwork for the Permanent Collection. The composition, roles, and activities of the Committee are detailed in the [Terms of Reference for Art Collections Committee \(Appendix A\)](#), which are approved by the Vice-President External Relations.

Acquisition and Deaccessioning

- 10.00 Legacy develops the Permanent Collection through Acquisition, including donations (gifts and bequests), exchange, purchase, and Commissioning, and through Deaccessioning, including Repatriation when appropriate.
 - 10.01 Acquisitions to and Deaccessioning from the Permanent Collection will be done in accordance with this policy, the [Procedures for Art Collections](#) and the [Fundraising and Gift Acceptance Policy \(ER4105\)](#).
- 11.00 All Acquisition and Deaccessioning activity by Legacy is undertaken in an arm's-length relationship with the parties involved.
- 12.00 All donations of Artwork to Legacy are irrevocable upon formal transfer of title to the University determined by the date of countersigning on the deed of gift.
- 13.00 Deaccessioning is undertaken at Legacy to refine and improve the quality and appropriateness of the Permanent Collection.

- 13.01 Deaccessioning shall be approached with caution on a case-by-case basis, following a rigorous process for Deaccessioning and disposal, and will not be governed by current fashion or individual taste of Legacy staff members.
- 14.00 At no time shall a University employee, member of the Board of Governors, or anyone connected with the University in any formal way, including membership on a committee or under contract, be permitted to acquire a Deaccessioned Artwork directly from the University.
- 15.00 Deaccessioning shall not serve as a means for generating operating funds.

Loans

- 16.00 Decisions for loans of Artwork either from the Legacy Permanent Collection or to the Legacy from other collections or institutions are made in accordance with the standards outlined in [Procedures for Art Collections](#) and in consultation with the Advisory Committee (described in section 6.00 of the [Art Museum Policy \(BP3315\)](#)).
- 16.01 A select number of Artworks from Legacy's Permanent Collection will be available for temporary loan on campus to enhance working and learning environments. These will also serve as statements expressing UVic's values on a continual basis.
- 16.02 No Artwork certified as Cultural Property shall go out on loan to campus buildings that are not designated as Category A facilities by CCPERB.
- 16.03 No loans of Artwork will be made to private individuals.

Records

- 17.00 Legacy will maintain in perpetuity a comprehensive system of records associated with each Artwork in its care according to [Procedures for Art Collections](#).

Reproduction and copyright

- 18.00 Legacy complies with all Canadian copyright legislation pertaining to the reproduction of artists' Artwork in the Permanent Collection and on loan.

Authorities and Officers

- i) Approving Authority: Board of Governors
- ii) Designated Executive Officer: Vice-President External Relations
- iii) Procedural Authority: Vice-President External Relations
- iv) Procedural Officer: Director, Legacy

Relevant Legislation

[Copyright Act, RSC 1985 c C-42](#)
[Cultural Property Export and Import Act, RSC 1985 c C-51](#)
[Income Tax Act, RSC 1985 c 1 \(5th Supp.\)](#)

Related Policies and Documents

[Canadian Museum Association Ethical Guidelines](#)

[Fundraising and Gift Acceptance Policy \(ER4105\)](#)

[ICOM Code of Ethics](#)

[Protection of Privacy Policy \(GV0235\)](#)

[Records Management Policy \(IM7700\)](#)

[UNESCO Convention for the Protection of Cultural Property in the Event of Armed Conflict
\(Hague Convention, 1954\)](#)

[UNESCO Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and
Transfer of Ownership of Cultural Property, 1970](#)

[University of Victoria Strategic Framework](#)



Procedures for Art Collections

Procedural Authority: Vice-President External Relations

Procedural Officer: Director, Legacy

Effective Date: TBD

Supersedes: May 2014

Last Editorial Changes:

Parent Policy: [Art Collections Policy \(BP3310\)](#)

Purpose

- 1.00 These procedures set out the processes for the successful development, refinement, access, and care of the Permanent Collection of the University of Victoria Legacy Art Galleries ("Legacy").

Definitions

- 2.00 The definitions contained within the [Art Collections Policy \(BP3310\)](#) apply to these procedures.

- 3.00 For the purposes of these procedures:

"director" means the director of the Legacy Art Galleries.

"Fair Market Value" means the highest price, expressed in a dollar amount, that the property would bring, in an open and unrestricted market, between a willing buyer and a willing seller who are both knowledgeable, informed, and prudent, and who are acting independently of each other.

"Public Art" means Artwork in any media that has been planned and executed with the specific intention of being sited in a public space either outdoors or in publicly accessible buildings.

Procedures

Acquisitions

- 4.00 Proposed Acquisitions (donations, exchanges, and purchases) are presented to the Art Collections Committee (the "Committee") and recommended for Acquisition by the director or curator.

- 5.00 The Committee members have authority to vote on whether each proposed Acquisition of Artwork should enter the Permanent Collection. The Committee may reject a proposed Acquisition if any one of the following criteria is not met:

- a) Artwork is relevant to the Permanent Collection, present and future, and to the Legacy's mission to support the University's academic use in research and teaching;
- b) Artwork is in a condition suitable for exhibition relevant to its age;

- c) Artwork has artistic merit;
 - d) Artwork meets a standard of quality, which is measured in terms of the total production of an artist within the pertinent area and the substance of the particular Artwork;
 - e) Artwork is deemed authentic in the academic opinion of the director;
 - f) Artwork demonstrates a use value, which is measured in terms of how the Artwork will be used in the future in the context of exhibitions, programs, and research;
 - g) Legacy has adequate resources for the acquisition, maintenance, conservation, storage, access for research, and display of the Artwork;
 - h) the provenance of the Artwork is known and there is proof that the donor has clear legal title to it; and
 - i) the donation of the Artwork is made with unrestricted terms, free of any conditions imposed by the donor, including, but not limited to, the condition of Legacy achieving a certain appraised value, or Legacy committing to permanent display.
- 6.00 Careful consideration must be given to embarking on new areas of collecting, and therefore an assessment of the direction and strengths of the Permanent Collection shall be conducted annually with the Committee and following consultation with academic stakeholders.
- 7.00 Following ratification at a formal Committee meeting, each Artwork entering the Permanent Collection shall be recorded in the official meeting minutes and shall be assigned a permanent accession number.
- 8.00 If a donor requires a tax receipt for a donation in a given year, the Artwork must be offered to Legacy in writing by October 1 and presented to the Committee before the final Committee meeting of the year, normally the end of October.
- 9.00 In certain instances for purchases or donations from outside the Capital Region, the Committee may assess the Artwork first in photographic image to determine an expression of interest prior to shipping the Artwork to Legacy.
- 10.00 Artwork must be in Legacy's possession by December 31 to qualify as an Acquisition for that tax year as per Canada Revenue Agency ("CRA") requirements.
- 11.00 While donor expectations concerning tax credits and other fiscal considerations such as Fair Market Value are appropriately respected, such expectations do not drive Legacy's collecting practices, nor will Legacy deviate from best practice standards in order to meet any such expectations.
- 12.00 The director is responsible for determining whether a gift has appropriate qualifications to be eligible for application to Canadian Cultural Property Export and Import Review Board ("CCPERB") for certification. Legacy will prepare and submit the application.
- 13.00 In the case where a CCPERB receipt is desired, certification will be for the tax year in which the gift is formally accepted by the Committee into the Permanent Collection even

if the CCPERB certification meeting occurs in the subsequent calendar year. However neither the Committee nor the Legacy staff can guarantee approval of certification by CCPERB.

- 14.00 Expenses associated with a donor's gift (e.g. appraisals, shipping) shall in most cases be paid by the donor.
- 15.00 Legacy staff may make in-house appraisals for Artwork with a Fair Market Value up to \$1,000 per Artwork as per [CRA Gifts and Income Tax \(P113\)](#).
- 16.00 When offered a donation, Legacy staff will notify the Development Office to determine if there is an existing relationship with the donor and if a development officer needs to be involved to manage the donor relationship.
- 17.00 In the rare circumstance when Legacy considers Commissioning an Artwork for the Permanent Collection, an *ad hoc* committee including the director and Collections Committee chair and other campus stakeholders will create and approve the terms and conditions of the commission and make the selection of a short-list, if necessary, and of the final Artwork. Professional standards for Commissioning an Artwork shall be followed.
- 18.00 All Commissioning of Public Art intended to be accessioned into the Permanent Collection shall include a fund to install and assist with ongoing upkeep of the Artwork in order that Legacy does not suffer a financial burden in the future.

Deaccessioning

- 19.00 Artworks for Deaccessioning are determined and presented with a full justification to the Committee by the director or curator. The justification must contain explanation of criteria for the Deaccessioning, demonstrate consultation with UVic stakeholders such as faculty, staff, and donors who may hold an interest in Artworks proposed for Deaccessioning, and a declaration of the intention for disposal.
- 20.00 Artworks may be considered for Deaccessioning from the Permanent Collection based on any one or more of the following criteria:
 - a) irrelevance to the mandate of the Permanent Collection;
 - b) duplication;
 - c) inferior quality;
 - d) poor condition;
 - e) public safety concerns;
 - f) inability for Legacy to meet standards of care or storage requirements;
 - g) questionable authenticity, attribution, or provenance;
 - h) political and legal concerns; or
 - i) opportunity arises to improve public access to the object by finding a significantly improved context for it in another public collection, which offers increased opportunities for research on, and/or engagement with, the object.

- 21.00 Prior to Deaccessioning, the Artwork shall be researched thoroughly, documented, and photographed, and the process of Deaccessioning thoroughly documented including the justification. The records related to the deaccessioned Artwork shall be maintained by Legacy on a permanent basis.
- 22.00 Prior to the Committee meeting Legacy staff shall ascertain that there are no legal, time-related, or other restrictions against disposal of the Artwork and that the disposal will not contravene CCPERB regulations or other legislation.
- 23.00 Legacy will work with the relevant University development officer to make every reasonable effort to advise donors or their immediate family or any other appropriate interested parties about plans for Deaccessioning.
- 24.00 In the case of an Artwork by a living Canadian artist, the director or curator shall contact the artist prior to making any recommendations.
- 25.00 In cases when an Artwork has been accidentally destroyed or permanently lost, the Artwork will be deaccessioned from the Permanent Collection. Any funds derived from this loss, such as payment from insurance, will normally be credited to Legacy for purchase of Artwork for the Permanent Collection or for use for conservation or care of Artwork in the Permanent Collection.

Disposal of Deaccessioned Artworks

- 26.00 The director shall recommend the means of disposal of deaccessioned Artworks.
- 27.00 Means of disposal of Artwork may include:
 - a) donation to or exchange with another qualified donee;
 - b) sale;
 - c) intentional destruction; or
 - d) repatriation.
- 28.00 When an Artwork has been disposed of, the director will ensure that the relevant documents are sent to the office of the Vice-President Finance and Operations to ensure the disposal is recorded in the financial records of the University.
- 29.00 In circumstances other than accidental destruction or loss, the manner of disposal should be in the best interest of the University, the community it serves, and the public trust placed in it.
- 30.00 In the case where Artworks are in suitable condition, every effort should be made to ensure that the Artwork remains in the public domain. As a result, sale at Fair Market Value to or exchange with another public institution that can provide the highest degree of care for and make the most appropriate use of the Artwork will be the first course of action pursued. The University will do its utmost to ensure that a deaccessioned Artwork which is significant to Canadian cultural heritage is retained in Canada.

- 31.00 If disposal is by outright sale, sale by public auction is preferable.
- 32.00 Artwork can be intentionally destroyed if it is determined:
- a) to be inauthentic, such as a forgery or reproduction, and of no archival or documentary value; or
 - b) to substantially lack physical integrity to the point that it cannot reasonably be preserved.
- 33.00 Where disposal involves the transfer of ownership, appropriate legal documents shall be obtained.

Use of Deaccession Proceeds

- 34.00 All proceeds realized from disposal will be credited to Legacy for purchase of Artwork or use for conservation of Artwork in the Permanent Collection.
- 35.00 If the funds for an Acquisition come from the disposal of a donation, and if it is appropriate, the name of the donor should be attached to the Artwork so acquired.

Repatriation

- 36.00 With regard to questions concerning legitimate title or discovery that an Artwork is stolen, legal counsel will be sought.
- 37.00 In order avoid the future need to repatriate Artwork in the Permanent Collection, Legacy will:
- a) maintain research of origins and titles of Artworks;
 - b) maintain knowledge of up-to-date information on international and national inventories of lost and stolen Artwork;
 - c) refuse cultural objects from any occupied country; and
 - d) maintain complete documentation related to Repatriation or questions about legal ownership of Artworks in the Permanent Collection.

Care of collections

- 38.00 Legacy will uphold museum standards of care for Artworks involving the following fundamental elements:
- a) security (e.g. protection against theft, vandalism, fire, flood, and other disasters);
 - b) environmental controls (e.g. temperature, relative humidity, intensity and quality of lighting, and airborne contaminants); and
 - c) appropriate methods and conditions for handling and storing Artworks that are in line with indefinite preservation.
- 39.00 It is the responsibility of the director to ensure that professional standards are met in the methods and conditions under which the following activities occur:
- a) display and providing study access to Artwork;
 - b) installation and de-installation of Artwork in exhibitions;

- c) exhibition lighting;
- d) matting and framing of Artwork;
- e) transportation of Artwork on or off campus; and
- f) storage of Artwork.

- 40.00 Artwork on loan to Legacy will be subject to the same standard of care as Artwork in Legacy's Permanent Collection.
- 41.00 Artwork certified as Cultural Property through CCPERB shall only be stored or displayed in facilities granted Category A status through the CCPERB designation process.
- 42.00 All permanent members of Legacy staff will have the appropriate level of training for handling Artwork and any temporary employees involved with handling Artwork will be trained by Legacy staff to the appropriate level for the safe handling of Artwork.
- 43.00 The director is responsible for initiating any conservation action on an Artwork. Such work will not be undertaken without consultation with a member of Legacy staff.
- 44.00 The director will work with the office of the Vice-President Finance and Operations to ensure that the Artwork is appropriately insured.

Loans: Temporary Loans (Out)

- 45.00 Official requests for loans must be made in writing to the director whose final authority it is to approve or deny the loan based on borrower's ability to meet standards of care.
- 46.00 Borrowers must sign a loan agreement prepared by Legacy staff and normally will assume all costs related to loans including packing, crating, shipping, insurance, customs fees, conservation, and other necessary costs as agreed to between the borrower and Legacy.
- 47.00 Loans of Artwork outside of the University will only be made to public institutions that can ensure that professional standards of care will be met.
- 48.00 Only institutions designated as Category A by the Movable Cultural Property Program through the Department of Canadian Heritage shall borrow Artwork certified by CCPERB as cultural property from the Legacy's Permanent Collection.
- 49.00 Legacy staff will ensure that all Artwork selected for loan is in sound condition, fully documented, and capable of the required transport.
- 50.00 Loans from the Permanent Collection to other institutions are considered for the following reasons:
 - a) as part of a traveling exhibit prepared by Legacy or partner for public display; or
 - b) as part of an exhibition or project, which is deemed by Legacy director to hold curatorial research and interpretation as a priority.

- 51.00 Any damage or change in condition of loans will be reported to Legacy staff as soon as possible.
- 52.00 No conservation work, framing, or unframing will be undertaken by the borrower without written authorization from Legacy director.
- 53.00 Loans will be secured for a period not exceeding one year, with the possibility for renewal.

Loans: On Campus

- 54.00 Before loans are approved for campus locations, the director and/or Legacy staff will assess the appropriateness of the location for the Artwork as per the criteria set out in the Art on Campus Guidelines (available upon request) with regard to light levels, quality of light, environmental conditions, and security, and the ability for Legacy staff to be able to adequately care for the Artwork while on loan.
- 55.00 Handling fees will be charged for Artwork on loan as agreed upon by the borrower and Legacy.
- 56.00 Loan Agreements prepared by Legacy staff shall be signed by the borrower prior to installation of Artwork.
- 57.00 Loan agreements shall be reviewed annually with possibility of renewal; however, Legacy reserves the right to recall a loan at any time if conditions of display are deemed to be of risk to the Artwork or if the Artwork is required for one Legacy's exhibitions or research projects.

Loans: (In)

- 58.00 Loans to Legacy are considered if the Artwork is deemed by the director to be useful for in-house or traveling exhibitions or research.
- 59.00 Loans receive appropriate levels of documentation and are accompanied by signed agreements defining the timeframe of the loan, agreed upon costs, the use of the objects and their images, reproduction rights, insurance coverage, and all other terms and conditions of the loan including shipping and handling conditions and requirements.
- 60.00 Conservation, restoration, or other treatment of loans may be carried out only with the expressed written authorization from the lender.

Long-term Loans: (In)

- 61.00 All Artwork on loan to Legacy except for exhibition or short-term research purposes shall come before the Committee for ratification. These Artworks are considered Long-term loans.
- 62.00 Long-term loans must meet the following criteria:
 - a) it must fall within Legacy's collecting parameters;
 - b) it must not cause any resource hardship to Legacy and its operations in terms of budget, storage, or human resources;

- c) Legacy must have the ability to display or store the loaned Artwork meeting standards of care outlined above; and
 - d) Legacy shall have permission to use the Artwork on Long-term loan as if they were in the collection.
- 63.00 The owner of the Artwork on Long-term loan shall pay costs of storage and insurance as determined by Legacy staff, unless waived by the agreement of the Committee.
- 64.00 All Long-term loan agreements shall be reviewed annually.
- Access to the Collection
- 65.00 Access to Artwork in the collection shall be achieved through a combination of museum practice and collaboration and cooperation with internal and external researchers, organizations, and institutions.
- 66.00 Whenever practical or possible Legacy will arrange special consultation with the Artwork, and will make accessible associated documentation, and will support and encourage loans or the publication of current research related to the Artwork.
- 67.00 The safety of Artwork will take priority over access when it is not reasonable within the resources and facilities of Legacy to provide access.
- Records
- 68.00 Legacy will maintain a comprehensive system of records that includes but is not limited to the following:
- a) documentation pertaining to the provenance and legal title of an Artwork;
 - b) all correspondence, documents, and other materials pertaining to an accessioned object;
 - c) accession and cataloguing data;
 - d) photographic documentation;
 - e) condition and conservation history;
 - f) current and former locations including loan records; and
 - g) Deaccessioning information
 - h) Insurance values.
- 69.00 Confidential aspects of the records (such as, but not limited to, donor information and insurance values) will be kept confidential and separate from aspects of records shared with researchers following the University [*Records Management Policy and Procedures \(IM7700\)*](#).
- 70.00 Working with the office of the Vice-President Finance and Operations, Legacy will maintain insurance records for the Permanent Collection.

Appendix A

Terms of Reference for Art Collections Committee

1.00 The Committee shall:

a) Make decisions for Acquisitions and Deaccessioning for the University of Victoria Legacy Art Galleries Permanent Collection according to the [Policy](#) and [Procedures for Art Collections](#).

b) Make recommendations for updates to [Policy](#) and [Procedures for Art Collections](#).

Procedures of the Committee

2.00 Meetings will be held as necessary and shall be called by the director. Normally the director will call a minimum of two meetings per year.

3.00 The director and/or curator are responsible for the search, identification, and recommendation of Artwork for Acquisition and Deaccessioning that are brought before the Committee.

4.00 Prior to each meeting, an agenda will be circulated to all members listing the Artworks for consideration by the Committee, plus any relevant information and images if required.

5.00 At the meeting, the director and/or curator will outline the rationale for accepting or rejecting each proposal, addressing all of the criteria outlined in [Procedures for Art Collections](#).

6.00 The Committee will make their decisions for Acquisition and Deaccessioning based on the criteria outlined in the [Procedures for Art Collections](#).

7.00 Decisions to accept or reject each proposal are based on a majority vote.

8.00 In extraordinary circumstances where the Committee cannot convene, voting on Artwork proposed for Acquisition by the Committee may happen electronically or via a telephone poll conducted by the director.

9.00 All discussions and decisions of the Committee are confidential, including but not limited to issues of ownership and value.

10.00 In addition to compliance with the University's [Conflict of Interest and Confidentiality Policy \(GV0210\)](#), members of the Committee shall also comply with practices specific to issues related to Artwork and art museum practices:

- 10.01 No Artwork created by a Legacy staff member or a Committee member or their immediate family shall be acquired by Legacy, whether by purchase or donation, while that member is serving on the Committee.
- 10.02 Any Committee member wishing to donate Artwork that they own but have not created, or who may have direct or indirect pecuniary or professional interest in such Artwork, must disclose this information to the Committee chair prior to any discussion of the donation of the Artwork. If the proposal is presented to the Committee for consideration, that member must absent themselves from the meeting during discussion of the Artwork and refrain from voting or trying to influence the voting.
- 10.03 Private collection of Artwork by the director, members of Legacy staff involved with Legacy's own collecting program, and Committee members is entirely appropriate. However, no private collecting that conflicts in any way with the collecting interests of Legacy may be permitted by these parties.
- 10.04 No member of the Committee or Legacy staff may compete with Legacy for Acquisition of Artwork. Should a conflict of interest develop between the needs of the individual and Legacy, the interests of Legacy shall prevail.
- 10.05 The director and Legacy staff shall not deal in Artwork for personal profit, gain, or other advantage.
- 10.06 The director and Legacy staff members on the Committee cannot accept gifts of Artwork from artists or their agents.

Quorum

- 11.00 The quorum for meetings of the Committee is three voting members.

Appointment

- 12.00 Appointment to the Committee shall be made by the Vice-President External Relations upon the recommendation of the director.

Term

- 13.00 The term of office shall normally be three years, renewable for up to two additional terms. The tenure of membership will overlap to ensure continuity.

Composition

- 14.00 The Committee shall be composed of the following members:

- Vice-President External Relations or designated senior administrator (Chair)
- Community member with a demonstrated interest in art
- History in Art faculty member
- Visual Art faculty member
- Faculty member from another department
- Development office representative

- Library, archives, or special collections representative
- Director, Legacy, *ex officio* (non-voting)
- Curator, Legacy, *ex officio* (non-voting)
- Legacy student/intern



University
of Victoria

University Policy No: BP3310
Classification: External Relations
Approving Authority: Board of Governors and Senate
Effective Date: ~~May 27, 2014~~ November 2021
Supersedes: ~~New~~ May 2014
Last Editorial Change:
Mandated Review: ~~Annually~~ November 2028

Art Collections

Associated Procedures:

[Procedures for Art Collections](#)

[Terms of Reference for Art Collections Committee](#)

PURPOSE~~Purpose~~

~~1.00~~ 1.00—This policy establishes the provisions for the successful development, refinement, access, and care of the Permanent Collection of the University of Victoria Legacy Art Galleries (~~hereinafter~~ “(Legacy)”).

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DEFINITIONS~~Definitions~~

~~2.00~~ 2.00 For the purposes of this policy:

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~~2.00~~ 2.00 **University** refers specifically to the University of Victoria.

~~3.00~~ 3.00 **Artwork** refers to “Acquisition” means an Artwork that has entered the Permanent Collection.

“Artwork” means a physical object ~~considered to be~~ that is an artistic creation.

~~4.00~~ 4.00 **“Commissioning”** means the act of hiring and paying for the creation of an Artwork.

“Deaccessioning” means the permanent removal of one or more Artworks from the Permanent Collection ~~encompasses~~.

“Permanent Collection” means the University’s art collections, which are entrusted to Legacy, having entered its care through the formal process of Acquisition as detailed [Procedures for Art Collections](#).

~~5.00~~ 5.00 **Acquisition** refers to an Artwork that has entered the Permanent Collection.

~~6.00~~ 6.00 **Deaccessioning** refers to the permanent removal of one or more Artworks from the Permanent Collection.

~~7.00~~ **Commissioning** refers to the act of hiring and paying for the creation of an Artwork.

~~8.00~~ **“Repatriation refers to” means** the legal return of Artwork to original or former owners including individuals, institutions, or communities.

SCOPE

~~9.00~~ **“University”** means the University of Victoria.

Scope

~~3.00~~ This policy and its associated procedures apply to the Artwork entrusted to Legacy in its Permanent Collection. This policy does not apply to the varied collections of art and artifacts that may exist at the University and its divisions outside of the jurisdiction of Legacy.

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POLICY

~~4.00~~ ~~10.00~~ The Permanent Collection exists to support the University’s academic use in research and teaching and community outreach mission. It is intended to be accessible to audiences today while being preserved as a cultural trust for the benefit of future generations.

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~~5.00~~ ~~11.00~~ The future development of the Permanent Collection shall be founded upon principles of quality and artistic merit, building upon existing strengths and relating to the University’s academic use in research and teaching.

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~~6.00~~ ~~12.00~~ Legacy will support local, provincial, national, and international access to the Permanent Collection through research and study, exhibition, publication, Internet access, and loans of Artwork on campus and to other public museums based on resource availability and according to [Procedures for Art Collections](#).

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~~7.00~~ ~~13.00~~ In all collection activities Legacy will meet the highest professional standards in compliance with international museological principles and ethics, following provincial, national, and international laws, agreements, and treaties.

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~~8.00~~ ~~14.00~~ The Legacy director and employees are responsible for the care of the Permanent Collection. Only Legacy employees shall handle Artwork or authorize its handling.

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Art Collections Committee

~~15.00~~ There will exist a standing committee called the Art Collections Committee (hereinafter called (the “Committee”), which will make decisions with respect to Acquisition and Deaccessioning of Artwork for the Permanent Collection. The composition, roles, and activities of the Committee are detailed in the [Terms of Reference for Art Collections Committee \(Appendix A\)](#), which are approved by the Vice-President External Relations.

Acquisition and Deaccessioning

~~9.00~~ ~~16.00~~ Legacy develops the Permanent Collection through Acquisition, including donations (gifts and bequests), exchange, purchase, and Commissioning, and through Deaccessioning, including Repatriation when appropriate.

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~~16.10.01~~ Acquisitions to and Deaccessioning from the Permanent Collection will be done in accordance with this policy, the [Procedures for Art Collections](#) and the [Fundraising and Gift Acceptance Policy \(ER4105\)](#).

~~10.00~~ ~~17.00~~ All Acquisition and Deaccessioning activity by Legacy is undertaken in an arm's-length relationship with the parties involved.

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~~11.00~~ ~~18.00~~ All donations of Artwork to Legacy are irrevocable upon formal transfer of title to the University determined by the date of countersigning on the deed of gift.

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~~19.00~~

~~12.00~~ Deaccessioning is undertaken at Legacy to refine and improve the quality and appropriateness of the Permanent Collection.

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~~19.12.01~~ Deaccessioning shall be approached with caution on a case-by-case basis, following a rigorous process for Deaccessioning and disposal, and will not be governed by current fashion or individual taste of Legacy staff members.

~~13.00~~ ~~20.00~~ At no time shall a University employee, member of the Board of Governors, or anyone connected with the University in any formal way, including membership on a committee or under contract, be permitted to acquire a Deaccessioned Artwork directly from the University.

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~~14.00~~ ~~21.00~~ Deaccessioning shall not serve as a means for generating operating funds.

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Loans

~~15.00~~ ~~22.00~~ Decisions for loans of Artwork either from the Legacy Permanent Collection or to the Legacy from other collections or institutions are made in accordance with the standards outlined in [Procedures for Art Collections](#) and in consultation with the Advisory Committee (described in section ~~11.6.00~~ of the [Art Museum Policy \(BP3315\)](#)).

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~~22.15.01~~ A select number of Artworks from Legacy's Permanent Collection will be available for temporary loan on campus to enhance working and learning environments. These will also serve as statements expressing UVic's values on a continual basis.

~~22.15.02~~ No Artwork certified as Cultural Property shall go out on loan to campus buildings that are not designated as Category A facilities [by CCPERB](#).

~~22.15.03~~ No loans of Artwork will be made to private individuals.

Records

~~16.00~~ ~~23.00~~ Legacy will maintain [in perpetuity](#) a comprehensive system of records associated with each Artwork in its care ~~in perpetuity~~ according to [Procedures for Art Collections](#).

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Reproduction and copyright

~~17.00~~ ~~24.00~~—Legacy complies with all Canadian copyright legislation pertaining to the reproduction of artists' Artwork in the Permanent Collection and on loan.

~~AUTHORITIES AND OFFICERS~~

Authorities and Officers

- i) Approving Authority: Board of Governors
- ii) Designated Executive Officer: Vice-President External Relations
- iii) Procedural Authority: Vice-President External Relations
- iv) Procedural Officer: Director, Legacy

RELEVANT LEGISLATION

Income Tax Act

RELEVANT POLICIES AND DOCUMENTS

- ~~University of Victoria Strategic Plan~~

Relevant Legislation

Copyright Act, RSC 1985 c C-42

Cultural Property Export and Import Act, RSC 1985 c C-51

Income Tax Act, RSC 1985 c 1 (5th Supp.)

Related Policies and Documents

Canadian Museum Association Ethical Guidelines

Fundraising and Gift Acceptance Policy (ER4105)

ICOM Code of Ethics

Records Management Policy (IM7700)

Protection of Privacy Policy (GV0235)

Records Management Policy (IM7700)

Canadian Museum Association Ethical Guidelines

- ~~ICOM Code of Professional Ethics~~
- ~~Cultural Property Export and Import Act, 1985~~
- ~~Convention for the Protection of Cultural Property in the Event of Armed Conflict~~
- ~~(Hague Convention, 1954)~~
- ~~UNESCO Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property, 1970~~
- ~~Copyright Act (R.S.C., 1985, c. C 42)~~

UNESCO Convention for the Protection of Cultural Property in the Event of Armed Conflict
(Hague Convention, 1954)

UNESCO Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and
Transfer of Ownership of Cultural Property, 1970

University of Victoria Strategic Framework

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Procedures for Art Collections

Procedural Authority: Vice-President External Relations

Procedural Officer: Director, Legacy

Effective Date: ~~May 28, 2014~~ TBD

Supersedes: ~~New~~ May 2014

Last Editorial Changes: ~~December 2020~~

Parent Policy: [Art Collections Policy \(BP3310\)](#)

PURPOSE

1.00 — Purpose

1.00 These procedures set out the processes for the successful development, —refinement, access, and care of the Permanent Collection of the University of —Victoria Legacy Art Galleries (~~hereinafter~~ “Legacy”).

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DEFINITIONS

~~1.00 — For the purposes of these procedures:~~

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2.00 — Definitions

2.00 The definitions contained within the [Art Collections Policy \(BP3310\)](#) apply to these procedures.

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~~3.00 — For the purposes of these procedures:~~

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3.00 — “director” means the director of the Legacy Art Galleries.

“Fair Market Value” means the highest price, expressed in a dollar amount, that the property would bring, in an open and unrestricted market, between a willing buyer and a willing seller who are both knowledgeable, informed, and prudent, and who are acting independently of each other.

4.00 — “Public Art—refers to” means Artwork in any media that has been planned and executed —with the specific intention of being sited in a public space either outdoors or in —publicallypublicly accessible buildings.

Procedures

Acquisitions

5.00 Proposed Acquisitions (donations, exchanges, and purchases) are presented to —the Art Collections Committee (~~hereinafter~~ the “Committee”) and recommended for Acquisition by the director or curator.

- 6.00 The Committee members have authority to vote on whether each proposed Acquisition of Artwork should enter the Permanent Collection. The Committee may reject a proposed Acquisition if any one of the following criteria is not met:
- a) Artwork is relevant to the Permanent Collection, present and future, and to the Legacy's mission to support the University's academic use in research and teaching;
 - b) Artwork is in a condition suitable for exhibition relevant to its age;
 - c) Artwork has artistic merit;
 - d) Artwork meets a standard of quality, which is measured in terms of the total production of an artist within the pertinent area and the substance of the particular Artwork;
 - e) Artwork is deemed authentic in the academic opinion of the director;
 - f) Artwork demonstrates a use value, which is measured in terms of how the Artwork will be used in the future in the context of exhibitions, programs, and research;
 - g) Legacy has adequate resources for the acquisition, maintenance, conservation, storage, access for research, and display of the Artwork;
 - h) ~~The~~the provenance of the Artwork is known and there is proof that the donor has clear legal title to it; and
 - i) ~~The~~the donation of the Artwork is made with unrestricted terms, free of any conditions imposed by the donor, including, but not limited to, the condition of Legacy achieving a certain appraised value, or Legacy committing to permanent display.
- 7.00 Careful consideration must be given to embarking on new areas of collecting, ~~—~~and therefore an assessment of the direction and strengths of the Permanent ~~—~~Collection shall be conducted annually with the Committee and following ~~—~~consultation with academic stakeholders.
- 8.00 Following ratification at a formal Committee meeting, each Artwork entering the Permanent Collection shall be recorded in the official meeting minutes and shall be assigned a permanent accession number.
- 9.00 If a donor requires a tax receipt for a donation in a given year, the Artwork must be offered to Legacy in writing by October 1 and presented to the Committee before the final Committee meeting of the year, normally the end of October.
- 10.00 In certain instances for purchases or donations from outside the Capital Region, ~~—~~the Committee may assess the Artwork first in photographic image to determine an expression of interest prior to shipping the Artwork to Legacy.
- 11.00 Artwork must be in Legacy's possession by December 31 to qualify as an ~~—~~Acquisition for that tax year as per Canada Revenue Agency (~~hereinafter~~ ~~—~~ ("CRA")) requirements.

- 12.00 While donor expectations concerning tax credits and other fiscal considerations ~~—~~such as Fair Market Value are appropriately respected, such expectations do not drive Legacy's collecting practices, nor will Legacy deviate from best practice ~~—~~standards in order to meet any such expectations.
- 13.00 The director is responsible for determining whether a gift has appropriate qualifications to be eligible for application to Canadian Cultural Property Export ~~—~~and Import Review Board (~~hereinafter~~ ~~“(~~CCPERB~~)”~~) for certification. Legacy will prepare and submit the application.
- 14.00 In the case where a CCPERB receipt is desired, certification will be for the tax ~~—~~year in which the gift is formally accepted by the Committee into the Permanent Collection even if the CCPERB certification meeting occurs in the subsequent ~~—~~calendar year. However neither the Committee nor the Legacy staff can guarantee approval of certification by CCPERB.
- 15.00 Expenses associated with a donor's gift (e.g. appraisals, shipping) shall in most cases be paid by the donor.
- 16.00 Legacy staff may make in-house appraisals for Artwork with a Fair Market Value up to \$1,000 per Artwork as per CRA Summary Policy CSP-F07, Appraisal-CRA Gifts and Income Tax (P113).
- 17.00 When offered a donation, Legacy staff will notify the Development Office, to determine if there is an existing relationship with the donor and if a development officer needs to be involved to manage the donor relationship.
- 18.00 In the rare circumstance when Legacy considers Commissioning an Artwork for ~~—~~the Permanent Collection, an *ad hoc* committee including the ~~Director~~director and Collections Committee chair and other campus stakeholders, will create and approve the terms and conditions of the commission and make the selection of a short-list, if necessary, and of the final Artwork. Professional standards for Commissioning an Artwork shall be followed.
- 19.00 All Commissioning of Public Art intended to be accessioned into the Permanent Collection shall include a fund to install and assist with ongoing upkeep of the Artwork in order that Legacy does not suffer a financial burden in the future.
- Deaccessioning
- 20.00 Artworks for Deaccessioning are determined and presented with a full ~~—~~justification to the Committee by the director or curator. The justification must ~~—~~contain explanation of criteria for the Deaccessioning, demonstrate consultation ~~—~~with UVic stakeholders such as faculty, staff, and donors who may hold an interest in ~~artworks~~Artworks proposed for ~~deaccessioning~~Deaccessioning, and a declaration of the intention for disposal.
- 21.00 Artworks may be considered for Deaccessioning from the Permanent Collection based on any one or more of the following criteria:

- a) ~~Irrelevance~~irrelevance to the mandate of the Permanent Collection;
- b) ~~Duplication~~duplication;
- c) ~~Inferior~~inferior quality;
- d) ~~Poor~~poor condition;
- e) ~~Public~~public safety concerns;
- f) ~~Inability~~inability for Legacy to meet standards of care or storage requirements;
- g) ~~Questionable~~questionable authenticity, attribution, or provenance;
- h) ~~Political~~political and legal concerns—; or
- i) opportunity arises to improve public access to the object by finding a significantly improved context for it in another public collection, which offers increased opportunities for research on, and/or engagement with, the object.

22.00 Prior to Deaccessioning, the Artwork shall be researched thoroughly, documented, and photographed, and the process of Deaccessioning thoroughly documented including the justification. The records related to the deaccessioned Artwork shall be maintained by Legacy on a permanent basis.

23.00 Prior to the Committee meeting Legacy staff shall ascertain that there are no legal, time-related, or other restrictions against disposal of the Artwork and that —the disposal will not contravene CCPERB regulations or other legislation.

24.00 Legacy will work with the relevant University development officer to make every reasonable effort to advise donors or their immediate family or any other appropriate interested parties about plans for Deaccessioning.

25.00 In the case of an Artwork by a living Canadian artist, the director or curator shall contact the artist prior to making any recommendations.

26.00 In cases when an Artwork has been accidentally destroyed or permanently lost, —the Artwork will be deaccessioned from the Permanent Collection. Any funds —derived from this loss, such as payment from insurance, will normally be credited to —Legacy for purchase of Artwork for the Permanent Collection or for use for conservation or care of Artwork in the Permanent Collection.

Commented [MJH1]: Ok that sounds good

Commented [BM2]: Added normally to reflect the possibility that there could be situations where funds need to be allocated to alternate priorities. This is consistent with existing practice in other areas. Ok

Disposal of Deaccessioned ~~artworks~~Artworks

27.00 The director shall recommend the means of disposal of deaccessioned ~~artworks~~Artworks.

28.00 Means of disposal of Artwork may include:

- a) ~~Donation~~donation to or exchange with another qualified donee;
- b) ~~Sale~~sale;
- c) ~~Intentional~~intentional destruction; or
- d) ~~Repatriation~~repatriation.

29.00 When an Artwork has been disposed of, the director will ensure that the relevant documents are sent to the office of the Vice-President Finance and Operations to ensure the disposal is recorded in the financial records of the University.

30.00 In circumstances other than accidental destruction or loss, the manner of disposal should be in the best interest of the University, the community it serves, and the public trust placed in it.

31.00 In the case where Artworks are in suitable condition, every effort should be made to ensure that the Artwork remains in the public domain. As a result, sale at Fair Market Value to or exchange with another public institution that can provide the highest degree of care for and make the most appropriate use of the Artwork will be the first course of action pursued. The University will do its utmost to ensure that a deaccessioned Artwork which is significant to Canadian cultural heritage is retained in Canada.

32.00 If disposal is by outright sale, sale by public auction is preferable.

33.00 Artwork can be intentionally destroyed if it is determined:

- a) ~~Feto~~ be inauthentic, such as a forgery or reproduction, and of no archival or documentary value; or
- b) ~~Feto~~ substantially lack physical integrity to the point that it cannot reasonably be preserved.

34.00 Where disposal involves the transfer of ownership, appropriate legal documents shall be obtained.

Use of Deaccession Proceeds

35.00 All proceeds realized from disposal will be credited to Legacy for purchase of Artwork or use for conservation of Artwork in the Permanent Collection.

36.00 If the funds for an Acquisition come from the disposal of a donation, and if it is appropriate, the name of the donor should be attached to the Artwork so acquired.

Repatriation

37.00 With regard to questions concerning legitimate title or discovery that an Artwork is stolen, legal counsel will be sought.

38.00 In order avoid the future need to repatriate Artwork in the Permanent Collection, Legacy will:

- a) ~~a) — Maintain~~ ~~maintain~~ research of origins and titles of ~~artworks~~ Artworks;
- b) ~~b) — Maintain~~ ~~maintain~~ knowledge of up-to-date information on international and national inventories of lost and stolen Artwork;
- c) ~~c) — Refuse~~ ~~refuse~~ cultural objects from any occupied country; and
- d) ~~d) — Maintain~~ ~~maintain~~ complete documentation related to ~~repatriation~~ Repatriation or questions about legal ownership of Artworks in the Permanent Collection.

Care of collections

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39.00 Legacy will uphold museum standards of care for Artworks involving the following fundamental elements:

- a) ~~Security~~security (e.g. protection against theft, vandalism, fire, flood, and other disasters);
- b) ~~Environmental~~environmental controls (e.g. temperature, relative humidity, intensity and quality of lighting, and airborne contaminants); and
- c) ~~Appropriate~~appropriate methods and conditions for handling and storing Artworks that are in line with indefinite preservation.

40.00 It is the responsibility of the director to ensure that professional standards are —met in the methods and conditions under which the following activities occur:

- a) ~~Display~~display and providing study access to Artwork;
- b) ~~Installation~~installation and de-installation of Artwork in exhibitions;
- c) ~~Exhibition~~exhibition lighting;
- d) ~~Matting~~matting and framing of Artwork;
- e) ~~Transportation~~transportation of Artwork on or off campus; and
- f) ~~Storage~~storage of Artwork.

41.00 Artwork on loan to Legacy will be subject to the same standard of care as —Artwork in Legacy's Permanent Collection.

42.00 Artwork certified as Cultural Property through CCPERB shall only be stored or displayed in facilities granted Category A status through the CCPERB designation process.

43.00 All permanent members of Legacy staff will have the appropriate level of training —for handling Artwork and any temporary employees involved with handling Artwork will be trained by Legacy staff to the appropriate level for the safe handling of Artwork.

44.00 The director is responsible for initiating any conservation action on an Artwork. —Such work will not be undertaken without consultation with a member of Legacy staff.

45.00 The director will work with the office of the ~~VP~~Vice-President Finance and Operations to ensure that the Artwork is appropriately insured.

Loans: Temporary Loans (Out)

46.00 Official requests for loans must be made in writing to the director whose final authority it is to approve or deny the loan based on borrower's ability to meet standards of care.

47.00 Borrowers must sign a loan agreement prepared by Legacy staff and normally will assume all —costs related to loans including packing, crating, shipping, insurance, customs —fees, conservation, and other necessary costs as agreed to between the borrower —and Legacy.

Commented [BM3]: Do we always do this? Haven't there been times where we've loaned and not recovered costs?
Answer: this is referring to when other organizations borrow art from us, not through our Art on Campus program so almost always we ask them to pay these costs. If you like we could insert "normally" before assume

48.00 Loans of Artwork outside of the University will only be made to public institutions that can ~~insure~~ensure that professional standards of care will be met.

Commented [MJH4]: Good catch

49.00 Only institutions designated as Category A by the Movable Cultural Property Program through the Department of Canadian Heritage shall borrow Artwork certified by CCPERB as cultural property from the Legacy's Permanent Collection.

50.00 Legacy staff will ensure that all Artwork selected for loan is in sound condition, fully documented, and capable of the required transport.

51.00 Loans from the Permanent Collection to other institutions are considered for the following reasons:

- a) ~~Asas~~ part of a traveling exhibit prepared by Legacy or partner for public display;
or
- b) ~~Asas~~ part of an exhibition or project, which is deemed by Legacy director to hold curatorial research and interpretation as a priority.

52.00 Any damage or change in condition of loans will be reported to Legacy staff as soon as possible.

Commented [BM5]: Is this a policy provision or something included in the contract referenced in #47? Yes, it is part of the loan agreement.

53.00 No conservation work, framing, or unframing will be undertaken by the borrower without written authorization from Legacy director.

Commented [BM6]: Is this a policy provision or something included in the contract referenced in #47? Yes.

54.00 Loans will be secured for a period not exceeding one year, with the possibility for renewal.

Loans: On Campus

55.00 Before loans are approved for campus locations, the director and/or Legacy staff will assess the appropriateness of the location for the Artwork as per the criteria set out in the *Art on Campus Guidelines* (available upon request) with regard to light levels, quality of light, environmental conditions, and security, and the ability for Legacy staff to be able to adequately care for the Artwork while on loan.

56.00 Handling fees will be charged for Artwork on loan as agreed upon by the borrower and Legacy.

57.00 Loan Agreements prepared by Legacy staff shall be signed by the borrower prior to installation of Artwork.

Commented [BM7]: UVic contracting with itself? Yes, we still have an agreement with departments that outline responsibilities, expectations

58.00 Loan agreements shall be reviewed annually with possibility of renewal; however, Legacy reserves the right to recall a loan at any time if conditions of display are deemed to be of risk to the Artwork or if the Artwork is required for one Legacy's exhibitions or research projects.

Loans: (In)

59.00 Loans to Legacy are considered if the Artwork is deemed by the director to be useful for in-house or traveling exhibitions or research.

60.00 Loans receive appropriate levels of documentation and are accompanied by signed agreements defining the ~~time frame~~timeframe of the loan, agreed upon costs, the ~~use~~ of the objects and their images, reproduction rights, insurance coverage, and all other terms and conditions of the loan including shipping and handling conditions and requirements.

Commented [BM8]: Need to ensure we have market value data (preferably supported by an appraisal) Yes, this is standard practice when we are borrowing from other institutions. When we borrow from artists we simply ask them to provide estimate of FMV.

61.00 Conservation, restoration, or other treatment of loans may be carried out only with the expressed written authorization from the lender.

Long-term Loans: (In)

62.00 All Artwork on loan to Legacy except for exhibition or short-term research purposes shall come before the Committee for ratification. These Artworks are considered Long-term loans.

63.00 Long-term loans must meet the following criteria:

- a) ~~a)~~ ~~Fall~~it must fall within ~~the~~Legacy's collecting parameters ~~of Legacy~~;
- b) ~~b)~~ ~~Not~~it must not cause any resource hardship to Legacy and its operations in terms of budget, storage, or human resources;
- c) ~~c)~~ ~~Legacy~~ must have the ability to display or store the loaned Artwork meeting standards of care outlined above; and
- d) ~~d)~~ Legacy shall have permission to use the Artwork on Long-term loan as if they were in the collection.

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64.00 The owner of the Artwork on Long-term loan shall pay costs of storage and insurance as determined by Legacy staff, unless waived by the agreement of the Committee.

Commented [BM9]: Is this practical? Long term loans I've seen all require the university to insure. We have the odd long term loan but this was put there to reflect the real cost of such an undertaking and as a means to dissuade such things. We had for quite a while a whole bunch of Ted Harrison works on long term loan, clogging up our storage ...but when we started charging, they soon got their act together and removed them. Its almost impossible to have no long term loans, but it is a good idea to avoid them.

65.00 All Long-term loan agreements shall be reviewed annually.

Access to the Collection

66.00 Access to Artwork in the collection shall be achieved through a combination of museum practice and collaboration and cooperation with internal and external researchers, organizations, and institutions.

67.00 Whenever practical or possible Legacy will arrange special consultation with the Artwork, and will make accessible associated documentation, and will support and encourage loans or the publication of current research related to the Artwork.

68.00 The safety of Artwork will take priority over access when it is not reasonable within the resources and facilities of Legacy to provide access.

Records

69.00 Legacy will maintain a comprehensive system of records that includes but is not limited to the following:

Commented [BM10]: Market Value of the object? Referenced in #70. Sure we can add insurance value here.

- a) ~~Documentation~~documentation pertaining to the provenance and legal title of an Artwork;
- b) ~~All~~ correspondence, documents, and other materials pertaining to an accessioned object;
- c) ~~Accession~~accession and cataloguing data;
- d) ~~Photographic~~photographic documentation;
- e) ~~Condition~~condition and conservation history;
- f) ~~Current~~current and former locations including loan records; and
- g) Deaccessioning information.

h) Insurance values.

70.00 Confidential aspects of the records (such as, but not limited to, donor ~~—~~information and insurance values) will be kept confidential and separate from ~~—~~aspects of records shared with researchers following the University [Records Management Policy and Procedures \(IM7700\)](#).

~~—~~71.00 Working with the ~~University's~~ office of ~~VP~~the Vice-President Finance and Operations, Legacy will maintain insurance records for the Permanent Collection.

Appendix A

Terms of Reference for Art Collections Committee

1.00 The Committee shall:

- a) Make decisions for Acquisitions and Deaccessioning for the University of Victoria Legacy Art Galleries Permanent Collection according to the [Policy](#) and [Procedures for Art Collections](#).
- b) Make recommendations for updates to [Policy](#) and [Procedures for Art Collections](#).

Procedures of the Committee

- 2.00 Meetings will be held as necessary and shall be called by the director. Normally the director will call a minimum of two meetings per year.
- 3.00 The director and/or curator are responsible for the search, identification, and recommendation of Artwork for Acquisition and Deaccessioning that are brought before the Committee.
- 4.00 Prior to each meeting, an agenda will be circulated to all members listing the Artworks for consideration by the Committee, plus any relevant information and images if required.
- 5.00 At the meeting, the director and/or curator will outline the rationale for accepting or rejecting each proposal, addressing all of the criteria outlined in [Procedures for Art Collections](#).
- 6.00 The Committee will make their decisions for Acquisition and Deaccessioning based on the criteria outlined in the [Procedures for Art Collections](#).
- 7.00 Decisions to accept or reject each proposal are based on a majority vote.
- 8.00 In extraordinary circumstances where the Committee cannot convene, voting on Artwork proposed for Acquisition by the Committee may happen electronically or via a telephone poll conducted by the director.
- 9.00 All discussions and decisions of the Committee are confidential, including but not limited to issues of ownership and value.
- 10.00 In addition to compliance with the University's [Conflict of Interest and Confidentiality Policy \(GV0210\)](#), members of the Committee shall also comply with practices specific to issues related to Artwork and art museum practices:

- 10.01 No Artwork created by a Legacy staff member or a Committee member or their immediate family shall be acquired by Legacy, whether by purchase or donation, while that member is serving on the Committee.
- 10.02 Any Committee member wishing to donate Artwork that they own but have not created, or who may have direct or indirect pecuniary or professional interest in such ~~artwork~~Artwork, must disclose this information to the Committee chair prior to any discussion of the donation of the ~~artwork~~Artwork. If the proposal is presented to the Committee for consideration, that member must absent ~~themselves~~ themselves from the meeting during discussion of the ~~artwork~~Artwork and refrain from voting, or trying to influence the voting.
- 10.03 Private collection of Artwork by the director, members of Legacy staff involved with Legacy's own collecting program, and Committee members is entirely appropriate. However, no private collecting that conflicts in any way with the collecting interests of Legacy may be permitted by these parties.
- 10.04 No member of the Committee or Legacy staff may compete with Legacy for ~~acquisition~~Acquisition of Artwork. Should a conflict of interest develop between the needs of the individual and Legacy, the interests of Legacy shall prevail.
- 10.05 The director and Legacy staff shall not deal in Artwork for personal profit, gain, or other advantage.
- 10.06 The director and Legacy staff members on the Committee cannot accept gifts of Artwork from artists or their agents.

Quorum

- 11.00 The quorum for meetings of the Committee is three voting members.

Appointment

- 12.00 Appointment to the Committee shall be made by the Vice-President External Relations upon the recommendation of the ~~Director of Legacy~~director.

Term

- 13.00 The term of office shall normally be three years, renewable for up to two additional terms. The tenure of membership will overlap to ensure continuity.

Composition

14.00 The Committee shall be composed of the following members:

- Vice-President External Relations or designated senior administrator (Chair)
- Community member with a demonstrated interest in art
- History in Art faculty member
- Visual Art faculty member
- Faculty member from another department
- Development office representative
- Library, archives, or special collections representative
- Director, Legacy, *ex officio* (non-voting)
- Curator, Legacy, *ex officio* (non-voting)
- Legacy ~~staff member (secretary)~~ student/intern

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University
of Victoria

University
Secretary

MEMO

Date: October 28, 2021

To: Members of Senate

From: Ada Saab, Associate University Secretary

Re: **Proposed amendment to the Senate Rules and Procedures**

As Senators are aware, the [University of Victoria Senate Rules and Procedures](#) are established in accordance with the *BC University Act* which establishes the powers of Senate. In accordance with these procedures, revision is guided by the section “Amendments to the Rules and Procedures”:

69.00 Any proposal to amend or change the Senate Rules and Procedures, including a request to establish a new Senate standing committee or changes to the terms of reference of an existing Senate standing committee, will be presented in the form of one of the following:

69.01 a notice signed by at least one-fourth of the members of Senate;

69.02 a notice from a Senate standing committee;

69.03 a notice from an ad hoc committee appointed by Senate to examine the Senate Rules and Procedures; or

69.04 a notice made by a member of Senate during the course of a Senate meeting and approved by a majority of those present at the meeting.

It is in this regard that the attached proposal, “Increasing Student Representation on the Senate Committee on Agenda and Governance”, is presented to Senate members for their consideration.

At this November 2021 meeting, Senate members are asked to vote on whether the attached proposal should be forwarded to the Senate Committee on Agenda and Governance for further examination. If this approval is received, in accordance with the Senate Rules and Procedures, the proposal would be presented to Senate at a future meeting and for the consideration of the substantive issues identified by the committee.

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.

70.01 A notice to amend or change the Senate Rules and Procedures submitted by the Senate Committee on Agenda and Governance may be considered at Senate at the first meeting at which it is submitted.

71.00 An amendment or change to the Senate Rules and Procedures will be considered passed if it is approved by at least two-thirds of the members of Senate present at the meeting.

Proposed Motion:

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

/attachment

MEMO

Increasing Student Representation on the Senate Committee on Agenda and Governance

From: David Foster, Student Senator, Student Member of the Board of Governors, and Chair of the UVic Graduate Students' Society

To: Senate

Background

The Senate Committee on Agenda and Governance (SCAG) is one of the most influential committees of the UVic Senate. SCAG is responsible for preparing the agendas of Senate meetings; recommending changes to the Senate Rules and Procedures and the Rules to Govern Elections to the Board of Governors and Senate; recommending changes to the terms of reference of Senate committees; addressing general governance matters under the authority of Senate; and nominating members to all Senate committees. Additionally, the University's Emergency Protocol for Senate Operations allows SCAG to exercise the powers of Senate during an emergency. During the COVID-19 pandemic, SCAG has operated under the Emergency Protocol, making it a uniquely powerful Senate committee. For instance, on April 14, 2021, SCAG approved guidelines for Fall 2021 courses during the COVID-19 pandemic. In July 2021, SCAG approved a waiver of medical documentation as well as changes to how exams may be held and guidelines for Spring 2022 courses during the COVID-19 pandemic.

While the powers and responsibilities of SCAG are significant, this committee has minimal student representation, with only one seat for a student senator out of 10 voting members. This ratio of 10% student membership in SCAG is well below the ratio of student membership in Senate, which is approximately 25% (16 student senators out of 70 members). Most importantly, limiting student representation to one member means that undergraduate and graduate students cannot both be represented. The UVic student population consists of approximately 16,000 undergraduate students and 3000 graduate students. Issues such as academic standards, curriculum, program requirements and funding are significantly different for the undergraduate and graduate student populations. Thus, each student population is represented by separate student societies (the undergraduate UVic Students' Society and the Graduate Students' Society) as well as having separate representation on UVic Senate (three graduate student seats and 13 undergraduate student seats) and Board of Governors (one graduate student seat and one undergraduate student seat).

Given that SCAG is one of the most influential Senate committees and exercises the powers of Senate during an emergency, making it a de facto governing body of the University, SCAG should include both graduate and undergraduate student representation, as the Senate and Board of Governors currently do.

Recommendation

Motion: That Senate approve the attached revisions to the Senate Rules and Procedures, section 56 and Appendix C – Senate Committee on Agenda and Governance Terms of Reference.*

*This proposal is endorsed by the UVic Graduate Students' Society.

Proposed revisions:

Composition of Senate Standing Committees

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. **An undergraduate student member of Senate, a graduate student member of Senate and** 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.

Senate Committee on Agenda and Governance

Terms of Reference

1. The Senate Committee on Agenda and Governance (Committee) shall:
 - a. assist the Chair of Senate in preparing the agenda of the Senate meetings;
 - b. ensure that the items included in the Senate agenda fall within the powers of Senate in accordance with the *University Act* and clearly state their purpose and intent;
 - c. review the Rules to Govern the Conduct of Senate Procedures and the Rules to Govern Elections to the Board of Governors and Senate and make recommendations for their revision from time to time;
 - d. deal with all matters of governance and procedures that fall within the powers and duties of Senate that may be referred to it from time to time by Senate; and
 - e. make recommendations to Senate with regard to the membership, structure, terms of reference and procedures of Senate Committees and, where appropriate, any other committees requiring representation from members of Senate or faculty representation.
2. The Committee will not interfere with the rights of a Faculty, a Senate committee or a member of Senate to bring any matter to the attention of Senate that falls within the powers of Senate for information or necessary action.
3. The Committee may appoint ad hoc sub-committees consisting of Senate or non-Senate members to assist the Committee in the performance of its duties.

4. In response to an emergency which disrupts the delivery of academic programs, Senate may delegate authority to the committee for specific decision making, as documented in the Emergency Protocol for Senate Operations (see Senate Rules and Procedures, Appendix A)

5. The quorum of the Committee when it meets to discuss matters concerning the Senate agenda shall be 3 members, at least one of whom shall be a faculty member.

6. The quorum of the Committee when it meets to discuss matters of governance or procedures shall be 5 members.

7. The quorum of the Committee when it meets in accordance with the Emergency Protocol for Senate Operations shall be 3 members, not including the Vice-President Academic and Provost.

Senate standing and ad hoc committee meetings are normally closed. A committee may determine that the whole or part of any committee discussion or document presented to the committee shall be held in confidence.

Composition:

- 5 members of Senate who are either faculty members, a professional librarian or a continuing sessional* (voting)
- 1 **undergraduate** student member of Senate (voting)**
- 1 **graduate student member of Senate (voting)****
- 1 convocation member of Senate (voting)
- the President as Chair of Senate (ex officio, voting)
- the Vice-Chair of Senate (ex officio, voting)
- Vice-President Academic and Provost (ex officio, voting)
- University Secretary (ex officio, non-voting)

Total membership – ~~11~~ **12** (~~10~~ **11** voting members)

*Two members from this category shall be elected to the Committee by Senate, in accordance with section 55.00 of the Senate Rules and Procedures. The other 3 members shall be appointed by Senate upon recommendation of the nominations subcommittee.

****Members from this category shall be elected to the Committee by Senate, in accordance with section 55.00 of the Senate Rules and Procedures.**

The secretary of the committee is the Associate University Secretary.

Senate Committee on Agenda and Governance Nominations Sub-committee

Procedures

1. The nominations sub-committee will meet to propose recommendations for the membership of Senate committees for consideration at the May and October meetings of Senate. All recommendations to Senate must have the consent of the nominees.
2. The nominations sub-committee will annually publicize to the Senate and the university community a list of Senate committee vacancies for the upcoming year. Nominations for the vacancies should be submitted in writing to the Chair of the nominations sub-committee by a specified deadline.
3. Nominations sub-committee members are urged to suggest candidates for vacancies and should not limit suggestions to candidates from their own faculty.
4. The nominations sub-committee will consider nominations received, in addition to names put forth by members of the nominations sub-committee in making its recommendations to Senate.
5. The nominations sub-committee will consider the following when preparing its recommendations to Senate:
 - a. Rotation of committee members in accordance with Senate regulations and the need to provide adequate continuity;
 - b. Both administrative and academic loads on individuals;
 - c. Desirability of spreading committee responsibilities as widely as possible throughout a faculty and across faculties; and
 - d. The acquainting of a new faculty members with university procedures.
6. The members of the Senate present at the May and October meetings may make further nominations for the Senate committee vacancies. Senate will elect the committee members from the list of nominees, if more than one per vacancy is received.
7. The nominations sub-committee will recommend to Senate names to fill any Senate committee vacancies that arise through the year.

Nominations Sub-Committee Composition

8. The Committee will form a nominations sub-committee to recommend to Senate the membership of Senate Committees and, where appropriate, other committees requiring representation from members of Senate or faculty representation. The nominations sub-committee will be composed of the following committee members:
 - the President or nominee (ex officio, voting)
 - the Vice-Chair of Senate (ex officio, voting)
 - the student members of Senate (voting)

- two members of the Committee who are not students, one of whom will be a member elected to the Committee by Senate and will serve as the Chair of the sub-committee (voting).

Total membership – ~~5~~ **6** (~~5~~ **6** voting)

The secretary of the sub-committee is the Associate University Secretary.

Student Membership on Senate Standing Committees

9. As approved by Senate on 15 April 1969, the minimum student representation on Senate committees shall be as follows:

- a. Senate Committee on Academic Standards: 2 students, including 1 graduate student and 1 undergraduate student, at least 1 of whom must be a member of Senate (the other will be nominated by the UVSS or the GSS as appropriate);
- b. Senate Committee on Admission, Re-registration and Transfer: 2 student members of Senate;
- c. Senate Committee on Agenda and Governance: ~~1~~ **2** student members of Senate, **including 1 graduate student and 1 undergraduate student**;
- d. Senate Committee on Appeals: 3 student members of Senate;
- e. Senate Committee on Awards: 1 student member of Senate;
- f. Senate Committee on Continuing Studies: 2 students, including at least 1 graduate student and 1 undergraduate student, at least 1 of whom must be a member of Senate (the other will be nominated by the UVSS or the GSS as appropriate);
- g. Senate Committee on Curriculum: 1 student member of Senate from the Senate Committee on Academic Standards;
- h. Senate Committee on Honorary Degrees and Other Forms of Recognition: 1 student member of Senate;
- i. Senate Committee on the Library: 2 students, including 1 graduate student and 1 undergraduate student, at least 1 of whom must be a member of Senate (the other will be nominated by the UVSS or the GSS as appropriate);
- j. Senate Committee on Planning: 2 students, including at least 1 graduate student and 1 undergraduate student, at least 1 of whom must be a member of Senate (the other will be nominated by the UVSS or the GSS as appropriate);
- k. Senate Committee on Teaching and Learning: 5 students, including at least 1 student member of Senate, 2 undergraduate students and 1 graduate student; and
- l. Senate Committee on University Budget: 1 student member of Senate.