



The next open meeting of the Senate of the University of Victoria is scheduled for Friday, October 1, 2021 at 3:30 p.m. in the Michelle Pujol Room, Student Union Building.

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

- 1. APPROVAL OF THE AGENDA** **ACTION**

- 2. REMARKS FROM THE CHAIR**
 - a. President's Report **INFORMATION**

 - b. Strategic Framework Implementation Report **INFORMATION**
(SEN-OCT 1/21-1)

- 3. MINUTES**
 - a. Senate meeting May 7, 2021 (SEN-OCT 1/21-2) **ACTION**

Motion: 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.

 - b. Special Senate meeting August 23, 2021 (SEN-OCT 1/21-3) **ACTION**

Motion: 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.

- 4. BUSINESS ARISING FROM THE MINUTES**

- 5. CORRESPONDENCE**
 - a. University of Victoria Financial Statements **INFORMATION**
as at March 31, 2021 (SEN-OCT 1/21-4)

(Note: the Schedule of Employees' Remuneration and Expenses is available for viewing by [clicking here.](#))

Advance notice of questions is appreciated. The Vice-President Finance and Operations will be pleased to answer any questions received *prior to noon* on the day of the Senate meeting. Please email questions to Kathy MacDonald in the Office of the University Secretary at usec2@uvic.ca.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

- a. Senate Committee on Academic Standards – Dr. Yasmine Kandil, Chair
- i. 2020/21 Annual Report (**SEN-OCT 1/21-5**) **INFORMATION**
- b. Senate Committee on Agenda and Governance – Dr. Kevin Hall, Chair
- i. In response to COVID-19: A summary of actions or adjustments made under authority of the Emergency Protocol for Senate Operations (Level 2) (**SEN-OCT 1/21-6**) **INFORMATION**
- ii. Appointments to the 2021/2022 Senate standing committees (**SEN-OCT 1/21-7**) **ACTION**
- Motion: That Senate approve the appointments to the 2021/2022 Senate standing committees for the terms indicated in the attached document.
- iii. Revisions to the Terms of Reference for the Senate Committee on Academic Standards (**SEN-OCT 1/21-8**) **ACTION**
- Motion: That Senate approve the revisions to the terms of reference for the Senate Committee on Academic Standards.
- iv. Revisions to the Terms of Reference for the Senate Committee on Admission, Re-registration and Transfer Appeals (**SEN-OCT 1/21-9**) **ACTION**
- Motion: That Senate approve the revisions to the terms of reference for the Senate Committee on Admission, Re-registration and Transfer Appeals.
- v. Revisions to the Terms of Reference for the Senate Committee on Continuing Studies (**SEN-OCT 1/21-10**) **ACTION**
- Motion: That Senate approve the revisions to the terms of reference for the Senate Committee on Continuing Studies.

- vi. Revisions to the Terms of References for the Senate Committee on Curriculum (**SEN-OCT 1/21-11**) **ACTION**

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

- vii. Revisions to the Terms of References for the Senate Committee on Honorary Degrees and Other Forms of Recognition (**SEN-OCT 1/21-12**) **ACTION**

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

- viii. Revisions to the Terms of References for the Senate Committee on Learning and Teaching (**SEN-OCT 1/21-13**) **ACTION**

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

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

- i. New and Revised Awards (**SEN-OCT 1/21-14**) **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:

- Betty Moyls Memorial Award (Revised)
- Peter B. Gustavson Golf Award (Revised)
- Eli Pasquale Memorial Award (New)
- Island Savings Award (New)
- Commerce Student Society Community Engagement 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)
- Active Earth Engineering Award for Indigenous Students in STEM (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)

** Administered by the University of Victoria Foundation*

d. Senate Committee on Continuing Studies – Dr. Jo-Anne Clarke, Chair

i. 2020/21 Annual Report (SEN-OCT 1/21-15)

INFORMATION

e. Senate Committee on Curriculum – Dr. Adam Con, Chair

i. 2020/21 Annual Report (**SEN-OCT 1/21-16**) **INFORMATION**

ii. 2021-2022 Cycle 3 Curriculum Submissions (**SEN-OCT 1/21-17**) **ACTION**

Motion: 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.

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

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

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

i. Proposal to extend the Approved Centre Status for the Canadian Institute for Substance Use Research (CISUR) (**SEN-OCT 1/21-18**) **ACTION**

Motion: 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.

ii. Proposal to renew the Approved Centre Status for the Centre for Studies in Religion and Society (CSRS) (**SEN-OCT 1/21-19**) **ACTION**

Motion: 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.

- iii. Proposal to discontinue the Certificate in Computer-based Information Systems **(SEN-OCT 1/21-20)** **ACTION**

Motion: 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”.

- iv. Proposal to establish a Bachelor of Science in Climate Science **(SEN-OCT 1/21-21)** **ACTION**

Motion: 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.

7. PROPOSALS AND REPORTS FROM FACULTIES

- a. Peter B. Gustavson School of Business

- i. Bylaw changes for Senate approval **(SEN-OCT 1/21-22)** **ACTION**

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

- b. Faculty of Humanities

- i. Constitution and Operating Structure Changes for Senate Approval **(SEN-OCT 1/21-23)** **ACTION**

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

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

- a. 2020/21 Annual Report on Status of External Reviews **(SEN-OCT 1/21-24)** **INFORMATION**

9. OTHER BUSINESS

- a. Academic Important Dates (**SEN-OCT 1/21-25**) **ACTION**

Motion: 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.

- b. 2022/2023 Senate Meeting Dates (**SEN-OCT 1/21-26**) **ACTION**

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

- c. Vacancies on Senate (**SEN-OCT 1/21-27**) **INFORMATION**

- d. Election of Vice-Chair of Senate **ACTION**

10. ADJOURNMENT



President and Vice-Chancellor

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MEMO

Date: 15 September 2021

To: Senate

From: Dr. Kevin Hall
President and Vice-Chancellor

RE: Strategic Framework Implementation Report 2020/21

Background:

The Board of Governors approved the Strategic Framework on May 29, 2018. It officially launched on Sept. 19, 2018.

The framework articulates our shared understanding of our vision, values and priorities. It serves as a guide to our entire university's future, outlining six strategic areas where we should focus our efforts: cultivate an extraordinary academic environment; advance research excellence and impact; intensify dynamic learning; foster respect and reconciliation; promote sustainable futures; and engage locally and globally.

Implementation of the framework is coordinated through the university's Integrated Planning Committee—composed of vice-presidents, the University Secretary, and associate vice-presidents from all portfolios—to ensure a focused and collaborative approach. The committee sets institutional planning priorities and allocates resources across the university in a manner that advances the priorities and goals of the framework.

This third annual report honours our commitment to taking an accountable and transparent approach to implementing the framework.

Summary:

UVic continues to embed the Strategic Framework across the entire university, building on the efforts of the first two years and incorporating its goals into new initiatives. Despite the impact of the ongoing COVID-19 pandemic on the university community, important actions and investments have been made in student supports and other areas that further the priorities outlined in the Strategic Framework.

The examples included in the third annual Strategic Framework Implementation Report demonstrate the progress over the past year toward achieving our vision and goals. This progress would not have not been possible without the work of UVic's dedicated faculty

and staff across the entire university in every portfolio. The examples chosen for inclusion reflect many of our collective accomplishments and successes, but the report is not a comprehensive account of all of the university's achievements over the past year. The report also includes efforts undertaken during the COVID-19 pandemic, which began in March 2020.

As in previous years, the Strategic Framework Implementation Report is being shared with Senate for information.

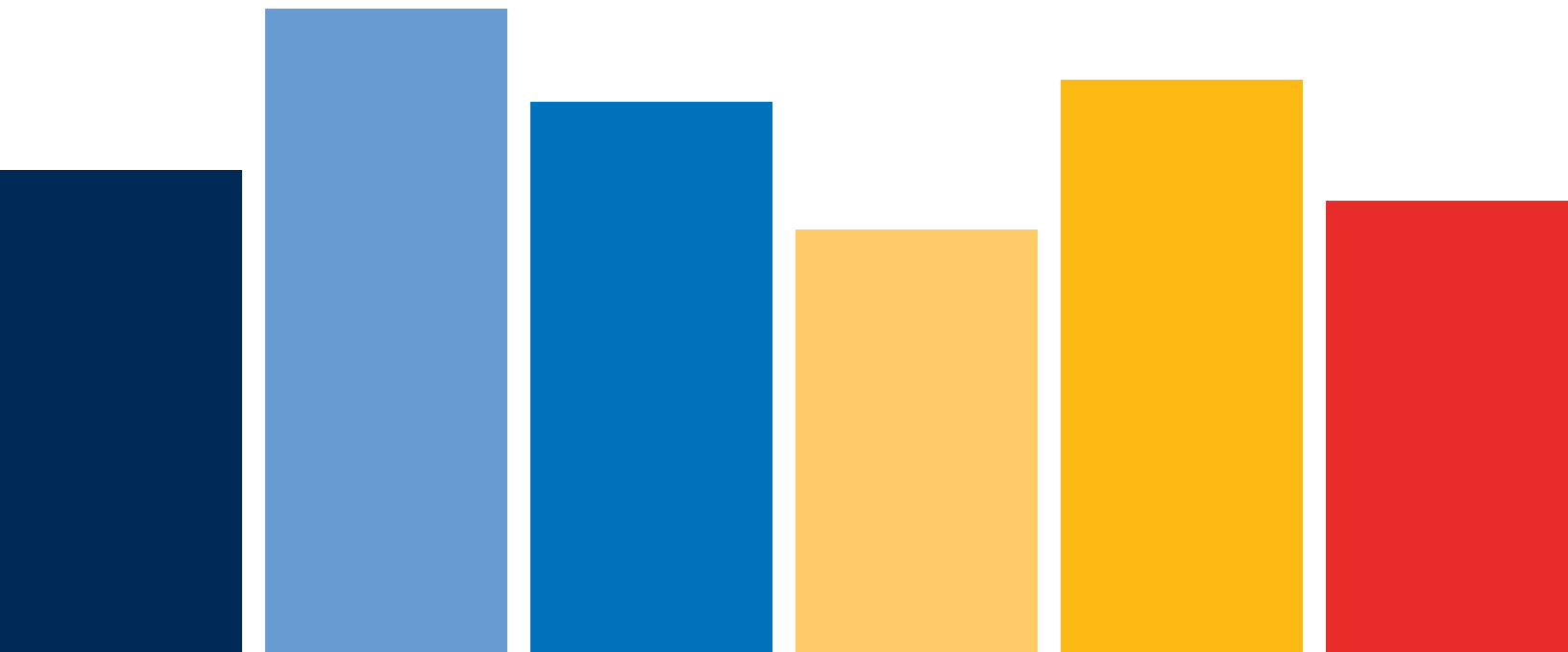
Next steps:

The annual implementation report will be made available to the community in the coming weeks as a downloadable PDF at www.uvic.ca/strategicframework.

Attachment(s): Strategic Framework Implementation Report 2020/21



STRATEGIC FRAMEWORK IMPLEMENTATION REPORT 2020/21



YEAR 3



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Territorial acknowledgement

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.

We want to further acknowledge the traditional lands that many of us as individuals have occupied while working, teaching, learning and researching remotely during the ongoing COVID-19 pandemic.

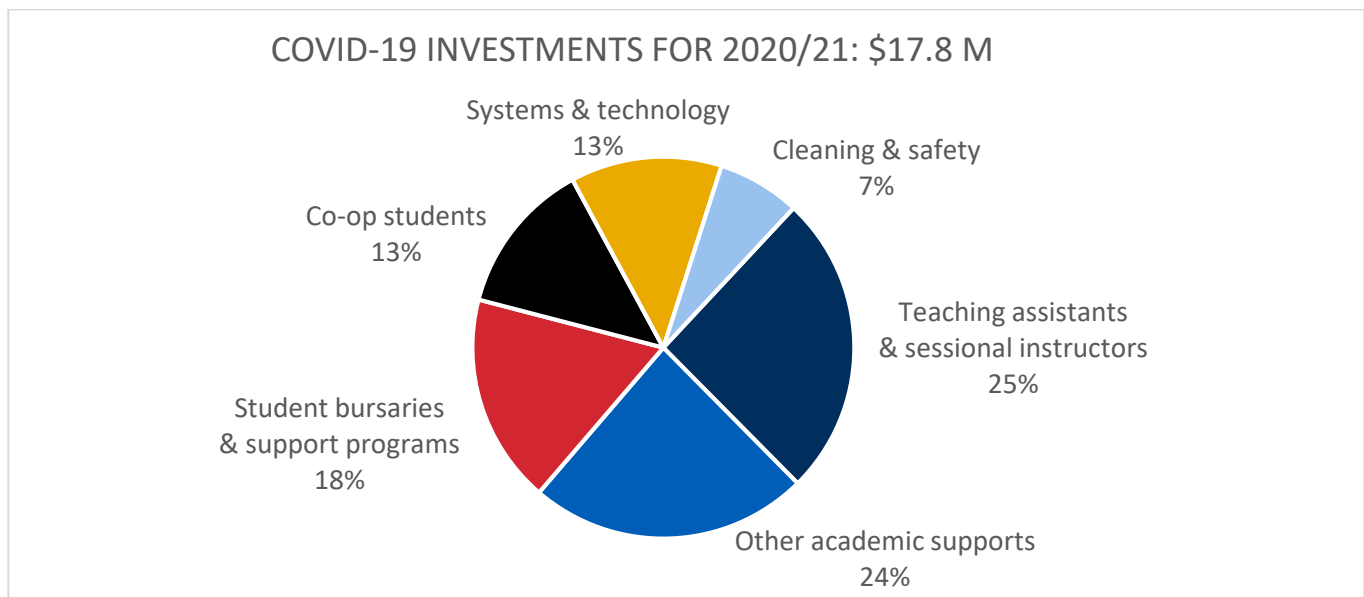
The University of Victoria and all educational institutions have a responsibility to learn about the history of Canada and address our role in perpetuating colonial systems. Reconciliation is an ongoing process and a shared responsibility, and all Canadians benefit from the continuation and celebration of Indigenous culture and knowledge as the country works to reconcile its difficult and troubled history with Indigenous peoples.

Our continued response to COVID-19

Since January 2020, UVic has been responding to the COVID-19 situation, following the advice and guidance of the Provincial Health Officer. Despite its challenges and devastating impact on the world, the pandemic has provided opportunities for UVic as an institution to learn and grow. While some of the university's initiatives were paused or slowed as we navigated the pandemic, other initiatives proceeded at a rapid pace as we adapted to better serve the UVic community. This report highlights some of those initiatives and emerging priorities.

We learned that we can adapt and move quickly in service to our community. We learned that we can deliver over 90% of our courses online while ensuring a high standard of quality. We learned that students appreciate being able to access some of our services remotely. We learned how to work together and collaborate in an online environment. Most importantly, we learned that we can still be a supportive community of faculty, staff and students even when we're not able to physically be together. These learnings and outcomes, along with many of our new initiatives, will continue well beyond the end of the COVID-19 pandemic.

In 2020/21, we invested \$17.8 million in COVID-19 supports. The majority of these investments were made in support of teaching and learning, including hiring graduate students as additional Teaching Assistants for online courses. We also invested in a new suite of technologies, with about 80 co-op students hired to support implementation. Additional academic supports included course design and accessibility experts, faculty mentors and academic advising supports. We also substantially increased student bursary supports by \$2.6 million, including through our emergency bursary program, and developed new ways for students to connect virtually through a range of peer mentorship supports.



COVID-19 investments for 2020/21 totaled \$17.8 million, the majority of which went towards supporting our academic mission.

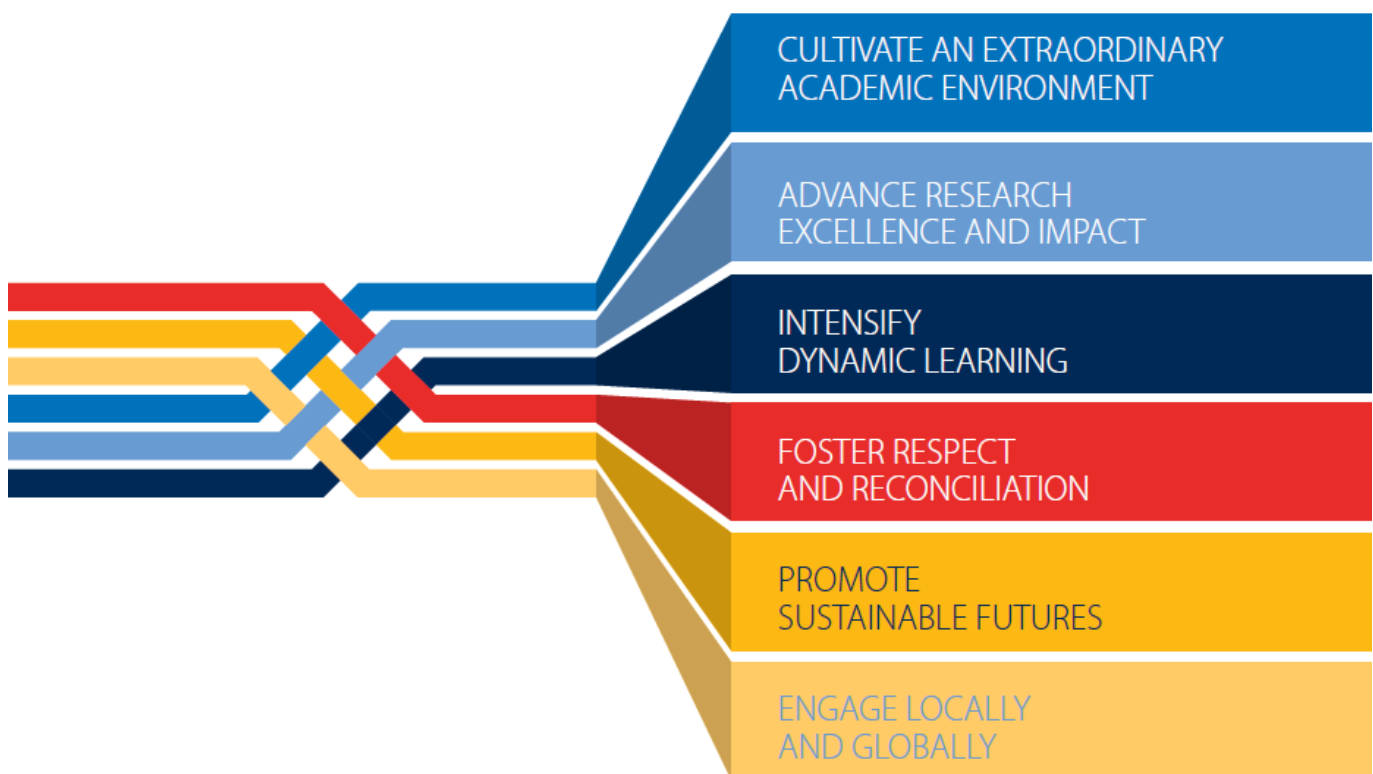
While the majority of courses were delivered online, we had a significant number of face-to-face courses supported through enhanced cleaning and safety measures, including a new Classroom Safety Ambassador program. This program had the added benefit of re-deploying staff who were temporarily laid off due to the decrease in our on-campus population. Our research labs, music and art studios, offices, and other physical spaces also required enhanced cleaning and safety measures. Health and safety was a top priority for on-campus spaces and activities.

These investments were made possible due to sound financial planning, including precautionary budget measures, early scenario modeling, and regular assessments of student enrolment. We are pleased to share that our enrolment remained steady and on-par with the previous year, and we met our Ministry of Advanced Education and Skills Training enrolment targets as well as our own institutional targets. As such, we experienced no operating budget shortfall, despite a significant loss of revenue from ancillaries, the Division of Continuing Studies, and other revenue-generating services. We also worked closely with unions to stay connected with and redeploy laid off staff from these areas into emerging employment opportunities at UVic where possible.

Strategic direction

Our vision is to be the Canadian research university that best integrates outstanding scholarship, engaged learning and real-life involvement to contribute to a better future for people and the planet. Over the past three years, the [University of Victoria's Strategic Framework 2018-2023](#) has served as our guide to achieving this vision—setting out high-reaching goals in six key interconnected areas and articulating strategies to realize them.

While each of the strategic priorities is articulated separately in the Strategic Framework, they all weave together to create a unified guide to our future.



Further, our values as outlined in our Strategic Framework inform our actions in achieving our vision:

- Excellence in all our endeavours
- Ethical and intellectual integrity
- Freedom of inquiry and freedom of speech
- Equity, diversity and inclusion

In November 2020, we welcomed our new president, Dr. Kevin Hall. President Hall is a civil engineer and experienced university leader known for his commitment to community engagement and supporting broad access to education. He is dedicated to advancing equity, diversity and inclusion, as well as truth, respect and reconciliation with Indigenous peoples. Through President Hall's leadership, we continue to work towards a better future for all people, all places and our planet.

Major accomplishments of 2020/21

The following highlights, while far from a comprehensive account, demonstrate much of the work we have accomplished during our third year implementing the Strategic Framework towards achieving our mission and goals within our six key areas.

CULTIVATE AN EXTRAORDINARY ACADEMIC ENVIRONMENT

Our goal is to be recognized internationally as a university of choice for talented students, faculty and staff.

For the tenth time in as many years, UVic has been recognized as one of [Canada's Best Diversity Employers](#). Guided by our institutional plans—including our Strategic Enrolment Management (SEM) Plan, Indigenous Plan and International Plan—we aim to attract, support and develop a diverse community on the West Coast of BC.

Meeting student demand

Throughout the pandemic, we quickly adapted to online learning and teaching, offering high-quality academic programming to meet student demand in a safe and accessible way. We were particularly successful in meeting demand in summer 2020, which was fully online and our largest summer enrolment to date. From Sept. 2020 to April 2021, UVic offered a blend of in-person and online instruction. About 3,500 students attended in-person classes each term, out of a typical population of 22,000. Further, an estimated 5,000 students already located in the region accessed campus in person, including for study spaces, research and computing labs, libraries, food outlets, and health and wellness services. About 800 students lived on campus, 40% of typical capacity and the maximum allowed under public health guidelines.

Building a more equitable and inclusive campus

UVic is strongly committed to building a diverse and inclusive campus for all members of the UVic community. Our SEM Plan outlines strategies and tactics to diversify our student population, including doubling our Indigenous student population, providing pathways for students who have experienced barriers and attracting international students from all over the world. Our Equity and Human Rights office is facilitating a campus-wide collaboration to develop a new equity, diversity and inclusion framework, which will identify actions that can be taken to make campus more equitable, diverse and inclusive while also ensuring these values are embedded in all that we do.

Student health and wellness

The new Student Wellness Centre opened in 2020, bringing together physical health, counselling and multi-faith services for students. In tandem, we launched SupportConnect, a virtual 24/7 student mental health and wellness support program available in multiple languages, which provided vital support during the COVID-19 pandemic. UVic also has two dedicated Indigenous counsellors providing direct and culturally appropriate supports. The pandemic has underscored the need for accessible health and wellness programming and resources, and UVic will continue to prioritize student life programs, student mental health initiatives, sexualized violence prevention and awareness programs, and health services in the coming year.

Connecting new students

For fall term 2020, we designed online pre-arrival and orientation programs to support the transition of new students and introduce them to key resources. We also launched the award-winning New Student Connect program, which pairs new students with upper-year students in their faculty or peer group. These senior students

help their peers transition to university and navigate academic life, while also building vibrant online communities. Peer groups were created for Indigenous students, students with lived experience in care, and LGBTQ+ students. Based on overwhelmingly positive feedback and an enrolment of about 3,700 students, we expanded the program into 2021 and will implement similar programming for fall 2021 and beyond.

Attracting and supporting talented students

Attracting and supporting a diverse community of talented students will always require investments in scholarships and bursaries. Our scholarship and bursary programs saw a significantly larger uptake this year than in years previous, partially as a result of financial burdens brought on by the pandemic, and we anticipate high demand next year as well. We continue to invest in graduate fellowship programs, including for Indigenous students and through the President's Research Scholarships for students who hold prestigious fellowships from granting councils.

ADVANCE RESEARCH EXCELLENCE AND IMPACT

Our goal is to excel in diverse forms of research and creative activity and heighten our place in the top tier of the world's research universities.

We are working to excel in diverse forms of research and creative activity—advancing human knowledge, improving and enriching lives and tackling global challenges. Our investments in faculty positions, university-wide research initiatives, and a new strategic research plan will help foster high-quality collaborations.

Leaders in research resumption

As a research-intensive university, we worked quickly to safely re-open our research labs following the province-wide shutdown in response to the COVID-19 pandemic. Our goal was to minimize the negative impact on research output and on researchers disproportionately affected. We developed comprehensive research resumption plans, which were shared with the other research universities and used as a model in BC for safe resumption. A significant number of research labs re-opened before September 2020, with safety plans in place. Further, UVic was very successful at re-opening research spaces to upper-level undergraduate and graduate students, providing opportunities to engage in meaningful research-inspired learning.

Accelerating research

In a year like no other, UVic researchers pivoted research and studied solutions to build more resilient communities in the wake of COVID-19. To support and boost research through seed funding, UVic created the Research Accelerator Fund (RAF). The first RAF campaign focused on COVID-19 research that strives to make communities stronger and speed up recovery. Studies include the adverse and lingering effects of SARS-CoV-2 infection on the brain; risk factors for COVID-19 and forecasting infection counts; what has been helpful or harmful to our well-being; legal and political vulnerability in PPE supply chains; and use of assisted living technologies among seniors.

Creating healthier societies

Collaborating with community groups and leaders, governments, health authorities and other health care agencies, more than 200 UVic researchers are providing evidence-based knowledge to improve the health and well-being of Canadians. We have several centres of research excellence that support healthy societies, including the Institute on Aging and Lifelong Health, Canadian Institute for Substance Use Research, and Centre for Indigenous Research and Community-Led Engagement. The ongoing UVic Health Initiative continues to enhance the quality and raise the profile of health-related research, academic programs and related activities at UVic.

Canada Research Chairs

UVic has an allocation of 36 Canada Research Chairs (CRCs) in the areas of health sciences, engineering, natural sciences, social sciences, law and humanities. Further, we are one of Canada's most successful universities in recruiting a diverse group of CRCs. In the last CRC assessment of equity, diversity and inclusion, UVic continued to

meet and exceed the equity targets for chair holder representation from women, visible minorities, persons with disabilities and Indigenous peoples and was recognized as a strong leader in the integration of best practices related to equity, diversity and inclusion. UVic is also home to a Canada 150 Research Chair in Materials Science, who is leading the development of advanced materials for health and clean energy applications.

Rankings and reputation

We are ranked as one of Canada's leading universities, consistently outperforming our peers—especially for our size. UVic is third among all Canadian universities in citation impact per faculty member (QS Rankings, 2021). UVic-based researchers wrote a higher proportion of top-performing papers based on international collaborations than any other university in North America (Leiden Rankings, 2020). In the 10 years the Leiden Rankings have been released, UVic has claimed this spot nine times. We are ranked as the second best comprehensive school in Canada for the fourth consecutive year and have consistently ranked in the top three since this ranking's inception (Maclean's, 2020). UVic is ranked number one among Canadian comprehensive universities for preparing career-ready students by the Times Higher Education Global University Employability Ranking (2019).

INTENSIFY DYNAMIC LEARNING

Our goal is to be Canada's leader in research-enriched and experiential learning.

Work-integrated learning is a vital element of UVic's academic programming, and our co-op program is one of the largest in Canada. Through these local and international opportunities, we are equipping students for personal success and to contribute effectively as global citizens.

Nursing practica during the pandemic

In collaboration with Island Health, UVic's School of Nursing provided 19 students with direct experience working in health care during a global pandemic. Students were placed in COVID-19 vaccination clinics and other public venues, handling patient screening, teaching, immunizing and monitoring health status of populations. Immunization clinics include those at the Victoria Conference Centre, in Indigenous communities and with seniors in long-term care. Through this educational approach, students gain skills and expertise that they can carry into the nursing workforce.

Preparing students for great careers with co-op

Last year, our co-operative education program created over 3,700 domestic and international job placements for students. Despite the pandemic, our co-op placements were better than the national average, with fall term 2020 placements up 5.4% from last year. Of these placements, 84% were in BC, helping to support the local and provincial economic recovery. The 1,154 different employer organizations included governments, non-profits and private businesses. UVic is also the largest provider of graduate co-op in Canada—close to 400 UVic graduate students participate in co-op each year at the master's and doctoral level. Nearly three in four UVic co-op students receive an offer of employment before they graduate.

New and expanded academic programs

Government-supported program expansions underway include engineering and computer science, the Nurse Practitioner program, and our JD/JID Indigenous law program. We continue to look for other potential areas of strategic growth, including health information science, as well as new academic program opportunities that align with institutional and provincial priorities. Our Master of Biomedical Engineering and Master of Management are two recent examples of new programs that will position UVic to be competitive in the recruitment of graduate students.

Recommendations from the Bamfield report

The important lessons learned from the 2019 bus accident have improved our approach not only for student trips to the Bamfield Marine Sciences Centre, but field schools more broadly. UVic has implemented all recommendations from the external report on conducting field trips to the Bamfield Marine Sciences Centre, except those involving a visit to the centre. A thorough review and reflection was critical to ensuring that all future field trips are as safe as possible and that any potential responses are coordinated, efficient and demonstrate the compassion we have for our students and their families.

Experiential learning guarantee

When students take part in hands-on experiences, they develop valuable skills such as teamwork, communication, and community engagement. UVic's new Co-Curricular Record (CCR) recognizes students' co-curricular involvement, including volunteer and student leadership experiences. A student's participation is validated by a faculty or staff member and students receive a record of the experience, which can be used in job applications and graduate school applications.

FOSTER RESPECT AND RECONCILIATION

Our goal is to be a global leader in creating opportunities for Indigenous students and advancing reconciliation.

We are committed to implementing transformative programs and pathways and entering into and fostering respectful educational and research partnerships with Indigenous communities. Forty-eight Indigenous faculty members work here, and our programs in Indigenous law, education and health are international exemplars in meeting the needs of Indigenous communities and providing a welcoming and supportive learning environment.

Culturally relevant supports for Indigenous students

The Office of Indigenous Academic and Community Engagement offers a range of programs and events to develop and nurture relationships with Indigenous students and communities. Programs like LE, NONET help ensure Indigenous students are supported throughout their studies and achieve success in their academic and personal endeavours—from recruitment to graduation and beyond. To support student success during the pandemic, we increased one-to-one support; enhanced financial supports; and offered many programs and events virtually, including the Elders in Residence program.

Inaugural Associate Vice-President Indigenous

On April 1, Qwul'sih'yah'maht Robina Thomas began her term as the inaugural Associate Vice-President Indigenous. This newly established position underscores the importance of having an Indigenous person at the executive leadership table to ensure Indigenous ways of knowing and being are included in institutional decision making. Dr. Thomas also has responsibility for furthering the university's commitment to truth, respect and reconciliation. Development of a strategy that integrates Indigenous cultures, histories, beliefs and ways of being and knowing across all aspects of the university's mission is central to the role.

Pathways for Indigenous youth

UVic has created or expanded several pathway opportunities in recent years, including the Indigenous Youth 3C Challenge—a non-credit entrepreneurship program to encourage Indigenous youth to engage in the economy in their own terms—and Indigenous Student Mini-University—a week-long summer camp that gives BC youth a taste of university life. Other immersive and Indigenous-focused programs include the Opening My World of Learning Program and the Living Lab Project. During the pandemic, many of these pathway programs moved online. Through initiatives like these, Indigenous student applications and new admissions have increased over the years, with applications up 14% and new student registrations up 15% this past year.

Growth in Indigenous student enrolment

As part of the SEM Plan launched in 2019, we are committed to doubling Indigenous enrolment by 2029, where Indigenous students comprise at least 10% of the overall student population at UVic. Over the past 10 years we have seen a dramatic growth in Indigenous enrolment, from 982 to 1,508—a 54% increase. Currently, Indigenous students comprise over 6% of the overall student population and are enrolled in every faculty. Importantly for a research university, Indigenous enrolment in graduate programs has increased by 50% over the last 10 years, and there are now 71 Indigenous PhD students at UVic—a 184% increase.

Supporting Indigenous research, innovation and culture

Our Centre for Indigenous Research and Community-Led Engagement partners with communities and governments to help address important issues such as health, food security and climate throughout our province. The BC Network Environment for Indigenous Health Research, based at UVic, aims to increase and accelerate Indigenous-led research through key partnerships, programs and supports. And Dr. Onowa Mclvor, a UVic President's Chair in the Department of Indigenous Education, co-leads NEȚOLNEW—a SSHRC-funded collaboration with nine Indigenous partners in six provinces to support and expand language revitalization efforts across Canada.

Strengthening Indigenous partnerships

Through UVic's Indigenous Community Engagement Council, we continue to strengthen relationships with local Indigenous communities. Outreach and collaboration also happens through the Office of Indigenous Academic and Community Engagement and our faculties. Community partnerships have substantially increased this year, with several communities providing language and educational programming, including new partnerships with the Tla'amin, Tseycum and Tsawout Nations.

PROMOTE SUSTAINABLE FUTURES

Our goal is to be a global leader in environmental, social and institutional sustainability.

Our faculty and students are passionate about tackling real issues related to climate change and the environment—and it shows. UVic has become a global leader in environmental, social and institutional sustainability through academics, research, partnerships and campus operations. We continue to review and renew our approach to sustainability in every domain, including through the development of a new campus-wide action plan.

Global leaders in climate action

UVic is one of the world's leading universities in helping to address the most urgent problems of humanity, according to Times Higher Education. Their Impact Rankings are organized around the UN's 17 Sustainable Development Goals (SDGs) and how university research, stewardship, outreach and teaching advance efforts to meet them. UVic is among the world's top-100 performing universities in addressing nine of the 17 UN SDGs, including sustainable cities and communities (SDG 11), the pursuit of clean water (SDG 6), life below water (SDG 14), reducing inequality (SDG 10), industry, innovation and infrastructure (SDG 9), and the pursuit of zero hunger (SDG 2). UVic is ranked #16 globally for climate action (SDG 13).

Sustainability-integrated learning

Sustainability is integrated as a key part of UVic's academic curriculum in nearly every major field, with over 600 undergraduate and graduate courses including a sustainability theme. Academic units with a sustainability focus or stream include the School of Environmental Studies, the School of Earth and Ocean Sciences, the Department of Geography, and the Gustavson School of Business, home to the Centre for Social and Sustainable Innovation. Our field schools connect students with nature to promote a deeper understanding of things like wildlife, glaciers, and ecosystems—as well as the importance of good conservation monitoring and management to protect life on our planet.

Conservation research

Over 130 faculty and researchers across 30 academic departments are engaged in sustainability research. Recently, two positions have been created to further position UVic as a national leader in environmental advocacy and research: the UVic Impact Chair in Ocean Ecosystem Change and Conservation in the biology department and the Wayne Crookes Professorship in Environmental and Climate Journalism in the writing department. Additionally, marine ecologist and conservation biologist Dr. Julia Baum and hydrologist and groundwater scientist Dr. Tom Gleeson were appointed as UVic President's Chairs to help advance UVic's commitment to sustainability.

A greener campus

UVic is consistently listed as one of Canada's Greenest Employers. Sustainable initiatives that supported UVic's selection for 2021 include the Campus Sustainability Fund; the campus community garden; and progress toward becoming a zero-waste campus through composting, water conservation and recycling. We are also making major landscape enhancements through the Campus Greenway Plan and implementing our Campus Cycling Plan, which will create an All Ages and Abilities (AAA) cycling network on campus.

Responsible investing

To support the transition to a low-carbon economy, UVic moved \$80 million in fixed income investments to a fund with a lower carbon intensity—reducing the carbon intensity on working capital investments by 33%. This is an important step towards achieving our 45% carbon reduction goal by 2030. We also invested in energy companies that support Indigenous economic development. To further our responsible investment policy goals, we committed to investing \$10 million in a renewable power impact fund that will measure the carbon emissions avoided by the fund's investments as well as \$500,000 to an Indigenous-led and owned financial intermediary that invests in Indigenous enterprises as catalysts for social change and prosperity.

Cultivating a culture of philanthropy

We continue to advance a culture of philanthropy on campus and in the community, establishing and fostering valuable relationships with donors to help ensure a sustainable financial future. This year, we surpassed our fundraising goal to raise a total of \$28.6 million from 4,962 donors. Of these funds raised, 28% went towards student awards and 22% went towards research chairs and professorships in accordance with donor wishes.

ENGAGE LOCALLY AND GLOBALLY

Our goal is to be a preferred partner and leader in local and global engagement.

UVic is fostering connections and mobilizing knowledge—from the local Speakers Bureau to the national Building Reconciliation Forum to our international partnerships. We continue to enhance our reputation, building on the success of our faculty and alumni and using The UVic Edge to position ourselves to the world.

New look for UVic online

Ahead of our predominantly online fall 2020 term, we launched a new central UVic website to better serve our students, partners and community. Potential students can more easily learn about us—including what we value, our academic programs and our research strengths—while current students can more easily learn about and access our supports and services. The new and award-winning design is fully compliant with Web Content Accessibility Guidelines and provides an improved user experience for all audiences.

New websites to support community

In response to the pandemic, we launched two new websites specifically for teaching and learning online, to support instructors and students respectively. We also created The Great Indoors online platform, where members of the UVic community could come together to share ideas, have conversations, support each other, and learn from

UVic researchers and artists. Featured on this platform was Good Company, a YouTube show in which UVic Chancellor Shelagh Rogers chatted with UVic colleagues during the pandemic.

International mobility programming

International exchange, field schools, internships and co-ops provide students with culturally-relevant opportunities to engage globally. Notably, through our award-winning Indigenous International Mobility Program, Indigenous students develop employability skills while maintaining and strengthening their connection to their Indigenous identity, their values and traditions, and their communities. Although much of our student mobility programs are temporarily on hold for health and safety reasons, we have been able to find co-op placements for students in their home countries and are offering virtual programming opportunities through faculties.

Arts and culture

We have BC's only stand-alone Faculty of Fine Arts, home to nationally and internationally recognized creative scholars and practitioners. With one of the most comprehensive applied theatre programs in North America, UVic attracts students from around the world who use performance art to spark social change. In a typical year, the faculty offers over 150 community events a year—from concerts and theatre performances to readings and exhibits. During the pandemic, many events, like the annual BFA grad exhibition, were offered virtually.

Collaborative partnerships on global issues

In 2020, UVic partnered with the Senate of Canada to bring together change-makers to help generate solutions to some of the planet's most divisive problems. The virtual Victoria Forum, which focused on bridging divides in the wake of the global COVID-19 pandemic, included more than 90 speakers from 23 countries. In 2021, in partnership with the Lieutenant Governor of British Columbia, President's Chair recipient Simon Pek helped to lead a Students' Dialogue on Democratic Engagement. The dialogue engaged 24 students from across campus on effective ways to practice democracy that capture and represent the varied interests of all citizens.

Connecting experts with communities

The UVic Speakers Bureau reflects our commitment to community engagement and to lifelong learning for everyone. The program—the only university-wide bureau of its kind in Canada—brings the expertise of UVic faculty, staff, graduate students and retirees to audiences across southern Vancouver Island. K-12 is the largest audience category for the bureau. Now in its 40th season, volunteer speakers were able to reach audiences virtually during the COVID-19 pandemic.

Major priorities for 2021/22

We are a campus that continues to evolve, learn and respond to the changing needs of people, places and the planet. Our values and commitment to making the world a better place for all citizens inform our priorities and guide us in our decision making. Some areas of focus for the upcoming year include the student experience, research performance and recognition, community and alumni engagement, climate action, and financial sustainability. We also continually recommit to building a more diverse, equitable and inclusive campus while also advancing truth, respect and reconciliation.

Make student living more affordable and accessible

Construction continues on our new on-campus student housing and dining buildings, which will provide 782 beds (620 net new) to students and free-up rental spaces in Victoria. The buildings are designed to be accessible, welcoming and inclusive, targeting both LEED Gold and Passive House Standard. The province is providing debt financing of \$123 million that UVic will pay back from housing fees as well as a grant of \$5.2 million to achieve Passive House Standard. To further make living more affordable and meet urgent demand in our community, we are expanding our child care spaces with nearly \$1.5 million in provincial funding.

Improve the student experience

As part of our commitment to choice, quality and continued innovation, UVic will likely look different as we emerge from the COVID-19 pandemic and leverage learnings from the past year. UVic has for decades offered a substantial

amount of online or hybrid instruction, particularly in social work, child and youth care, nursing, public health, and teacher education programs. This past year has further demonstrated that some students prefer the online or hybrid educational experience as it is high quality, affords convenience and flexibility, and appeals to students with different learning preferences and varying socio-economic situations. The same is true for some of our student supports and services. Equipping students for academic and personal success will remain our priority.

Expand engineering and computer science

UVic received approval and funding from the province to expand our engineering and computer science programs over five years, which includes 500 new student spaces, new faculty and staff positions and student supports. We are also finalizing plans for the addition to our Engineering and Computer Science Building and a high bay structures lab. Our Faculty of Engineering recently received approval from the Board of Governors to change its name to the Faculty of Engineering and Computer Science, to be more inclusive of our computer science students, staff and faculty. To support diversity, we aim to enrol 30% female students by 2030, with revised pathway programs and new scholarships and awards to help us achieve this important goal.

Embed practices of equity, diversity and inclusion throughout UVic

The current UVic Employment Equity Plan is set to expire in 2021. UVic's new Equity Action Plan, which will be implemented in 2022, is aimed at addressing systemic barriers to equity, diversity and inclusion, and embedding anti-racism and anti-oppression initiatives and actions for transformative and systemic change. Further, our SEM Plan includes strategies, tactics and actions to improve access for students who have experienced barriers, including Indigenous and first-generation students.

Advance Indigenous law

Following a national dialogue and consultations with Indigenous communities, construction will begin on the National Centre for Indigenous Law and Reconciliation this year, to house the joint JD/JID program and Indigenous Law Research Unit. The project has been awarded to an Architectural Prime Consultant led by native-owned and operated Two Row Architect, and will be designed to reflect and honour the long-standing relationships between UVic and the Songhees, Esquimalt and WSÁNEĆ Peoples.

Refocus our institutional plans

Work is underway to develop a new Research and Creative Works Strategy for the university, provisionally titled, *Aspiration 2030: Creating a better world through curiosity, engagement and innovation*. This strategy will define our research priorities and opportunities for the rest of this decade, build on UVic's appeal as a university of choice for diverse and high-quality faculty and students, raise our external profile and attract new partnerships, and direct our research efforts toward societal impact. Also underway is a new Climate and Sustainability Action Plan—aligning academics, research and campus operations—as well as updates to our International Plan and Indigenous Plan over the coming year to ensure we working together towards common goals in these priority areas.

A final thought

Guided by our institutional Strategic Framework, UVic will work with our government, business and community partners to deliver on our commitments to people, places and the planet. Our strength lies in the integration of research, teaching and learning; the quality and accessibility of faculty and staff; and the excellence of our research programs with their strong interdisciplinary and international focus.

As this report demonstrates, we have achieved much and advanced as an institution in recent years, but we recognize that we still have a lot of work to do. This is especially true in the areas of truth, respect and reconciliation, as well as equity, diversity and inclusion more broadly. We are absolutely committed to creating a better and more just society for all citizens, both locally and internationally, through education, research and action. Together, we are working to build a better world.



Meeting of Senate
May 7, 2021

MINUTES

A meeting of the Senate of the University of Victoria was held on May 7, 2021 at 3:30 via Zoom.

1. APPROVAL OF THE AGENDA

Motion: (A. Newcombe/M. Laidlaw)
That the agenda be approved as circulated.

CARRIED

2. MINUTES

a. April 9, 2021

Motion: (M. McGinnis/B. Smith)
That the minutes of the open session of the meeting of the Senate held on April 9, 2021 be approved and that the approved minutes be circulated in the usual way.

CARRIED

3. BUSINESS ARISING FROM THE MINUTES

There was none.

4. REMARKS FROM THE CHAIR

a. President's Report

Kevin Hall thanked the 26 out-going members of Senate for their hard work. He also noted Acting Deans Steve Evans, Faculty of Graduate Studies, Peter Wild, Faculty of Engineering and Computer Science, and Graham Voss, Faculty of Social Science, for their leadership. He congratulated Robin Hicks on his appointment as in-coming Dean of the Faculty of Graduate Studies.

Dr. Hall reported on the wrap-up of his Listening Tour meetings with over 2500 people and noted the uvic.ca/suggestionbox was available for anyone to provide feedback or ask questions.

Regarding COVID-19, Dr. Hall commented on the impact on the university's international students, the province-wide restrictions, and travel for study and research. As the campus plans for a full return to studies in the fall, the provincial government has released a COVID-19 Return-to-Campus Primer with details on key public health planning assumptions and measures for a safe return to in-person activities. Reflecting on the year ahead, Dr. Hall acknowledged that a transition back to in-person learning, will need to prioritize the well-being of our community.

Dr. Hall acknowledged April 22nd as Earth Day and the United Nations Race to Zero campaign in which over 600 universities and institutions of higher education (soon also UVic) commit to mobilizing resources for action-oriented climate research, skills creation, and increasing climate and sustainability programming.

In terms of fundraising, the university exceeded the 2020/2021 fiscal year fundraising goal of \$20 million by raising \$28.64 million from 4,962 donors. Dr. Hall noted that to do this during a pandemic speaks to the reputation of the institution.

Dr. Hall announced that on April 19, 2021, the federal government released its budget, with the provincial government budget release on the following day. Both budgets were good news for the university sector with many new investments. Nevertheless, they also illustrate the need to build partnerships outside of the university to take full advantage of the new opportunities presented, especially as related to research.

Finally, Dr. Hall recognized the following award recipients:

- [Samuel Seshadri](#), a fourth-year Economics student, has been named one of ten 3M National Student Fellows from across Canada.
- [Fawzan Hussain](#), a 1st year engineering student, will be receiving a BC's Medal of Good Citizenship. The 18-year-old used his 3D-printing skills to produce 1500+ PPE during COVID, as well as many assistive devices for people with disabilities.
- [Christina Service](#) (UVic geography PhD 2019 alum) was awarded The Ecological Solutions and Evidence Prize for best paper by an early career researcher.
- [Cara Marks](#) (UVic writing alum) has been nominated for the Commonwealth Short Story Prize for her short story *Starry Night*.
- CUFA BC (Confederation of University Faculty Associations of British Columbia) has awarded [Ewa Czaykowska-Higgins](#), Professor of Linguistics, the Paz Buttedahl Career Achievement Award for her lifelong commitment to community-based language research.
- [Budd Hall](#), UVic UNESCO co-chair in Community-Based Research and Social Responsibility in Higher Education has been awarded the CBR Canada 2021 Research Leadership Award.

There were no questions.

5. CORRESPONDENCE

a. Office of the Ombudsperson

i. 2020 Annual Report

Annette Fraser, Ombudsperson, introduced the report noting the difficulties experienced during the pandemic, most especially regarding academic integrity.

One member asked for clarity regarding the concerns presented to the Ombudsperson's office. Dr. Hall asked if these issues were common among other ombuds offices in Canada. Ms. Fraser confirmed this was the case. Finally, members thanked Ms. Fraser for her work and acknowledged the workload increase for her office during the past year.

b. Campus Planning Committee

i. Semi-annual report

Valerie Kuehne, Vice-President Academic and Provost, introduced the report and highlighted the student housing and dining facilities, the Engineering expansion and the new Indigenous Law addition to the Fraser building.

Mike Wilson, Director of Campus Planning and Sustainability, reported on the new cycling plan and the West Campus Greenway which would be ready in September.

There were no questions.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Academic Standards

i. Part-time exchange at the University of Victoria

Neil Burford introduced the proposal. A member asked to clarify if this proposal for part-time exchange was open to international students. Tricia Best, Director International Student Services, confirmed this was open to both domestic and international students.

Motion: (N. Burford/J. Bruton)

That Senate approve the revisions to the Exchange section of the Academic Calendar effective September 2021.

CARRIED

ii. New Academic Calendar Entries in Humanities, Science and Social Sciences on Double Counting Courses and Laddering Credentials

Dr. Burford introduced the proposal. In response to a question, Lisa Surridge, Associate Dean Academic, Faculty of Humanities, clarified the distinction between first and second programs during concurrent registration. Dr. Surridge also accepted a suggested clarification regarding “co-requisite” and “required” terminology.

Motion: (N. Burford/Y. Kandil)

That Senate approve the attached proposed Humanities, Science and Social Sciences regulations on Double Counting Courses and Laddering Credentials to the Undergraduate Academic Calendar effective September 2021.

CARRIED

iii. Policy on Academic Integrity – Inclusion of Doctoral Candidacy

Dr. Burford introduced the proposal. There were no questions.

Motion: (N. Burford/J. Martin)

That Senate approve the inclusion of “Violations relating to doctoral candidacy examinations” to the Policy on Academic Integrity in the Academic Calendar effective September 2021.

CARRIED

iv. Extension of Approval to Waive Medical Documentation Summer Session, May 2021 – August 2021

Dr. Burford introduced the proposal. There were no questions.

Motion: (N. Burford/R. Hancock)

That Senate approve the extension of the temporary waiver of medical documentation for all requests for academic concessions during the 2021 Summer Session.

CARRIED

v. Update on revision of the Undergraduate Academic Concession Regulation

Dr. Burford introduced the proposal. There were no questions.

vi. Consideration of UVSS Proposal for COVID-19 Grading Options

Dr. Burford introduced the proposal and outlined the request by the University of Victoria Students' Society which the Senate Committee on Academic Standards declined to recommend to Senate.

One member appreciated that student concerns were outlined and asked if the Society for Students with Disabilities had been consulted. Ada Saab, Associate University Secretary, noted the short time frame in which this decision had to be made, the data and communities who had been consulted, and the careful and conscientious work of the committee in making this decision.

Another member acknowledged that this was a difficult decision and asked if there was an ability to limit the COVID-19 grading options to one or two courses. Dr. Burford explained the various avenues considered and why this was not an option for the university.

Another Senator noted the learning strategist supports currently on campus and the need to ensure students are aware of this service.

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)

Saul Klein introduced the proposal. There were no questions.

ii. Appointments to the 2021/2022 Senate Standing Committees

Helen Kurki introduced the recommendations. There were no questions.

Motion: (H. Kurki/M. Garcia-Barrera)

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

CARRIED

c. Senate Committee on Appeals

i. 2020/2021 Annual Report

Janna Promislow introduced the report. There were no questions.

d. Senate Committee on Awards

i. New and Revised Awards

Charlotte Schaillié introduced the recommended awards. There were no questions.

Motion: (B. Smith/M. McGinnis)

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:

- Gordon and Patricia Gray Animal Welfare Research Fellowship (New)
- First West Credit Union Launi Skinner Indigenous Scholarship (New)
- UVic Bookstore Scholarship in Writing (Revised)
- JTS Scholarship* (Revised)
- Ord and Linda Anderson Interdisciplinary Graduate Scholarship* (Revised)
- Jeremy and Carolyn Webber Award in Law (Revised)
- John Carling Fraser Memorial Bursary* (Revised)
- Level Up Award presented by Codename Entertainment* (New)
- Paulette Lacroix Nursing Informatics Leadership Scholarship (Revised)
- Richard L. Williams Memorial Scholarship* (Revised)
- A. Hugh Salmond Memorial Scholarship in Secondary Science Education* (Revised)
- A. Hugh Salmond Memorial Scholarship in Elementary Science Education* (Revised)
- UVic Retirees Association Award* (Revised)
- Dr. David and Dorothy Lam Scholarship in Geography* (Revised)
- Hugh and Lilian Salmond Scholarship in Secondary Education* (Revised)
- Hugh and Lilian Salmond Scholarship in Elementary Education* (Revised)
- Dr. Jean Downie Dey Student Mobility Award* (Revised)

- Senator Eugene Forsey Scholarship* (Revised)
- Pearson Family Award (Revised)
- Micqualyn Scholarship (Revised)
- Verna J. Kirkness Entrance Award (New)

** Administered by the University of Victoria Foundation*

CARRIED

e. Senate Committee on Curriculum

i. 2021/2022 Cycle 2 Curriculum Submissions

Gary McGillivray introduced the proposal. There were no questions.

Motion: (M. Laidlaw/J. Bruton)

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 September 1, 2021.

CARRIED

Motion: (S. Humphreys/J. Martin)

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 Learning and Teaching

i. 2020/2021 Annual Report

Michael McGuire introduced the report. There were no questions.

ii. Proposed Revisions to the Disclosure of Student Contact Information outside of Canada

Dr. McGuire introduced the proposal. There were no questions.

Motion: (D. Cloutier/J. Bruton)

That Senate approve the revisions to the disclosure of student contact information outside of Canada in the academic calendars as described in the memo, Disclosure of student contact information outside of Canada, dated April 12, 2021.

CARRIED

g. Senate Committee on Libraries

i. 2020/2021 Annual Report

Richard Marcy introduced the report. There were no questions.

h. Senate Committee on Planning

i. 2020/2021 Annual Report

Robin Hicks introduced the report. There were no questions.

ii. Proposed curriculum change for the Diploma in Business Administration

Dr. Hicks introduced the proposal. There were no questions.

Motion: (S. Klein/R. Hancock)

That Senate approve the proposed curriculum change for the Diploma in Business Administration, as described in the document "Curriculum Change for Diploma in Business Administration".

CARRIED

iii. Proposal to establish an undergraduate certificate in American Sign Language

Dr. Hicks introduced the proposal. There were no questions.

Motion: (A. Lepp/A. D'Arcy)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish an undergraduate certificate in American Sign Language, as described in the document "Undergraduate Certificate in American Sign Language".

CARRIED

iv. Proposal to establish an option in Geology in the Bachelor of Science in Earth and Ocean Science

Dr. Hicks introduced the proposal. There were no questions.

Motion: (J. Martin/G. Voss)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish an option in Geology in the Bachelor of Science in Earth and Ocean Science, as described in the document "New Option in Geology".

CARRIED

v. Proposal to renew the Approved Centre Status for the Centre for Global Studies

Dr. Hicks introduced the proposal. There were no questions.

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

That Senate approve the proposal to renew the Approved Centre Status for the Centre for Global Studies for the period July 1, 2021 through June 30, 2026, as described in the memorandum dated March 26, 2021.

CARRIED

vi. Proposal to renew the Approved Centre Status for the Centre for Asia-Pacific Initiatives

Dr. Hicks introduced the proposal. There were no questions.

Motion: (S. Klein/C. Rose-Redwood)

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

CARRIED

i. Senate Committee on University Budget

i. 2020/2021 Annual Report

Jen Baggs introduced the report. There were no questions.

7. PROPOSALS AND REPORTS FROM FACULTIES

There were none.

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

a. Strategic Enrolment Management Progress Report

Jim Dunsdon, Associate Vice-President Student Affairs, provided Senate with a power-point presentation outlining the progress by the various strategic enrollment management areas. There were no questions.

b. Advisory Committee on Academic Accommodation and Access for Students with Disabilities

i. 2019-2021 Report to Senate

Joel Lynn, Executive Director of Student Services, introduced the report. There were no questions.

c. Annual Report on Non-Academic Misconduct Allegations and Resolutions

Mr. Lynn introduced the report. There were no questions.

9. OTHER BUSINESS

a. Annual report to Senate on UVic-approved research centre approvals, renewals and closures

Lisa Kalynchuk introduced the report. There were no questions.

b. Orators for the University of Victoria

Ada Saab introduced the proposal. There were no questions.

Motion: (R. St. Clair/B. Smith)

That Senate re-appoint Mary Kennedy, Professor Emeritus, as Orator for a 3-year term beginning July 1, 2021 and ending June 30, 2024.

CARRIED

c. 2020/2021 Emeriti

Dr. Hall introduced the list of emeriti.

d. Elections Update

Ms. Saab provided a brief update on the elections to Senate for the year.

There being no other business, the meeting was adjourned at 5:24 p.m.

Draft

Name	In Attendance	Regrets		Page 10 of 11
Alexander, David	<input checked="" type="checkbox"/>		Convocation Senator	Elected by the convocation
Andersen, Carrie	<input checked="" type="checkbox"/>		University Secretary	Secretary of Senate
Aragon, Janni	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Beaveridge, Chandra	<input checked="" type="checkbox"/>		Convocation Senator	Elected by the convocation
Bengtson, Jonathan	<input checked="" type="checkbox"/>		University Librarian	Ex officio
Berge, Brittany			Student Senator	Elected from the student societies
Bhiladvala, Rustom	<input checked="" type="checkbox"/>		Faculty of Engineering	Elected by the faculty members
Breau, Susan			Dean, Faculty of Law	Ex officio
Bruton, Jeffrey	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Burford, Neil	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the Faculty
Butler-Palmer, Carolyn	<input checked="" type="checkbox"/>		Faculty of Fine Arts	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
Cloutier, Denise	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the Faculty
Colby, Jason	<input checked="" type="checkbox"/>		Faculty of Humanities	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
Cucksey, Logan	<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
Devor, Aaron	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Dunsdon, Jim	<input checked="" type="checkbox"/>		Associate Vice-President Student Affairs	By Invitation
Evans, Steve	<input checked="" type="checkbox"/>		Acting Dean, Faculty of Graduate Studies	Ex officio
Garcia-Barrera, Mauricio	<input checked="" type="checkbox"/>		Faculty of Graduate Studies	Elected by the Faculty
Giffen, Robyn	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Gijzen, Benjamin			Student Senator	Elected from the student societies
Gillen, Mark	<input checked="" type="checkbox"/>		Faculty of Law	Elected by the Faculty
Gordon, Reuven	<input checked="" type="checkbox"/>		Faculty of Engineering	Elected by the faculty members
Granirer, Jonathan		<input checked="" type="checkbox"/>	Student Senator	Elected from the student societies
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"/>		Convocation Senator	Elected by the convocation
Hicks, Robin	<input checked="" type="checkbox"/>		Acting Associate Vice-President Academic Planning	By Invitation
Hiser, Emily			Student Senator	Elected from the student societies
Hof, Fraser	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the faculty members
Humphries, Sara	<input checked="" type="checkbox"/>		Faculty of Humanities	Elected by the faculty members
Hundal, Navinder			Student Senator	Elected from the student societies
Hundza, Sandra	<input checked="" type="checkbox"/>		Faculty of Education	Elected by the Faculty
Kalynchuk, Lisa	<input checked="" type="checkbox"/>		Vice-President Research	Ex officio
Kalniuk, Tomas	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Kandil, Yasmine	<input checked="" type="checkbox"/>		Faculty of Fine Arts	Elected by the Faculty
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"/>		Faculty of Humanities	Elected by the faculty members
Lewis, Susan	<input checked="" type="checkbox"/>		Acting Vice-Provost	By Invitation
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
Marcy, Richard	<input checked="" type="checkbox"/>		Faculty of Human and Social Development	Elected by the Faculty
Marks, Lynne	<input checked="" type="checkbox"/>		Faculty of Humanities	Elected by the faculty members
Martin, Joseph	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
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
Mukhopadhyaya, Phalguni	<input checked="" type="checkbox"/>		Faculty of Engineering	Elected by the Faculty
Newcombe, Andrew	<input checked="" type="checkbox"/>		Faculty of Law	Elected by the Faculty
Purchase, Michelle	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
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
Roubekas, Evan			Student Senator	Elected from the student societies
Russell, Carolyn	<input checked="" type="checkbox"/>		Convocation Senator	Elected by the convocation
Saab, Ada	<input checked="" type="checkbox"/>		Associate University Secretary	By Invitation
Seeman, Dean	<input checked="" type="checkbox"/>		Librarian	Elected by the Professional Librarians
Shaman, Wren	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Smith, Brock	<input checked="" type="checkbox"/>		Peter B. Gustavson School of Business	Elected by the Faculty
Snizek, Suzanne	<input checked="" type="checkbox"/>		Faculty of Fine Arts	Elected by the faculty members
St. Clair, Ralf	<input checked="" type="checkbox"/>		Dean, Faculty of Education	Ex officio
Strega, Susan	<input checked="" type="checkbox"/>		Faculty of Human and Social Development	Elected by the Faculty
Struchtrup, Henning		<input checked="" type="checkbox"/>	Faculty of Engineering	Elected by the Faculty
Voss, Graham	<input checked="" type="checkbox"/>		Acting Dean, Faculty of Social Sciences	Ex officio
Watts, Juliet	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Wild, Peter	<input checked="" type="checkbox"/>		Acting Dean, Faculty of Engineering	Ex officio
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 January 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

Acting Dean of Engineering: Peter Wild

Dean of Continuing Studies: Jo-Anne Clarke

Acting Dean of Fine Arts: Allana Lindgren

Acting Dean of Graduate Studies: Steve Evans

Acting Dean of Humanities: Annalee Lepp

Dean of HSD: Helga Hallgrimsdottir

Dean of Law: Susan Breau

Dean of Science: Peter Look

Acting Dean of Social Sciences: Graham Voss

University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES

- Section 35 (2) (g)

BUSI:	Brian Leacock (30/6/22)
	Brock Smith (30/6/21)
EDUC:	Sandra Hundza (30/6/23)
	Graham McDonough (30/6/22)
ENGR :	Phalguni Mukhopadhyaya (30/6/22)
	Henning Struchtrup (30/6/23)
FINE:	Carolyn Butler Palmer (30/6/22)
	Yasmine Kandil (30/6/21)
GRAD:	Mauricio Garcia-Barrera (30/6/23)
	Martha McGinnis (30/6/22)
HSD:	Richard Marcy (30/6/21)
	Susan Strega (30/6/22)
HUMS:	Jason Colby (30/6/21)
	Alexandra D'Arcy (30/6/22)
LAW:	Mark Gillen (30/6/22)
	Andrew Newcombe (30/6/23)
SCIE:	Neil Burford (30/6/23)
	Mark Laidlaw (30/6/23)
SOSC:	Helen Kurki (30/6/23)
	Denise Cloutier (30/6/21)

MEMBERS ELECTED BY THE FACULTY MEMBERS

- Sections 35 (2) (g)

Janni Aragon (SOSC)	(30/6/21)
Rustom Bhiladvala (ENGR)	(30/6/23)
Erin Campbell (FINE)	(30/6/23)
Laura Cowen (SCIE)	(30/6/22)
Aaron Devor (SOSC)	(30/6/23)
Reuven Gordon (ENGR)	(30/6/21)
Fraser Hof (SCIE)	(30/6/23)
Sara Humphreys (HUM)	(30/6/21)

MEMBERS ELECTED BY THE FACULTYMEMBERS (continued)

Lynne Marks (HUM)	(30/6/21)
CindyAnn Rose-Redwood (SOSC)	(30/6/22)
Suzanne Snizek (FINE)	(30/6/23)
Victoria Wyatt (FINE)	(30/6/23)

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

Brittany Berge (LAW)	(30/6/21)
Jeffrey Bruton (GRAD)	“
Sophia Crabbe (FINE)	“
Logan Cucksey (SCIE)	“
Robyn Giffen (GRAD)	“
Benjamin Gijzen (SOSC)	“
Jonathan Granirer (SOSC)	“
Emily Hiser (SOSC)	“
Navinder Hundal (SCIE)	“
Tomas Kalyniuk (BUS)	“
Joseph Martin (GRAD)	“
Michelle Purchase (HSD)	“
Evan Roubekas (ENGR)	“
Wren Shaman (HUMS)	“
Juliet Watts (SOSC)	“
TBD (EDU)	“

MEMBERS ELECTED BY THE CONVOCATION

– Section 35 (2) (i)

David Alexander	(30/06/21)
Chandra Beaveridge	(30/06/21)
Robert Hancock	(30/06/21)
Carolyn Russell	(30/06/21)

ADDITIONAL MEMBERS - Section 35 (2) (k)

Head, Division of Medical Sciences: Bruce Wright

Member elected by the Professional Librarians:

Dean Seeman (30/06/21)

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

SECRETARY OF SENATE - Section 64 (2)

University Secretary: Carrie Andersen

BY INVITATION - Seated with specified speaking rights

Acting Vice-Provost: Susan Lewis

Assoc. VP Student Affairs: Jim Dunsdon

A/Assoc. VP Academic Planning: Robin Hicks

Registrar: Nicole Greengoe

Associate University Secretary: Ada Saab

Special Meeting of Senate
August 23, 2021

MINUTES

A special open meeting of the Senate of the University of Victoria was held on August 23, 2021 at 2:30 p.m. via Zoom.

Saul Klein, Vice-Chair of Senate, welcomed everyone to the special meeting.

1. APPROVAL OF THE AGENDA

Dr. Klein noted there was only one item of business on the agenda and no other matters would be discussed due to the nature of a special Senate meeting.

Motion: (M. Laidlaw/G. Voss)

That the agenda be approved as circulated.

CARRIED

2. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Agenda and Governance

i. Proposal to Revise the 2021 Fall Course and Exam Schedule

Ada Saab welcomed new members to the meeting. She briefly outlined the process taken for revisions to the 10-Year Sessional Calendar, and provided members with a summary of the various options considered by the Senate Committee on Agenda and Governance. She noted that the committee would examine how to handle this situation for the longer term during the coming year.

A member asked given the shortened exam period, if faculties would be mandated to assign take-home exams. Elizabeth Adjin-Tettey, Acting Associate Vice-President Academic Planning, replied that as course syllabi have not been finalized, assessments are still unknown and instructors have the flexibility to use take-home exams should they choose. Ms. Saab added that the Office of the Registrar was confident that a conflict-free exam timetable could be created without the need for mandated take-home final examinations.

In response to a question, Ms. Saab noted that while the proposal took into account the removal of a heavy Thursday instructional day, there was no way to recuperate a week-long lab block. Suggestions were made for future discussions regarding the scheduling of labs and the last day to withdraw from classes.

Motion: (R. Hancock/M. Hoorfar)

That Senate approve the revisions to the 10-Year Sessional Calendar for the Fall 2021 term to observe the September 30, 2021, National Day for Truth and Reconciliation.

CARRIED

There being no other business, the meeting was adjourned at 2:45 p.m.

Name	In Attendance	Regrets		
Adjin-Tetty, Elizabeth	<input checked="" type="checkbox"/>		Acting 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
Breau, Susan			Dean, Faculty of Law	Ex officio
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			Faculty of Science	Elected by the faculty members
Crabbe, Sophia			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			Faculty of Law	Elected by the Faculty
Greengoe, Nicole	<input checked="" type="checkbox"/>		Registrar	By Invitation
Hall, Kevin		<input checked="" type="checkbox"/>	President and Vice-Chancellor	Chair of Senate
Hallgrimsdottir, Helga	<input checked="" type="checkbox"/>		Dean, Faculty of Human and Social Development	Ex officio
Hancock, Rob	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the Faculty
Harder, Lois	<input checked="" type="checkbox"/>		Dean, Faculty of Social Sciences	Ex officio
Hier, Sean	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Hicks, Robin	<input checked="" type="checkbox"/>		Dean, Faculty of Graduate Studies	Ex officio
Hof, Fraser	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the faculty members
Holland, Samuel	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Hoorfar, Mina	<input checked="" type="checkbox"/>		Dean, Faculty of Engineering	Ex officio
Huang, Li-Shih	<input checked="" type="checkbox"/>		Faculty of Humanities	Elected by the faculty members
Hundal, Navinder	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Hundza, Sandra	<input checked="" type="checkbox"/>		Faculty of Education	Elected by the Faculty
Jack, Kylie	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Kalynchuk, Lisa	<input checked="" type="checkbox"/>		Vice-President Research and Innovation	Ex officio
Kalyniuk, Tomas			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			Acting Vice-Provost	By Invitation
Li, Alex	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Lindgren, Allana	<input checked="" type="checkbox"/>		Acting Dean, Faculty of Fine Arts	Ex officio
Loock, Peter		<input checked="" type="checkbox"/>	Dean, Faculty of Science	Ex officio
Marks, Lynne	<input checked="" type="checkbox"/>		Faculty of Humanities	Elected by the Faculty
McDonough, Graham	<input checked="" type="checkbox"/>		Faculty of Education	Elected by the Faculty
McGinnis, Martha	<input checked="" type="checkbox"/>		Faculty of Graduate Studies	Elected by the Faculty
Mucina, Devi			Faculty of Human and Social Development	Elected by the Faculty
Mukhopadhyaya, Phalguni	<input checked="" type="checkbox"/>		Faculty of Engineering	Elected by the Faculty
Newcombe, Andrew	<input checked="" type="checkbox"/>		Faculty of Law	Elected by the Faculty
Navarro, Julio			Faculty of Science	Elected by the faculty members
Rogers, Shelagh			Chancellor	Ex officio
Rose-Redwood, CindyAnn	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Risby, Kyle	<input checked="" type="checkbox"/>		Student Senator	Elected by the student societies
Russell, Carolyn	<input checked="" type="checkbox"/>		Convocation Senator	Elected by the convocation
Ryan, Maureen	<input checked="" type="checkbox"/>		Faculty of Human and Social Development	Elected by the Faculty
Saab, Ada	<input checked="" type="checkbox"/>		Associate University Secretary	By Invitation
Salem, Joseph			Faculty of Fine Arts	Elected by the Faculty
Smith, Brock			Peter B. Gustavson School of Business	Elected by the Faculty
St. Clair, Ralf		<input checked="" type="checkbox"/>	Dean, Faculty of Education	Ex officio
Struchtrup, Henning	<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			Convocation Senator	Elected by the convocation
Wiebe, Anona			Student Senator	Elected by the student societies
Wilson, Lara		<input checked="" type="checkbox"/>	Professional Librarian	Elected by the Professional Librarians
Witts, Aidan	<input checked="" type="checkbox"/>		Student Senator	Elected by the student societies
Wylie, Jaxxen	<input checked="" type="checkbox"/>		Student Senator	Elected by the student societies
Wright, Bruce	<input checked="" type="checkbox"/>		Head, Division of Medical Sciences	Additional Member
Wyatt, Victoria	<input checked="" type="checkbox"/>		Faculty of Fine Arts	Elected by the faculty members

MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

Effective July 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: 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

Dean of Law: Susan Breau

Dean of Science: Peter Loock

Dean of Social Sciences: Lois Harder

University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES

- Section 35 (2) (g)

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

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

ENGR : Phalguni Mukhopadhyaya (30/6/22)
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

2020 - 2021 Management Discussion and Analysis (Unaudited)

2020 – 2021 Audited Financial Statements



University of Victoria 2021 Management Discussion and Analysis (Unaudited)



University
of Victoria



Introduction to Management Discussion and Analysis

The attached financial statements present the financial results of the university for the year ended March 31, 2021 in accordance with Public Sector Accounting Standards, supplemented by directives set out by the Province of British Columbia and consistent with Section 23.1 of the *Budget Transparency and Accountability Act* (BTAA) of the Province of British Columbia. These statements are the consolidation of all university operations, including the results of general operations, ancillary operations, capital projects, endowment returns and spending, research grants and expenditures, etc. As required by Public Sector Accounting Standards, they also include the financial results of each of the university's 13 external entities as well as the staff pension plan. While these entities are required to be included in the financial statements, their assets are restricted for specific purposes (e.g., pension) and therefore are not available to support general operations of the university.

The objective of this Management Discussion and Analysis (MD&A) document is to assist readers of the university's financial statements to better understand the financial position and operating activities of the university for fiscal year March 31, 2021, as presented in accordance with the above reporting framework. This discussion should be read in conjunction with the annual audited financial statements and accompanying notes.

The Strategic Framework for the University of Victoria 2018-2023 articulates our vision, values and priorities in fulfilling our commitment to contributing to a better future for people, places and the planet. The framework serves as a guide to our future—setting out priorities and high-reaching goals in six key areas:

- cultivate an extraordinary academic environment;
- advance research excellence and impact;
- intensify dynamic learning;
- foster respect and reconciliation;
- promote sustainable futures; and
- engage locally and globally.

The university annually develops a Planning and Budget Framework (P&BF) which is informed by these six priorities and reflects the objectives and commitments articulated in other institutional plans: the International Plan, Indigenous Plan, Strategic Research Plan, Strategic Enrolment Management (SEM) Plan, Campus Plan, Communications and Marketing Plan, Employment Equity Plan, and other documents such as the UVic Health Initiative concept paper. The P&BF and associated financial models are developed within the context of a three-year planning cycle which provides a more realistic time frame for the development of university initiatives and allows for greater flexibility than permitted within an annual process.

The MD&A provides an overview of the university's:

- Financial Highlights;

- Financial Information;
- Operating environment;
- Financial Reporting Environment;
- Risks and Uncertainties; and
- Related Entities.

COVID-19 has had significant impacts on the university and its faculty, staff, students and other stakeholders. The notable impacts, from a financial perspective, were to revenue generating areas such as housing, food, athletics and recreation and continuing studies whose services and programs rely heavily on face to face interactions. Reduced on campus activity resulted in revenue from sales and services, for the period ended March 31, 2021, to be less than half of that generated in the prior year. Enrolment and therefore tuition revenue, however, over the year remained strong due to the university's ability to quickly pivot to a robust online learning environment. Overall expenses were down year over year due to reductions in certain expenses such as travel, utilities and cost of goods sold which were offset by significant investments to support the learning environment and ensure the health and safety of those faculty and staff who continued to come to campus for limited face to face learning and to ensure critical services continued. Strong enrolment over the year combined with reduced expenses overall resulted in a positive financial outcome for the year. This positive result will provide us the financial capacity to continue to provide incremental learning supports in the coming year as we transition back to face to face as well as invest in institutional priorities. This outcome is a direct result of the dedication, creativity and resilience of our faculty, staff and students for which we are extremely grateful.

Financial Highlights

Financial Statement Summary

Despite the challenging pandemic environment, the university ended the year with a consolidated operating surplus before donations and other adjustments related to the endowment of \$4.9 million (M) or 0.8% of total revenues. While overall there were positive results, the pandemic had a differential impact on university operations.

Consolidated revenue decreased by 6% to \$600M. This decrease reflects significant reductions in sales and non-credit tuition due to the reliance of these operations on face to face activity which was limited during the year. This significant revenue reduction was partially offset by better than anticipated enrolment which resulted in credit tuition increasing by 3% to \$163.5M, and continued support from the Province with the provincial grant revenue increasing by 6% to \$237.6M

Consolidated Expenses decreased by 2% to \$595M reflecting significant incremental investments in new technology, classroom supports such as teaching assistants and sessional instructors and costs associated with health and safety such as cleaning and classroom ambassadors offset by reduced travel, utilities, and costs of goods as well as savings from a partial hiring freeze during the year.

Consolidated assets total \$1.8 billion up from \$1.6 billion mainly as a result of 125.1M growth in portfolio investments due to strong financial markets and \$38.9M growth in tangible capital assets resulting from investments in new buildings and infrastructure renewal.

As a result of significant capital investments, debt increased by \$85.4M.

Each year the university is required to invest in capital expenditures to meet program requirements and/or address deferred maintenance. While these expenditures are made each year, for accounting purposes the expenditures are not shown as an expense in the year made. Instead, the expenditure is expensed, or amortized, over the future life of the asset. As a result, the operating surplus in the year is higher as capital expenditures are not reflected in the operating surplus.

Government Grants

Revenue from the Provincial Government in the form of grants increased by 6.4% over the previous year, due to funding for program growth in the Faculties of Engineering, Law and Human and Social Development and funding for compensation increases related to collective bargaining. Annual grants received from the Province for capital purposes including routine capital and specific project funding were \$20.2M.

Tuition and Enrolment

Overall, credit tuition increased by 3% to \$163.5M. This increase reflects a slight decline in overall student enrolment, offset by a 2% increase in domestic fees (provincial government policy limits annual domestic increases to 2%), a 3.75% increase in international fees, plus more international students paying the higher rates approved in 2018-19 (current students were grand-parented). Non-credit tuition decreased by 53.2% to \$10.2M due to reduced enrolment as a result of COVID-19 limiting our ability to provide face to face programming.

Investments

Investment income is comprised of both returns on endowments and returns on short-term investments. The university's endowment investments are held in the University of Victoria Foundation and have a fair value of \$525M. The endowments had a return of 18.7% for the year (2020 – loss of 3.8%) across its six investment mandates. Working capital investments held within the university returned 2.7% for the year (2020 – 2.5%).

Major Capital Activity

In 2018/19, the university received approval from the Province to borrow \$123M to partially finance a new 620 bed student housing and dining project. Construction activity started in 2019/20 with the first building scheduled for completion in 2022 and the second in 2023. The project will be the first Passive House construction on campus, reflecting the universities' commitment to sustainability and carbon reduction. The approved budget for the project is \$228.8M. As of March 31, 2021, total spending on the student housing and dining project is \$62.3M.

Financial Implications of COVID-19 Novel Virus

In the last quarter of 2019/20 the COVID-19 outbreak was declared a pandemic by the World Health Organization. The financial impacts of this pandemic have been felt by governments, businesses and institutions around the world through stock market instability, loss of revenue, distribution of financial supports to individuals and sectors, and increased costs to address health and safety requirements.

As noted above, for 2020/21, COVID-19 has materially affected the operations of the

university. From a financial perspective the most significant impacts were to the revenue of our housing, food services, athletic and recreation, parking, bookstore and continuing studies operations, resulting in a decrease in sales of services and products of 56.8% to \$30.3M and non-credit tuition of 53.2% to \$10.2M.

Endowment investments, which were impacted by the downturn in the market in March 2020, recovered to their pre-pandemic market values. In accordance with Public Sector Accounting Standards, unrealized gains and losses on restricted endowment investments are not usually reflected in the surplus for the year, but instead are included in deferred contributions.

While overall expenses were down, significant investments were required to pivot to an online teaching environment, provide supports to faculty and students and to maintain campus health and safety. Investments will continue to be required in 2021/22 as we plan for a transition back to face to face for fall 2021. This gradual transition back to campus will allow for growth in sales and services and non-credit tuition though it will likely take time to return to pre-pandemic levels.

Financial Information

Financial Assets

Financial assets are defined as assets available to discharge existing liabilities or finance future operations. During the year, they increased 39% to \$552M.

<i>In thousands of dollars</i>	2021	2020
Cash and cash equivalents	167,136	148,780
Accounts receivable	17,127	20,394
Due from governments	7,037	13,790
Inventories for resale	1,386	1,604
Portfolio investments	291,388	166,319
Derivatives	19,494	-
Loans receivable	24,550	24,610
Employee future benefits	15,706	14,082
Investments in gov't business enterprises	8,621	9,195
Total Financial Assets	552,445	398,774

Cash and cash equivalents increased by \$18.4M, reflecting funding received in advance of expenditures. Accounts receivable decreased by \$3.3M and Due from governments increased by \$6.8M, reflecting timing differences and year end funding. Portfolio investments, which include the university's long-term working capital, investments underlying endowment expendable funds, investments related to sinking funds held for provincial debt, and supplemental pension obligations, increased by \$125.1M due largely to the UVic Foundation's endowment investments which recovered from the market downturn in March 2020. In 2020/21, the university entered into two interest rate swaps for the debt related to the student housing and dining project in order to reduce risk of interest rate volatility. As of March 31, 2021, the market value of the university's derivatives is \$19.5M (2020 - \$1.2M liability).

Employee future benefits represent a future asset for the Staff Pension Plan and liabilities for supplemental pension obligations, vested sick leave entitlements, and group life insurance plans. Investments in government business enterprises represent the equity held in controlled business operations of Heritage Realty Properties Ltd, the Vancouver Island Technology Park Trust, and GSB Executive Education Inc.

Liabilities

Liabilities increased by 23.2% to \$873M.

<i>In thousands of dollars</i>	2021	2020
Accounts payable	47,710	35,902
Derivatives	-	1,151
Due to governments	1,748	6,370
Deferred revenue	19,288	17,017
Deferred contributions	241,943	173,404
Deferred capital contributions	430,999	428,738
Debt	131,183	45,747
Total Liabilities	872,871	708,329

Deferred contributions are externally restricted revenue that is not recognized until related expenses are incurred (e.g., research grants). Deferred contributions increased by \$68.5M due to accumulated unrealized gains on restricted endowment investments of \$85.6M (2020 - \$0.9M). Deferred capital contributions are externally restricted contributions for investment in capital assets amortized over the life of the related tangible capital assets. During the year, deferred capital contributions increased by a net \$2.3M resulting from contributions of \$29.7M less amortization of \$27.4M. Debt increased by \$85.4M resulting from new borrowing for the student housing and dining (SHD) project offset by scheduled debt repayments.

Non-financial Assets

Non-financial assets increased by 4.9% to \$1,240M.

<i>In thousands of dollars</i>	2021	2020
Tangible capital assets	824,755	785,843
Restricted endowment investments	392,775	375,802
Inventories held for use	2,384	2,338
Prepaid expense	19,851	18,285
Total Non-Financial Assets	1,239,765	1,182,268

Tangible capital assets include land, buildings, site improvements, library holdings, computers, equipment and furnishings but excludes \$11.1M of artwork and collections, as these are expensed under PSAS accounting. The net increase in tangible capital assets of \$38.9M is due to additions of \$87.6M less amortization of \$47.2M and a loss of \$1.5M representing the net book value of Emily Carr, Margaret Newton and the Cadboro Common buildings deconstructed as part of the SHD project. The largest single capital asset addition was related to the SHD Project.

Restricted endowment investments represent the portion of endowment investments related to the restricted principal funds (i.e., original donations) plus capitalized inflation. During the year, they increased \$18.5M due to donations of \$14.3M and capitalized investment income of \$4.2M. Restricted endowment assets are considered “non-financial,” as the funds have a restricted purpose and cannot be used to meet the liabilities of the university.

Accumulated surplus

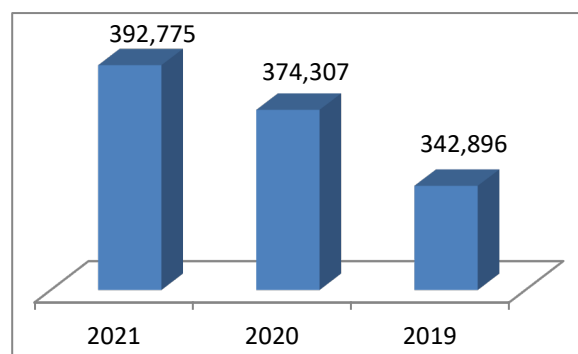
Accumulated surplus represents the university’s residual interest in its assets after deducting liabilities (net assets). It increased by 5.3% to \$919M.

<i>In thousands of dollars</i>	2021	2020
Endowment	392,775	374,307
Invested in capital assets	282,858	331,604
Internally restricted	156,741	131,997
Unrestricted	58,708	29,776
Remeasurement gains	28,257	5,029
Accumulated surplus	919,339	872,713

The majority of accumulated surplus is unavailable to fund operations as it is either restricted or has already been used to invest in buildings, equipment and other capital assets. Endowment, Invested in capital assets, and Internally restricted are described in the following sections. Unrestricted surplus consists primarily of balances arising from ancillary operations such as student housing, and other entities that are consolidated in the Financial Statements (see related entities below). Remeasurement gains represent unrealized gains on university unrestricted or quasi endowment funds and the university’s working capital arising after April 1, 2012 (the effective date of the new Public Sector Accounting Standard financial instrument standard).

Accumulated Surplus – Endowment

Endowments increased by 4.9% to \$393M.



The university’s endowments are held by the UVic Foundation. Accumulated surplus-endowment consists of restricted donations and capitalized investment income, which is required to be maintained intact in perpetuity in order to

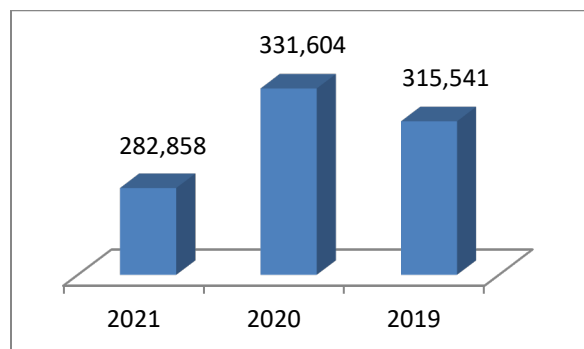
support donor specified activities. The investment income generated from endowments must be used in accordance with the various purposes stipulated by the donors. At March 31, 2021 there were 1,453 individual endowment funds providing \$15.8M (2020 - \$15.9M) in annual funding.

Per donor wishes and UVic Foundation policy, the economic value of the endowments must be protected by restricting the amounts that can be expended and capitalizing a portion of investment income in order to maintain purchasing power against inflation.

Each endowment has an income stabilization account which is recorded as deferred contributions in order to provide a cushion against market fluctuations. At March 31st the stabilization account balance is \$122.4M or 30% of endowment principal.

Accumulated Surplus – Invested in Capital Assets

Accumulated surplus invested in capital assets decreased by 14.7% to \$283M.

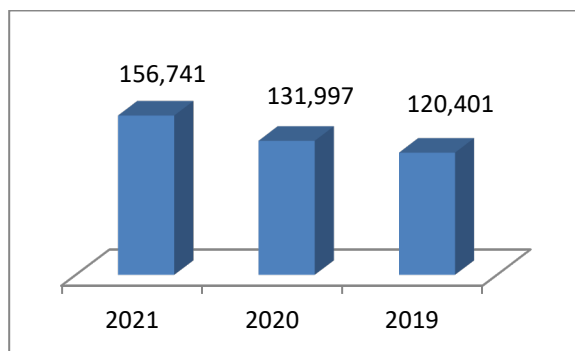


Accumulated surplus invested in capital assets is the amount of internal university funds used for the acquisition of capital assets less amortization of those capital assets. The following comprises the balance of accumulated surplus invested in capital assets:

<i>(in thousands of dollars)</i>	2021	2020
Land	22,582	22,582
Site development	10,647	11,125
Buildings	319,037	280,915
Equipment	29,633	29,865
Library acquisitions	11,858	12,619
Sinking funds	12,043	11,308
Less debt repayments	(122,942)	(36,810)
Invested in capital assets	282,858	331,604

Accumulated Surplus – Internally Restricted

Accumulated surplus-internally restricted increased by 18.7% to \$157M.



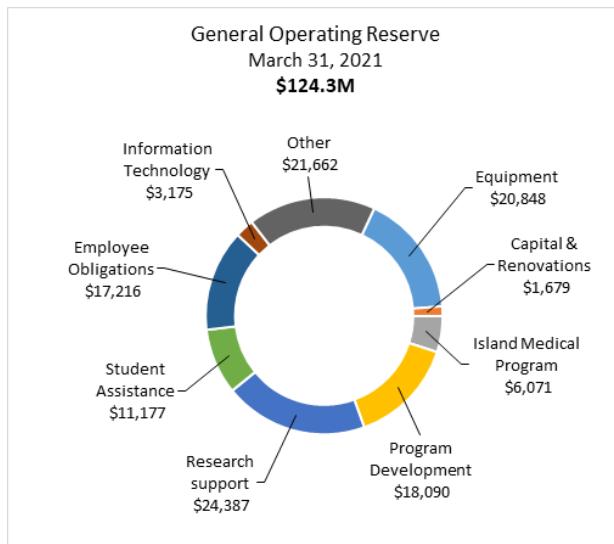
Accumulated surplus - internally restricted consists of balances appropriated by the university Board of Governors for employee commitments, equipment replacement, capital improvements, program development, research support and other non-recurring expenditures. Due to Provincial government restrictions on external borrowing by the university, these funds are used on a temporary basis to finance capital projects that will generate future revenues. The reserves are also offset by future liabilities for certain employee benefits. The overall increase in accumulated surplus is mainly a result of a \$13M increase in general operating reserves, a reduction of \$15M in internal loans due to new external financing for the SHD project, a \$3M positive actuarial valuation for the staff pension plan offset by an increase in vacation liability and reduced ancillary reserves.

Balances are made up as follows:

<i>(in thousands of dollars)</i>	2021	2020
General operating	124,304	111,755
Ancillary enterprises	14,854	18,783
Capital	583	(13,943)
Less: Vacation pay	(11,189)	(9,371)
Add: Staff pension	28,189	24,773
Total internally restricted	156,741	131,997

General operating reserves increased by 11.2% to \$124.3M.

General operating funds consist of:



Operating Surplus

The operating surplus was \$4.9M or 0.8% of total revenues (\$32.5M or 5.1% for the prior year). The main reasons for the surplus, with comparison to the prior year are as follows:

<i>(in thousands of dollars)</i>	2021	2020
<u>Designated Items</u>		
Staff Pension actuarial gain	3,416	2,667
Ancillary fund surplus/(deficit)	(9,638)	6,250
Invested in tangible capital assets	9,357	22,300

Non-Designated Items

Operating fund surplus	6,329	2,621
Other	(4,534)	(1,341)
Operating surplus	4,930	32,497

Revenue

Revenue decreased by 6.1% to \$600M.

<i>(in thousands of dollars)</i>	2021	2020
Government grants & contracts	323,352	309,238
Tuition & student fees	173,715	180,968
Donations, non-government grants & contracts	17,387	19,141
Sales of services & products	30,331	70,244
Investment income	23,458	23,834
Income/(loss) from business enterprises	(43)	2,055
Amortization of deferred capital contributions	27,427	26,037
Other revenue	5,732	7,408
Loss on disposal of assets	(1,489)	-
Total Revenue	599,870	638,925

Government grants and contracts revenue is received from the Province of B.C. (73%), the Government of Canada (22%), and other governments (5%). Revenue from the Province increased by \$14.3M overall, due mainly to funding for program growth in several faculties as noted above and funding related to salary increases resulting from collective bargaining. Tuition and student fees decreased by \$7.3M, or 4.0%, due primarily to a decrease in non-credit tuition. Credit tuition increased mainly as a result of fees increases to domestic tuition (2%) and international tuition (3.75%) plus more international students paying the higher rates approved in 2018-19 (current students were grand-parented). Investment income was comparable with prior year however sales of

services & products was down significantly (\$40M) due to limited on campus activity and income from business enterprises had an overall loss due to business closures or limited operations during the year due to COVID-19.

Expenses

Expenses decreased by 1.9% to \$595M. Expenses reported by object were as follows:

<i>(in thousands of dollars)</i>	2021	2020
Salaries and benefits	402,170	393,512
Travel	1,868	15,267
Supplies and services	81,842	88,150
Utilities	7,159	8,780
Scholarships and bursaries	47,154	40,908
Cost of goods sold	5,127	12,122
Interest on long term debt	2,446	1,975
Amortization	47,174	45,714
Total Expenses	594,940	606,428

Salaries and benefits represent 68% of total expenses and increased by \$8.7M due to progression through the ranks, negotiated settlements with the university's faculty, professional and support staff and incremental supports for online learning. Travel, supplies and services, and cost of goods sold all declined as a result of COVID-19 restrictions and remote working. Scholarships and Bursaries increased 15.3% reflecting additional supports to student given the difficult employment environment over the last year.

Expenses reported by function were as follows:

<i>(in thousands of dollars)</i>	2021	2020
Instruction and non-sponsored research	245,874	249,911
Academic and student support	145,119	153,735

Administrative support and general expenses	26,596	22,738
Facilities operations and maintenance	54,797	54,846
Sponsored Research	109,337	111,956
External engagement	13,217	13,242
Total Expenses	594,940	606,428

While significant investments were made to support online and health and safety, expenses across most functions declined during the year, reflecting slowed activity in a remote working environment, early hiring delay until enrolment was better known and significantly reduced operations in revenue generating areas. Administrative support and general expenses increased as a result of waiving internal financing costs for ancillary operations which is reflected in this function.

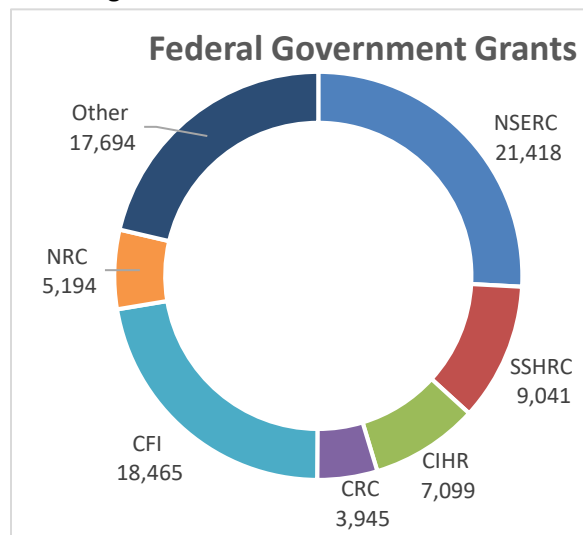
Sponsored Research Contributions

Sponsored research revenue decreased by 1.1% to \$108.8M.

<i>(in thousands of dollars)</i>	2021	2020
Province of B.C.	8,633	11,280
Federal government	82,856	79,999
Other governments	9,362	9,117
Gifts, grants & bequests	12,365	12,355
Sales of services	2,690	4,072
Other revenue	<u>987</u>	<u>1,249</u>
Total contributions	116,893	118,072
Transfer (to)/from deferred contributions	(8,133)	(8,099)
Sponsored research revenue	108,760	109,973

In addition to the above, the university also received \$6.8M from the Tri-council for research support funds, which is recorded in the general operating fund.

Federal government grants are comprised of the following:



In 2021, the university ranked third amongst Canadian comprehensive research-intensive universities in total research funding, first in NSERC/CIHR grants and fifth in SSHRC grants.

Operating Environment

The global pandemic, as it has everywhere, significantly altered university operations over the last year. Due to our long tradition of providing quality on-line delivery for some programs we were able to quickly transition to online in March 2020 and to a full on-line environment for our summer term. Technology and other Investments to support online learning provided the infrastructure necessary to be predominantly online for the full 2020/21 academic year. Work safe plans and investments in health and safety allowed some classes (mainly graduate) to be delivered face to face, critical campus operations to continue, research labs to reopen during the year and some campus amenities to be provided for the campus community, albeit in a limited capacity.

While revenues from housing, dining, athletics and recreation programs, continuing studies and retail operations were significantly impacted due to reduced activities, enrolments remained strong in 2020/21 and therefore overall financial results were better than forecasted. Summer term enrolment for 2021 continues to be strong. This, combined with news that all adults within BC will have access to two vaccinations before September 2021, provides optimism for the coming year. We anticipate enrolment levels to be on par with the prior year and for revenues from those areas significantly impacted in 2020/21 to grow through the year as restrictions relax and activities return to more normal levels.

As we transition back to face to face there will be increased costs to ensure the continued health and safety of the campus, infrastructure costs to support hybrid learning and working and incremental resources required to ensure a quality learning and student experience.

Contractual obligations related to salaries and rising costs associated with library acquisitions information technology, and research infrastructure have put pressure on financial planning.

UVic's physical infrastructure requires further renewal and enhancement – priorities have been identified in the Capital Plan to address deferred maintenance, enhance or repurpose current spaces and increase academic and research space for those areas with the greatest pressures. Government contributes towards these capital costs; however, fundraising and university resources are important funding sources for these infrastructure priorities.

Budget plans have been developed that contemplate the above revenue and cost

pressures while ensuring sufficient flexibility should revenues be less than anticipated over the coming year. For example, the 2021/22 budget includes \$14M to support the transition to face to face. Post secondary institutions in BC, including the university, in partnership with the provincial government, have developed the *Return to Campus Primer* which provides guidance for planning for a full return to on-campus teaching, learning and research in September 2021.

The university is dedicated to continuing to meet the needs of our students, staff and faculty during this global challenge and as we transition back to more normal operations. We are committed to continuing to provide high-quality academic programs and services while keeping the health and safety of our students, faculty and staff at the centre of decision making.

In this way UVic will continue to deliver on our commitments to our people, our partners and our local and global communities, and will ensure that UVic is the Canadian research university that best integrates outstanding scholarship, engaged learning and real-life involvement to contribute to a better future for people and the planet.

Financial Reporting Environment

The university is part of the Government Reporting Entity (GRE) of the Province of B.C. and, as such, is required to present its financial statements in accordance with Section 23.1 of the Budget Transparency and Accountability Act supplemented by directives set out by the Province of British Columbia. The Province has directed that PSAS be adopted without the PS4200 not-for-profit elections and that all restricted contributions received for acquiring

tangible capital assets be deferred as Deferred Capital Contributions and recognized in revenue at the same rate that the amortization of the related tangible capital asset is recorded. Some highlights of the reporting framework presentations are as follows:

The Statement of Financial Position reflects a “Net Debt model” and presents Net Debt as the difference between liabilities and financial assets and is intended to measure the university’s future revenue requirements or its ability to finance its activities. Net debt at March 31, 2021 is \$(320M) but includes \$431M of Deferred Capital Contribution liabilities that would likely never be repaid, thus bringing into question its relevance. The Statement of Financial Position also presents an Accumulated Surplus of \$919M, representing the university’s net assets. A breakdown of this balance is disclosed on the Statement of Financial Position, and in the notes, to communicate to readers of the financial statements that this figure mostly represents restricted, spent or committed funds.

The Statement of Operations reports revenues, functional expenses and budget figures for the university’s consolidated operations. Endowment donations and investment income capitalized to endowment principal, that used to be recorded as direct increases in net assets, are recorded on the Statement of Operations as Restricted Endowment Contributions and included in Annual Operating Surplus, even though they are not available to fund operational expenses.

Remeasurement gains and losses, representing unrealized gains and losses on unrestricted investments, derivatives and foreign currency, are reported on a separate statement and as a separate category of Accumulated Surplus rather than being included with the other components

of investment income on the Statement of Operations. This effectively limits the ability to fund expenses from unrealized gains. Accumulated remeasurement gains commenced as of April 1, 2012 onward, reflecting the prospective implementation of the PSAS financial instrument standard.

A Statement of Changes in Net Debt summarizes the key changes in Net Debt and provides information on how net debt is impacted by expenditures for, and amortization of, capital assets, changes in other non-financial assets, net remeasurement gains/losses and the annual surplus.

Risks and Uncertainties

The university operates in an increasingly more complex environment with many factors that are outside of the control of the university. The current global pandemic is such a factor. The university uses an Enterprise Risk Management approach and develops risk mitigation strategies to reduce the impact where possible. The major risks that can affect the university from a financial perspective are as shown below. The university has institutional risk appetite statements that help guide decision making across all areas of campus.

Provincial funding

Provincial government grants are a significant component of revenue in the university's operating budget. Funding for this source is not guaranteed year to year and provincial policy changes can significantly affect institutional budgets. Examples in the past include provincial policy to cap domestic tuition, unexpected grants reductions and the introduction of the employer health tax in 2018. As operating grants are provided and approved for one year only,

there is significant uncertainty year to year with respect to the university's operating funding.

Student recruitment and retention

Enrolment levels can be affected by the economy, competition and the world economic environment. As noted above, the current global pandemic brings significant uncertainty with respect to student recruitment and retention. While the university's plans for the coming year include mainly face to face instruction in the fall, international students may encounter barriers to coming to Canada such as student visa processing, travel restrictions and the requirement to quarantine which adds costs to their education. International enrolment has increased and UVic has a greater reliance on international students in order to achieve expected tuition revenues.

Pensions and Employee Future Benefits

The university has two pension plans for its faculty, Professional Employee Association members, management exempt and executive (Combination Plan and Money Purchase Plan) and one plan for members of CUPE and exempt clerical staff (Staff Plan). The actuarial valuation of the Combination Plan, with an effective date of December 31, 2018, shows that the Plan is fully funded. The last valuation for the Staff Pension Plan was December 31, 2019, which resulted in a going concern surplus funded ratio of 117% of liabilities but a solvency funded ratio of 78%. The Pension Benefits Standards Regulation was amended effective December 31, 2019; the amendment introduced new going concern and funding methodologies. The solvency funding target is now 85%; a letter of credit may be secured in lieu of making payments. The University has arranged a letter of credit to secure the solvency deficiency payment.

While many other post-secondary institutions in BC and in other provinces are not required to meet a solvency test, this requirement for the university resulted in a cost of \$341,000 for 2020/21. The next valuation date is December 31, 2022 with a filing requirement of September 2023.

Deferred Maintenance

As the university ages, the risk related to deferred maintenance increases. Priority projects to address deferred maintenance include renewal and seismic upgrading of some of our older buildings. Some priority deferred maintenance projects are addressed annually however these budgets are limited. Significant major capital renewal funding is needed as outlined in the university's 5 year capital plan.

Related Entities

The university's consolidated financial statements include the following related entities:

University Foundations

The University of Victoria Foundation, Foundation for the University of Victoria and U.S. Foundation for the University of Victoria receive and manage the university's endowment funds. The Foundations are tax exempt as a registered charity, agent of the Crown or charitable organization, respectively. They are consolidated in the university's financial statements.

TRIUMF and WCUMSS

The university participates in two non-profit research joint ventures with other universities. TRIUMF is Canada's national laboratory for particle and nuclear physics. The university is one of fourteen members. The Western Canadian Universities Marine Sciences Society (WCUMSS) operates a marine research facility

located at Bamfield, B.C. The university is one of five members. The university's interest in these two government partnerships is proportionately consolidated in the university's financial statements.

Heritage Realty Properties and VITP Trust

The university controls three taxable business enterprises. Heritage Realty Properties Ltd. manages the rental properties, hotel and brew-pub operation donated by the late Michael C. Williams. The Vancouver Island Technology Park Trust (VITP) provides leased space to high-technology companies on Vancouver Island. Both enterprises are accounted for in the university's financial statements on the modified equity basis.

GSB Executive Education Inc.

This taxable business enterprise was created to deliver executive education services by the UVic Gustavson School of Business. It is accounted for in the university's financial statements on the modified equity basis.

UVic Properties Investments Inc.

University of Victoria Properties Investments Inc. manages the university's real estate holdings including the Marine Technology Centre and the Queenswood Campus, and acts as trustee for the Vancouver Island Technology Park Trust. UVic Properties is consolidated in the university's financial statements.

UVic Industry Partnerships

UVic Industry Partnerships is a taxable corporation that facilitates research partnerships between the private sector and the university by assisting with intellectual property management and commercialization of research discoveries. It is consolidated in the university's financial statements.

Ocean Networks Canada Society

Ocean Networks Canada Society is a non-profit society that manages the University's two ocean observatories, VENUS and NEPTUNE. It is consolidated in the university's financial statements.

Pacific Climate Impacts Consortium

The Pacific Climate Impacts Consortium is a non-profit organization that furthers the understanding of the climate system, its variability and potential for change and the application of that understanding to decision making in both the public and private sectors. It is consolidated in the university's financial statements.

Byron Price & Associates Ltd.

Byron Price and Associates Ltd. is a taxable business enterprise donated to the university, which holds land located in North Saanich. It is consolidated in the university's financial statements.

Consolidated Financial Statements of

UNIVERSITY OF VICTORIA

And Independent Auditor's Report Thereon

Year ended March 31, 2021



University
of Victoria



STATEMENT OF ADMINISTRATIVE RESPONSIBILITY FOR FINANCIAL STATEMENTS

The University is responsible for the preparation and presentation of the accompanying consolidated financial statements, including responsibility for significant accounting judgments and estimates in accordance with Canadian public sector accounting standards and Treasury Board direction outlined in note 2 (a). This responsibility includes selecting appropriate accounting principles and methods and making decisions affecting measurement of transactions in which objective judgment is required. In fulfilling its responsibilities and recognizing the limits inherent in all systems, the University's management has developed and maintains a system of internal controls designed to provide reasonable assurance that the University assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of financial statements. The system of internal controls is monitored by the University's management.

The Board of Governors carries out its responsibility for review of the financial statements principally through its audit committee. The members of the Audit Committee are not officers or employees of the University. The Audit Committee meets with management and with the internal and external auditors to discuss the results of audit examinations and financial reporting matters. The auditors have full access to the Audit Committee, with and without the presence of management.

The consolidated financial statements have been examined by KPMG LLP, an independent firm of Chartered Professional Accountants. The Independent Auditors' Report outlines the nature of the examination and the opinion on the consolidated financial statements of the University for the year ended March 31, 2021.

On behalf of the University:

_____ Chair, Board of Governors

_____ Acting Vice-President Finance and Operations



University
of Victoria

INDEPENDENT AUDITORS' REPORT

To the Board of Governors of the University of Victoria, and
To the Minister of Advanced Education, Skills & Training, Province of British Columbia

Opinion

We have audited the consolidated financial statements of the University of Victoria (the "Entity"), which comprise:

- the consolidated statement of financial position as at March 31, 2021
- the consolidated statement of operations and accumulated surplus for the year then ended
- the consolidated statement of changes in net debt for the year then ended
- the consolidated statement of remeasurement gains and losses for the year then ended
- the consolidated statement of cash flows for the year then ended
- and notes to the consolidated financial statements, including a summary of significant accounting policies

(hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements as at and for the year ended March 31, 2021 of the Entity are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "**Auditors' Responsibilities for the Audit of the Financial Statements**" section of our auditors' report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter - Financial Reporting Framework

We draw attention to note 2 to the financial statements which describes the applicable financial reporting framework and the significant differences between that financial reporting framework and Canadian public sector accounting standards.

Our opinion is not modified in respect of this matter.

Other Information

Management is responsible for the other information. Other information comprises:

- Information, other than the financial statements and the auditors' report thereon, included in the Management Discussion and Analysis.

Our opinion on the financial statements does not cover the other information and we do not and will not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

We obtained the Information, other than the financial statements and the auditors' report thereon, included in the Management Discussion and Analysis as at the date of this auditors' report. If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact in the auditors' report.

We have nothing to report in this regard.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the Entity to express an opinion on the financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.



Chartered Professional Accountants

Victoria, Canada
May 31, 2021

UNIVERSITY OF VICTORIA
Consolidated Statement of Financial Position

As at March 31, 2021
(in thousands of dollars)

		2021	2020
Financial Assets			
Cash and cash equivalents	(Note 3)	\$ 167,136	\$ 148,780
Accounts receivable	(Note 4)	17,127	20,394
Due from governments	(Note 5)	7,037	13,790
Inventories for resale		1,386	1,604
Portfolio investments	(Note 6)	291,388	166,319
Derivatives	(Note 6)	19,494	-
Loans receivable	(Note 7)	24,550	24,610
Employee future benefits	(Note 8)	15,706	14,082
Investments in government business enterprises	(Note 9)	8,621	9,195
		552,445	398,774
Liabilities			
Accounts payable and accrued liabilities	(Note 11)	47,710	35,902
Derivatives	(Note 6)	-	1,151
Due to governments		1,748	6,370
Deferred revenue		19,288	17,017
Deferred contributions	(Note 12)	241,943	173,404
Deferred capital contributions	(Note 13)	430,999	428,738
Debt	(Note 14)	131,183	45,747
		872,871	708,329
Net debt		(320,426)	(309,555)
Non-financial Assets			
Tangible capital assets	(Note 15)	824,755	785,843
Restricted endowment investments	(Note 6)	392,775	375,802
Inventories held for use		2,384	2,338
Prepaid expenses		19,851	18,285
		1,239,765	1,182,268
Accumulated surplus	(Note 17)	919,339	\$ 872,713
Accumulated surplus is comprised of:			
Endowments	(Note 18)	\$ 392,775	\$ 374,307
Invested in capital assets		282,858	331,604
Internally restricted		156,741	131,997
Unrestricted		58,708	29,776
Accumulated operating surplus		891,082	867,684
Accumulated remeasurement gains		28,257	5,029
Accumulated surplus		\$ 919,339	\$ 872,713

Contractual rights (Note 19)
Contractual obligations (Note 20)

Contingent liabilities (Note 21)

On behalf of the Board:

The accompanying notes are an integral part of these financial statements.



UNIVERSITY OF VICTORIA
Consolidated Statement of Operations and Accumulated Surplus

Year ended March 31, 2021
(in thousands of dollars)

	Budget (Note 2(o))	2021	2020
Revenue:			
Province of British Columbia grants	\$ 221,000	\$ 237,562	\$ 223,274
Government of Canada grants	67,000	70,278	69,593
Other government grants	17,800	15,512	16,371
Student tuition - credit courses	144,447	163,543	159,228
Student tuition - non-credit courses	20,000	10,172	21,740
Donations, non-government grants and contracts	17,800	17,387	19,141
Sales of services and products	32,230	30,331	70,244
Investment income	23,400	23,458	23,834
Income/(loss) from government business enterprises	600	(43)	2,055
Other revenue	7,368	5,732	7,408
Revenue recognized from deferred capital contributions	27,886	27,427	26,037
Loss on disposal of capital assets		(1,489)	-
	579,531	599,870	638,925
Expenses: (Note 22)			
Instruction and non-sponsored research	255,410	245,874	249,911
Academic and student support	144,042	145,119	153,735
Administrative support and general expenses	23,783	26,596	22,738
Facility operations and maintenance	56,956	54,797	54,846
Sponsored research	114,180	109,337	111,956
External engagement	13,268	13,217	13,242
	607,639	594,940	606,428
Annual operating surplus (deficit)	(28,108)	4,930	32,497
Restricted endowment contributions			
Endowment principal donations	8,000	14,327	8,730
Donations capitalized	8,000	2,606	7,880
	16,000	16,933	16,610
Funding of previous years capitalizations to endowment		1,535	14,801
Annual surplus	(12,108)	23,398	63,908
Accumulated operating surplus, beginning of year	867,684	867,684	803,776
Accumulated operating surplus, end of year	\$ 855,576	\$ 891,082	\$ 867,684

The accompanying notes are an integral part of these financial statements.



UNIVERSITY OF VICTORIA
Consolidated Statement of Changes in Net Debt

Year ended March 31, 2021
(in thousands of dollars)

	Budget <i>(Note 2(o))</i>	2021	2020
Annual surplus (deficit)	\$ (12,108)	\$ 23,398	\$ 63,908
Acquisition of tangible capital assets	(95,248)	(87,575)	(66,418)
Amortization of tangible capital assets	47,974	47,174	45,714
Loss on disposal of capital assets		1,489	-
	(47,274)	(38,912)	(20,704)
Sale of restricted endowment investments		(16,973)	(16,685)
Acquisition of inventories held for use		(1,149)	(1,352)
Acquisition of prepaid expense		(18,807)	(17,945)
Consumption of inventories held for use		1,103	1,181
Use of prepaid expense		17,241	15,931
		(18,585)	(18,870)
Net remeasurement gains (losses)		23,228	(17,184)
Decrease (increase) in net debt	(59,382)	(10,871)	7,150
Net debt, beginning of year	(309,555)	(309,555)	(316,705)
Net debt, end of year	\$ (368,937)	\$ (320,426)	\$ (309,555)

The accompanying notes are an integral part of these financial statements.



UNIVERSITY OF VICTORIA

Consolidated Statement of Remeasurement Gains and Losses

Year ended March 31, 2021

(in thousands of dollars)

	2021	2020
Accumulated remeasurement gains, beginning	\$ 5,029	\$ 22,213
Unrealized gains (losses) attributed to:		
Portfolio investments	2,571	(17,318)
Derivatives	20,645	(276)
Foreign currency translation	12	410
Net remeasurement gains (losses) for the year	23,228	(17,184)
Accumulated remeasurement gains, end of year	\$ 28,257	\$ 5,029

The accompanying notes are an integral part of these financial statements.



UNIVERSITY OF VICTORIA

Consolidated Statement of Cash Flows

Year ended March 31, 2021

(in thousands of dollars)

	2021	2020
Cash provided by (used in):		
Operations:		
Annual surplus	\$ 23,398	\$ 63,908
Items not involving cash		
Amortization of tangible capital assets	47,174	45,714
Revenue recognized from deferred capital contributions	(27,427)	(26,037)
Change in employee future benefits	(1,624)	(3,205)
Equity in income of government business enterprises	574	(1,379)
Unrealized remeasurement gains on foreign exchange	12	410
Loss on disposal of capital assets	1,489	-
Changes in non-cash operating working capital:		
Decrease in accounts receivable	3,267	(3,180)
Decrease in loans receivable	60	425
Decrease (increase) in inventories	172	(118)
Increase in prepaid expenses	(1,566)	(2,014)
Increase in accounts payable and accrued liabilities	11,808	2,100
Decrease (increase) in due to/from government organizations	2,131	(5,105)
Increase (decrease) in deferred revenue	2,271	(2,784)
Decrease in deferred contributions	68,539	(25,251)
Net change from operating activities	130,278	43,484
Capital activities:		
Acquisition of tangible capital assets	(87,575)	(66,418)
Net change from capital activities	(87,575)	(66,418)
Investing activities:		
Net sale (acquisition) of portfolio investments	(60,294)	20,629
Net acquisition of endowment investments	(79,177)	(16,685)
Net change from investing activities	(139,471)	3,944
Financing activities:		
Proceeds of debt	87,114	-
Repayment of debt	(1,678)	(2,086)
Deferred capital contributions	29,688	33,423
Net change from financing activities	115,124	31,337
Net change in cash and cash equivalents	18,356	12,347
Cash and cash equivalents, beginning of year	148,780	136,433
Cash and cash equivalents, end of year	\$ 167,136	\$ 148,780

The accompanying notes are an integral part of these financial statements.

UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

1. Authority, purpose and COVID-19

The University of Victoria (the “University”) operates under the authority of the *University Act* of British Columbia. The University is a not-for-profit entity governed by a 15 member Board of Governors, eight of whom are appointed by the government of British Columbia including two on the recommendation of the Alumni Association. The University is a registered charity and is exempt from income taxes under section 149 of the *Income Tax Act*.

On March 11, 2020, the COVID- 19 outbreak was declared a pandemic by the World Health Organization. This resulted in governments worldwide, including the Canadian federal and provincial governments enacting emergency measures to combat the spread of the virus. The economic conditions and the University’s response to the pandemic had a material impact on the University’s operating results and financial position for the fiscal year March 31, 2021. While these affects are expected to be temporary, the duration of the disruption and related financial impact cannot be reasonably estimated at this time. Given the unprecedented and pervasive impact of changing circumstances surrounding the COVID-19 pandemic, there is inherently more uncertainty as compared to prior periods.

2. Summary of significant accounting policies

The consolidated financial statements of the University are prepared by management in accordance with the basis of accounting described below. Significant accounting policies of the University are as follows:

(a) Basis of accounting

The consolidated financial statements have been prepared in accordance with Section 23.1 of the *Budget Transparency and Accountability Act* of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

The *Budget Transparency and Accountability Act* requires that the consolidated financial statements be prepared in accordance with the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada, or if the Treasury Board makes a regulation, the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada as modified by the alternate standard or guideline or part thereof adopted in the regulation.

Regulation 257/2010 requires all taxpayer supported organizations in the Schools, Universities, Colleges and Hospitals sectors to adopt Canadian public sector accounting standards without any PS4200 elections related to not-for-profit accounting standards.

Regulation 198/2011 requires that restricted contributions received or receivable are to be reported as revenue depending on the nature of the restrictions on the use of the funds as follows:

- Contributions for the purposes of acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are to be deferred and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded.

UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

2. Summary of significant accounting policies (continued)

(a) Basis of accounting (continued)

- Contributions restricted for specific purposes other than those for the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the period in which the stipulation or restriction on the contributions have been met.

For British Columbia taxpayer supported organizations, these contributions include government transfers and externally restricted contributions.

The accounting policy requirements under Regulation 198/2011 are significantly different from the requirements of Canadian public sector accounting standards which requires that:

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410; and
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100.

As a result, revenue recognized in the consolidated statement of operations and accumulated surplus and certain related deferred capital contributions would be recorded differently under Canadian public sector accounting standards.

(b) Basis of consolidation

(i) Consolidated entities

The consolidated financial statements reflect the assets, liabilities, revenues, and expenses of organizations which are controlled by the University. Controlled organizations are consolidated except for government business enterprises which are accounted for by the modified equity method. Inter-organizational transactions, balances, and activities have been eliminated on consolidation.

The following organizations are controlled by the University and fully consolidated in these financial statements:

- UVic Industry Partnerships (formerly University of Victoria Innovation and Development Corporation) which facilitates research partnerships between the private sector and the University.
- University of Victoria Properties Investments Inc. which manages the University's real estate holdings including the Vancouver Island Technology Park Trust.

UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

2. Summary of significant accounting policies (continued)

(b) Basis of consolidation (continued)

(i) Consolidated entities

- Ocean Networks Canada Society which manages the University's VENUS and NEPTUNE ocean observatories.
- Pacific Climate Impacts Consortium which stimulates collaboration to produce climate information for education, policy and decision making.
- University of Victoria Foundation, the Foundation for the University of Victoria, and the U.S. Foundation for the University of Victoria which encourage the financial support of the University and administer the University's endowment funds.
- Byron Price & Associates Ltd. which holds land in North Saanich.

(ii) Investment in government business enterprises

Government business enterprises are accounted for by the modified equity method. Under this method, the University's investment in the business enterprise and its net income and other changes in equity are recorded. No adjustment is made to conform the accounting policies of the government business enterprise to those of the University other than if other comprehensive income exists, it is accounted for as an adjustment to accumulated surplus (deficit). Inter-organizational transactions and balances have not been eliminated, except for any profit or loss on transactions between entities of assets that remain within the entities controlled by the University.

The following organizations are controlled by the University and consolidated in these financial statements using the modified equity basis:

- Heritage Realty Properties Ltd. which manages the property rental and downtown hotel and brew-pub operation donated by the late Michael C. Williams.
- Vancouver Island Technology Park Trust which provides leased space to high-technology companies on Vancouver Island.
- GSB Executive Education Inc. provides executive training and other non-credit education.

(iii) Investment in government partnerships

Government partnerships that are business partnerships are accounted for by the modified equity method. Accounting policies of the business partnership are not conformed to those of the partners before the equity pick-up. The University is not party to any government business partnerships.

UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

2. Summary of significant accounting policies (continued)

(b) Basis of consolidation (continued)

(iii) Investment in government partnerships (continued)

Government partnerships that are not wholly controlled business partnerships are accounted for under the proportionate consolidation method. The University accounts for its share of the partnership on a line by line basis on the financial statements and eliminates any inter-organizational transactions and balances. Accounting policies of the partnership, which is not a business partnership, are conformed to those of the University before it is proportionately consolidated.

The following organizations are government partnerships and are proportionately consolidated in these financial statements:

- Tri-Universities Meson Facility (TRIUMF) which operates a research facility for sub-atomic physics located at the University of British Columbia. These financial statements include the University's 7.14% interest.
- Western Canadian Universities Marine Sciences Society (WCUMSS) which operates a marine research facility at Bamfield on the west coast of Vancouver Island. These financial statements include the University's 20% interest.

(iv) Trusts under administration

Trusts administered by the University are not consolidated in the financial statements as the assets are not held for the benefit of the University.

(v) Funds held in trust

Funds held in trust by the University as directed by agreement or statute for certain beneficiaries are not included in the University's consolidated financial statements.

(c) Cash and cash equivalents

Cash and cash equivalents include highly liquid investments readily convertible to known amounts of cash and subject to insignificant risk of changes in value. They are held for the purpose of meeting short-term cash commitments rather than investing.

(d) Loans receivable

Loans receivable are recorded at amortized cost. Interest is accrued on loans receivable to the extent it is deemed collectable.

UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

2. Summary of significant accounting policies (continued)

(e) Financial instruments

Financial instruments are classified into two categories: fair value or cost.

(i) Fair value category

Portfolio instruments that are quoted in an active market and derivative instruments are reflected at fair value as at the reporting date. Other financial instruments designated to be recorded at fair value are endowment and portfolio investments. Transaction costs related to the acquisition of investments are recorded as an expense. Sales and purchases of investments are recorded at trade date. Unrealized gains and losses on financial assets are recognized in the consolidated statement of remeasurement gains and losses until such time that the financial asset is derecognized due to disposal or impairment. At the time of derecognition, the related realized gains and losses are recognized in the consolidated statement of operations and accumulated surplus and related balances reversed from the consolidated statement of remeasurement gains and losses. Unrealized gains and losses in endowment investments, where earnings are restricted as to use, are recorded as deferred contributions and recognized in revenue when disposed and when related expenses are incurred. Restricted unrealized gains spent to meet current year endowment expenses or capitalization transfers are recorded in the consolidated statement of remeasurement gains and losses. Canadian public sector accounting standards require an organization to classify fair value measurements using a fair value hierarchy, which includes three levels of information that may be used to measure fair value:

- Level 1 – Unadjusted quoted market prices in an active market for identical assets or liabilities;
- Level 2 – Observable or corroborated inputs, other than level 1, such as quoted prices for similar assets or liabilities in active markets or market data for substantially the full term of the assets or liabilities; and
- Level 3 – Unobservable inputs that are supported by little or no market activity and that are significant to the fair value of the assets and liabilities.

(ii) Cost category

Gains and losses are recognized in the consolidated statement of operations and accumulated surplus when the financial asset is derecognized due to disposal or impairment and the gains and losses are recognized at amortized cost using the effective interest method; accounts payable and accrued liabilities and long-term debt are measured at amortized cost using the effective interest method.

UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

2. Summary of significant accounting policies (continued)

(ii) Cost category (continued)

The underwriting discount along with consulting fees relating to the debenture issuances are capitalized and amortized to match the term of the long-term debenture. Amortization is calculated based on the effective interest rate method.

(f) Short-term investments

Short-term investments are comprised of money market securities and other investments with maturities that are capable of prompt liquidation. Short-term investments are cashable on demand and are recorded at cost based on the transaction price on the trade date. All interest income, gains and losses are recognized in the period in which they arise.

(g) Inventories for resale

Inventories held for resale, including books, merchandise and food are recorded at the lower of cost or net realizable value. Cost includes the original purchase cost, plus shipping and applicable duties. Net realizable value is the estimated selling price less any costs to sell.

(h) Non-financial assets

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the ordinary course of operations.

(i) Tangible capital assets

Tangible capital assets are recorded at cost, which includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset. Interest is capitalized during construction whenever external debt is issued to finance the construction of tangible capital assets. The cost, less residual value of the tangible capital assets, are amortized on a straight line basis over their estimated useful lives. Land is not amortized as it is deemed to have a permanent value.

UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

2. Summary of significant accounting policies (continued)

(i) Tangible capital assets (continued)

Asset	Straight line Rate
Buildings - Concrete	50 years
Buildings - Woodframe	30 years
Buildings - Heritage	35 years
Site Improvements	30 years
Equipment - Computing	3 years
Equipment - Other	8 years
Information Systems	8 years
Furnishings	8 years
Library Holdings	10 years
Ships/Vessels	25 years

(h) Non-financial assets (continued)

(i) Tangible capital assets (continued)

Donated assets are recorded at fair value at the date of donation. In unusual circumstances where fair value cannot be reasonably determined, the tangible capital asset would be recorded at a nominal value.

Assets under construction are not amortized until the asset is available for productive use.

Tangible capital assets are written down when conditions indicate that they no longer contribute to the University's ability to provide goods and services, or when the value of future economic benefits associated with the tangible capital assets are less than their net book value.

(ii) Works of art and historic assets

Works of art and historic assets are not recorded as assets in these financial statements.

(iii) Leased capital assets

Leases which transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

(iv) Inventories held for use

Inventories held for use are recorded at the lower of cost and replacement cost.

UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

2. Summary of significant accounting policies (continued)

(i) Employee future benefits

The costs of pension and other future employee benefits are recognized on an accrual basis over the working lives of employees as detailed in Note 8.

(j) Revenue recognition

Tuition and student fees and sales of goods and services are reported as revenue at the time the services are provided or the products are delivered, and collection is reasonably assured.

Unrestricted donations and grants are recorded as revenue when receivable if the amounts can be estimated and collection is reasonably assured.

Restricted donations and grants are reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors as follows:

(i) Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or in the form of a depreciable tangible capital asset, in each case for use in providing services are recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.

(ii) Contributions restricted for specific purposes other than for those to be held in perpetuity or the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the year in which the stipulation or restriction on the contribution have been met.

(iii) Contributions restricted to be retained in perpetuity, allowing only the investment income earned thereon to be spent are recorded as restricted endowment contributions in the statement of operations and accumulated surplus for the portion to be held in perpetuity and as deferred contributions for any restricted investment income earned thereon.

Investment income includes interest recorded on an accrual basis and dividends recorded as declared, realized gains and losses on the sale of investments, and writedowns on investments where the loss in value is determined to be other-than-temporary.

(k) Pledges, gifts-in-kind and contributed services

Pledges from donors are recorded when payment is received by the University or the transfer of property is completed since their ultimate collection cannot be reasonably assured until that time. Gifts-in-kind include securities and equipment which are recorded in the financial statements at their fair market value at the time of donation. The value of contributed services is not determinable and is not recorded in the financial statements.

UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

2. Summary of significant accounting policies (continued)

(l) Use of estimates

Preparation of the financial statements in accordance with Canadian public sector accounting standards requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets, liabilities, and related disclosures. Key areas where management has made estimates and assumptions include those related to the amortization period of tangible capital assets, valuation allowances for receivables and inventories, the valuation of financial instruments and assets and obligations related to employee future benefits. Where actual results differ from these estimates and assumptions, the impact will be recorded in future periods when the difference becomes known.

(m) Foreign currency translation

Transactions in foreign currencies are translated into Canadian dollars at the exchange rate in effect on the transaction date. Monetary assets and liabilities denominated in foreign currencies and non-monetary assets and liabilities which were designated in the fair value category under the financial instrument standard are reflected in the financial statements in equivalent Canadian dollars at the exchange rate in effect on the statement of financial position date. Any gain or loss resulting from a change in rates between the transaction date and the settlement date or statement of financial position date is recognized in the consolidated statement of remeasurement gains and losses. In the period of settlement, any exchange gain or loss is reversed out of the consolidated statement of remeasurement gains and losses, and reflected in the consolidated statement of operations and accumulated surplus.

(n) Functional classification of expenses

Expenses on the consolidated statement of operations and accumulated surplus have been classified based on functional lines of service provided by the University. The outline of services provided by each function is as follows:

- (i) Instruction and non-sponsored research - This function includes expenses related to all direct educational delivery within the institution. This would include credit and non-credit courses, diploma, certificate and degree granting programs; continuing education; developmental education and on-line delivery. Costs associated with this function include the Deans, Directors and Chairs; instructional administration; and support staff and support costs related to these activities. Non-sponsored research is research activity funded by the university and includes faculty research start-ups; the Office of the Vice President of Research and Innovation and associated research projects; and research centres.

UNIVERSITY OF VICTORIA

Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

2. Summary of significant accounting policies (continued)

- (n) Functional classification of expenses (continued)
 - (ii) Academic and student support - This function includes activities that directly support the academic functions of the University as well as centralized functions that support individual students or groups of students. These include: libraries; records and admissions; scheduling; student service administration; student recruitment; co-op programming; counseling and career services; financial aid administration; scholarships and bursaries; student social development and recreation; Office of Indigenous Affairs; student computer labs. Also included are costs associated with Ancillary Operations (including interest and amortization) such as the bookstore and regalia; residence housing, food, conference and child care services.
 - (iii) Administrative support and general expenses - This function includes activities that support the institution as a whole such as the Office of the President; the University Secretary and the Board of Governors; finance and financial operations; internal audit; budget and planning; human resources; general counsel; institutional research; and a portion of informational technology and telecommunications.
 - (iv) Facility operations and maintenance - This function includes the operations and maintenance of the physical plant and plant equipment for all institutional activities; capital asset amortization expense for building, site and plant equipment; utilities; facilities administration; custodial services; landscaping and grounds keeping; major repairs and renovations; security services and capital-related interest. This function also includes the ancillary operations of parking services and the University of Victoria Broad St. properties; Heritage Realty Properties Ltd.; and University of Victoria Properties Investments Inc.
 - (v) Sponsored research - This function includes research activities specifically funded by contracts with and/or grants from external organizations and undertaken within the institution to produce research outcomes. Also included are joint ventures such as TRIUMF and WCUMSS and subsidiaries such as the Pacific Climate Impacts Consortium and Ocean Networks Canada Society, solely incorporated for sponsored research.
 - (vi) External engagement - This function includes all activities provided in support of ongoing external relations. These activities include advancement and development (fundraising); alumni relations; community and government relations; corporate relations; marketing and communications; ceremonies; and art galleries.
- (o) Budget figures

Budget figures have been provided for comparative purposes. The budget was approved by the Board of Governors of the University on September 29, 2020 and provided to the Province. The budget is reflected in the statement of operations and accumulated surplus and the statement of changes in net debt.

UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

3. Cash and cash equivalents

	2021	2020
Cash	\$ 35,127	\$ 10,069
Short-term investments	131,137	137,873
Restricted cash	872	838
	\$ 167,136	\$ 148,780

Restricted cash is comprised of an escrow account balance related to TRIUMF's asset retirement obligations.

4. Accounts receivable

	2021	2020
Revenues receivable	\$ 20,547	\$ 23,558
Accrued interest receivable	1,202	1,246
Less: provision for doubtful accounts	(4,622)	(4,410)
	\$ 17,127	\$ 20,394

5. Due from governments

	2021	2020
Federal government	\$ 5,259	\$ 12,894
Provincial government	1,407	783
Other	371	113
	\$ 7,037	\$ 13,790



UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

6. Financial instruments

Financial assets and liabilities recorded at fair value are comprised of the following:

(a) Portfolio investments

	Fair Value Hierarchy	2021	2020
Portfolio investments carried at fair value:			
Bonds	Level 2	\$ 16,656	\$ 11,460
Various pooled bond and mortgage funds	Level 1	166,339	102,167
Canadian equities	Level 1	16,412	8,978
Global equities	Level 1	64,770	27,869
Infrastructure and real estate	Level 3	21,819	14,804
		285,996	165,278
Portfolio investments at cost which approximates fair value:			
Short-term investments		4,305	512
Cash		1,037	474
Other		50	55
Total portfolio investments		\$ 291,388	\$ 166,319

(b) Restricted endowment investments

	Fair Value Hierarchy	2021	2020
Restricted endowment investments carried at fair value:			
Bonds	Level 2	\$ 40,938	\$ 52,364
Various pooled bond and mortgage funds	Level 1	46,251	52,483
Canadian equities	Level 1	43,077	42,455
Global equities	Level 1	181,799	140,323
Infrastructure and real estate	Level 3	64,933	82,676
		376,998	370,301
Restricted endowment investments at cost which approximates fair value:			
Short-term investments		12,814	2,862
Cash		2,963	2,639
Total restricted endowment investments		\$ 392,775	\$ 375,802



UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

6. Financial instruments (continued)

(c) Derivatives (See note 14 for breakdown of debt related to derivatives):

	Fair Value Hierarchy	2021	2020
Derivatives - interest rate swaps on debt quoted at fair value:			
Province of BC floating interest rate fixed at 1.86%, commencing 2023 through 2053, unsecured	Level 2	\$ 17,241	\$ -
Province of BC floating interest rate fixed at 1.90%, commencing 2024 through 2054, unsecured	Level 2	2,981	-
Royal Bank of Canada floating interest rate fixed at 5.38%, through an interest rate swap due in 2025, unsecured	Level 2	(403)	(499)
BC Immigrant Investment Fund floating interest rate fixed at 3.56%, commencing 2023 through 2033, unsecured	Level 2	(325)	(652)
Total derivatives		\$ 19,494	\$ (1,151)

7. Loans receivable

	2021	2020
Various faculty and senior administrators		
Home relocation loans, interest free for 5 years with option for further renewal unless employment ceases, secured by second mortgages	\$ 4,639	\$ 3,842
Heritage Realty Properties Ltd.		
Promissory note receivable, interest at Royal Bank Prime + 5.0%, due May 31, 2021, secured by an unregistered equitable mortgage	9,608	9,608
Vancouver Island Technology Park Trust loans receivable		
Interest at 5.13%, due April 2030, unsecured	8,242	8,936
Interest at 6.13%, due April 2030, unsecured	2,061	2,224
	\$ 24,550	\$ 24,610

UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

8. Employee future benefits

Employee future benefits arise in connection with the University's group life insurance and accumulated sick leave plans. The University also maintains pension plans, and other retirement and supplementary benefit arrangements for substantially all of its continuing employees.

Summary of employee future benefit assets:

		2021	2020
Staff pension plan	<i>(Note 8(a)(ii))</i>	\$ (28,189)	\$ (24,773)
Supplemental pension obligations	<i>(Note 8(a))</i>	8,854	7,191
Special accumulated sick leave	<i>(Note 8(b))</i>	2,738	2,627
Basic group life insurance plan		891	873
		\$ (15,706)	\$ (14,082)

(a) Pension benefits

(i) Combination plan

The pension fund for full-time continuing faculty and administrative and academic professional staff is referred to as the Combination Plan. The plan's benefits are derived primarily from defined contributions with a defined benefit minimum. The plan has been accounted for as a defined contribution plan. The employees make contributions equal to 4.00% of salary up to the year's maximum pensionable earnings ("YMPE") plus 6.00% of salary in excess of the YMPE. The University makes contributions equal to 6.37% of salary up to the YMPE plus 8.00% of salary in excess of the YMPE. The university also contributes 4.00% of salary to fund the defined benefit minimum. The latest actuarial valuation for funding purposes as at December 31, 2018 showed that the accrued formula pension benefit liabilities of the Combination Plan were fully funded. The next valuation will be as at December 31, 2021 and is expected to be completed in September 2022. A solely defined contribution plan is available for part-time faculty and administrative and academic professional staff who meet certain eligibility criteria. The University has made contributions to these two plans during the year of \$24,142,000 (2020 - \$23,731,000) and recorded them as a pension expense.

The University provides supplemental pensions in excess of those provided under registered plans. They are fully funded out of the general assets of the University. The accrued liabilities of these arrangements total \$8,854,000 as at March 31, 2021 (2020 - \$7,191,000). The University paid supplemental benefits of \$265,000 in the year (2020 - \$272,000) and recorded employee benefit expense of \$256,000 (2020 - \$169,000).



UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

8. Employee future benefits (continued)

(a) Pension benefits (continued)

(ii) Staff plan

The Staff Pension Plan (the "Plan") is a contributory defined benefit pension plan made available to regular staff employees that are eligible to join the Plan. The Plan provides pensions based on credited service and final average salary. Based on membership data as at the last actuarial valuation as at December 31, 2019, the average age of the 1,190 active employees covered by the Plan is 48.1. In addition, there are 618 former employees who are entitled to deferred pension benefits averaging \$279 per month. At December 31, 2019, there were 857 pensioners receiving an average monthly pension of \$1,000. The employees make contributions equal to 4.86% of salary that does not exceed the YMPE plus 6.61% of salary in excess of the YMPE. A separate pension fund is maintained. The University makes contributions to the plan in line with recommendations contained in the actuarial valuation. Though the University and the employees both contribute to the pension fund, the University retains the full risk of the accrued benefit obligation. The pension fund assets are invested primarily in Universe bonds and equities.

The University has made contributions to the Plan during the year of \$6,264,000 (2020 – \$5,961,000). The Plan paid benefits in the year of \$11,833,000 (2020 – \$11,410,000).

The pension asset at March 31 includes the following components:

	2021	2020
Accrued benefit obligation	\$ 255,957	\$ 242,132
Pension fund assets	(321,853)	(276,276)
	(65,896)	(34,144)
Unamortized actuarial gains	37,707	9,371
Net asset	\$ (28,189)	\$ (24,773)

Actuarial valuations are performed triennially using the projected benefit prorated method. The latest triennial actuarial valuation completed as at December 31, 2019 reported a going concern surplus and a solvency deficiency (i.e. if the plan were to be wound up on that date) of \$87,417,000. The next required valuation will be as at December 31, 2022, which will be completed in the summer of 2023. The *Pension Benefits Standards Act* of British Columbia requires minimum annual contributions or the use of letters of credit to fund a portion of the solvency deficiency. The University has chosen to arrange a letter of credit in the amount of \$28.5 million at March 31, 2021 (2020 – \$55.2 million) to satisfy the contribution requirements through 2021.



UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

8. Employee future benefits (continued)

(a) Pension benefits (continued)

(ii) Staff plan (continued)

This letter of credit will be reassessed in conjunction with the next plan valuation and updated solvency funding level. The accrued benefit obligation shown for 2021 is based on an extrapolation of that 2019 valuation. There is an unamortized gain to be amortized on a straight-line basis over the expected average remaining service life of the related employee group (9 years).

The actuarial valuation was based on a number of assumptions about future events, such as inflation rates, interest rates, wage and salary increases and employee turnover and mortality. The assumptions used reflect the University's best estimates. The expected inflation rate is 2%. The discount rate used to determine the accrued benefit obligation is 5.7%. Pension fund assets are valued at market value as at December 31, 2020. Prior year pension fund assets are valued as at March 31, 2020.

The expected rate of return on pension fund assets is 5.7%. The actual rate of return on Plan assets in 2020 was 10.7%. The total expenses related to pensions for the fiscal year ending, include the following components:

	2021	2020
Current period benefit cost	\$ 8,403	\$ 8,071
Amortization of actuarial gains	(1,521)	(1,030)
	6,882	7,041
Less: Employee contributions	(2,325)	(2,215)
Pension benefit expense	4,557	4,826
Interest cost on the average accrued benefit obligation	14,060	13,186
Expected return on average pension plan assets	(15,658)	(14,587)
Pension interest income	(1,598)	(1,401)
Total pension expense	\$ 2,959	\$ 3,425

The Supplementary Retirement Benefit Account is a separate fund available to provide pensioners over the age of 65 with supplemental indexing against inflation beyond that provided by the basic plan above. It is accounted for as a defined contribution plan, with University contributions during the year of \$129,000 (2020 – \$124,000).

UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

8. Employee future benefits (continued)

(b) Special accumulated sick leave benefit liability

Certain unionized employees of the University are entitled to a special vested sick leave benefit in accordance with the terms and conditions of their collective agreements. Employees who accumulate and maintain a minimum balance of regular sick leave may opt to transfer sick days into this special accumulating and vested benefit. The University recognizes a liability and an expense as days are transferred into this benefit. At March 31, 2021 the balance of this special accumulated sick leave was \$2,738,000 (2020 – \$2,627,000).

(c) Other long-term disability plan

An insured long-term disability plan funded entirely by the University was commenced for other staff on July 1, 2000. The University contribution for the year ending March 31, 2021 was \$1,304,000 (2020 – \$1,261,000).

9. Investments in government business enterprises

The University controls three profit-oriented subsidiaries which are recorded using the modified equity method of accounting. The three entities are Heritage Realty Properties Ltd., Vancouver Island Technology Park Trust and GSB Executive Education Inc.

Condensed financial information of these government business enterprises are as follows:

	2021	2020
Equity at beginning of year	\$ 3,245	\$ 3,104
Dividends/distributions paid	(1,637)	(1,914)
Net earnings (loss)	(43)	2,055
Equity at end of year	1,565	3,245
Dividends/distributions payable	7,056	5,950
Investment in government business enterprises	\$ 8,621	\$ 9,195

Change in equity in government business enterprises:

	2021	2020
Assets	\$ 39,112	\$ 38,553
Liabilities	(37,547)	(35,308)
Equity	\$ 1,565	\$ 3,245

UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

9. Investments in government business enterprises (continued)

Consolidated Statement of Operations

	2021	2020
Revenue	\$ 14,070	\$ 22,609
Expenses	(14,113)	(20,554)
Surplus (deficit) for the year	\$ (43)	\$ 2,055

10. Investments in government partnerships

The University is one of fourteen university members of a consortium which manages the Tri-Universities Meson Facility (TRIUMF) for research in sub-atomic physics. The facility is funded by federal government grants and the University makes no direct financial contribution. TRIUMF's financial results are proportionately consolidated with those of the University based upon the University's share of its total ownership of 7.14% (2020 – 7.14%). TRIUMF expenses all capital assets in its income statement as acquired; the University capitalizes the capital assets and amortizes them over their useful lives. TRIUMF recognizes revenue in the year it is received, whereas the University follows the deferral method of accounting for contributions.

The University is one of five university members of the Western Canadian Universities Marine Sciences Society (WCUMSS) for marine field research. The University provided a grant to the Society in 2021 of \$273,400 (2020 – \$273,400). WCUMSS financial results are proportionately consolidated with those of the University based upon the University's share of its total contributions of 20% (2020 – 20%).

The proportionate amounts included in these consolidated financial statements are as follows:

Consolidated Statement of Financial Position

	2021	2020
Financial assets	\$ 4,423	\$ 4,040
Liabilities	(3,057)	(894)
Net assets	1,366	3,146
Non-financial assets	1,289	1,368
Accumulated surplus	\$ 2,655	\$ 4,514



UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

10. Investments in government partnerships (continued)

Consolidated Statement of Operations

	2021	2020
Revenue	\$ 6,801	\$ 6,739
Expenses	(6,581)	(6,821)
Surplus (deficit) for the year	\$ 220	\$ (82)

11. Accounts payable and accrued liabilities

	2021	2020
Accounts payable and accrued liabilities	\$ 28,752	\$ 19,356
Salaries and benefits payable	6,788	6,292
Accrued vacation pay	12,170	10,254
	\$ 47,710	\$ 35,902

12. Deferred contributions

Deferred contributions are comprised of funds restricted for the following purposes:

	2021	2020
Specific purpose (including endowment earnings)	\$ 160,814	\$ 105,431
Research	79,942	66,904
Capital	1,187	1,069
	\$ 241,943	\$ 173,404

	2021			Total	2020
	Specific Purpose	Research	Capital		
Balance, beginning of year	\$ 105,431	\$ 66,904	\$ 1,069	\$ 173,404	\$ 198,655
Contributions and endowment investment income	94,786	102,699	793	198,278	105,092
Revenue recognized from deferred contributions	(39,403)	(89,661)	(675)	(129,739)	(130,343)
Balance, end of year	\$ 160,814	\$ 79,942	\$ 1,187	\$ 241,943	\$ 173,404

The balance shown under specific purpose includes accumulated unrealized gains of \$85,566,000 (2020 – \$940,000) from endowment investments.

UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

13. Deferred capital contributions

Contributions that are restricted for capital are referred to as deferred capital contributions. Amounts are recognized into revenue at the same rate that amortization of the related tangible capital asset is recorded. Treasury Board provided direction on accounting treatment as disclosed in Note 2(a). Changes in the deferred capital contributions balance are as follows:

	2021	2020
Balance, beginning of year	\$ 428,738	\$ 421,352
Contributions received during the year	29,688	33,423
Revenue from amortization of deferred capital contributions	(27,427)	(26,037)
Balance, end of year	\$ 430,999	\$ 428,738

14. Debt

Debt reported on the consolidated statement of financial position is comprised of the following (see note 6 (c) for related derivative information):

	2021	2020
Province of British Columbia Commercial paper financing for Student Housing and Dining project to be converted in 2023 to a term loan due in 2053, unsecured (Note 14(c))	\$ 87,114	\$ -
Royal Bank of Canada 5.38% term loan due 2024, unsecured	4,468	4,954
Province of British Columbia 2.28% bond due 2023, unsecured	3,858	3,893
British Columbia Immigrant Investment Fund 2.48% term loan due 2023, unsecured	6,701	7,163
Province of British Columbia 4.82% bond due 2027, unsecured, with annual sinking fund payments of \$327,000	10,800	10,800
Province of British Columbia 4.74% bond due 2038, unsecured, with annual sinking fund payments of \$302,000	10,000	10,000
Great West Life Insurance Company 5.13% term loan due 2030, unsecured	8,242	8,937
Debt	\$ 131,183	\$ 45,747

UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

14. Debt (continued)

(a) Principal repayments

Anticipated annual principal repayments, including sinking fund instalments and maturities, due over the next five years and thereafter are as follows:

	Sinking Fund	Other	Total
2022	\$ 629	\$ 2,266	\$ 2,895
2023	629	2,376	3,005
2024	629	8,414	9,043
2025	629	4,787	5,416
2026	629	3,679	4,308
Thereafter	1,561	88,861	90,422
	\$ 4,706	\$ 110,383	\$ 115,089

(b) Sinking Fund Investments

Sinking fund investments are held and invested by the Province of British Columbia. These funds totaling \$12,043,000 (2020 – \$11,308,000) will provide for the retirement at maturity of \$20,800,000 of debt issued to the Province. The amount forms part of the portfolio investments balance shown on the Consolidated Statement of Financial Position.

(c) Student Housing and Dining project financing

The University is authorized by the Province of British Columbia to borrow \$122,654,000 in order to finance a portion of the construction costs of the Student Housing and Dining (SHD) project. The debt related to the SHD project is \$87,114,000 as at March 31, 2021 (2020 – \$nil). This debt is financed by short term commercial paper loans which will be converted to 30 year term loans at completion of the SHD project in two phases in 2023 and 2024. As at March 31, 2021, the University holds two commercial paper loans with balances of \$29,614,000 and \$57,500,000 and interest rates of 0.02% and 0.03%, respectively.



UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021
(tabular figures in thousands of dollars)

15. Tangible capital assets

Cost	Balance as at March 31, 2020	Additions	Disposals	Balance as at March 31, 2021
Land	\$ 22,582	\$ -	\$ -	\$ 22,582
Site improvements	47,023	2,251	-	49,274
Buildings	893,644	63,555	(4,029)	953,170
Equipment and furnishings	190,991	14,932	(14,959)	190,964
Information systems	18,441	-	-	18,441
Computer equipment	15,242	4,752	(3,431)	16,563
Library holdings	36,085	2,085	(3,506)	34,664
Total	\$ 1,224,008	\$ 87,575	\$ (25,925)	\$ 1,285,658

Accumulated amortization	Balance as at March 31, 2020	Disposals	Amortization	Balance as at March 31, 2021
Site improvements	\$ 22,252	\$ -	\$ 1,368	\$ 23,620
Buildings	274,515	(2,540)	18,412	290,387
Equipment and furnishings	93,153	(14,960)	20,080	98,273
Information systems	18,441	-	-	18,441
Computer equipment	9,276	(3,430)	4,138	9,984
Library holdings	20,528	(3,506)	3,176	20,198
Total	\$ 438,165	\$ (24,436)	\$ 47,174	\$ 460,903

Net book value	March 31, 2021	March 31, 2020
Land	\$ 22,582	\$ 22,582
Site improvements	25,654	24,771
Buildings	662,783	619,129
Equipment and furnishings	92,691	97,838
Computer equipment	6,579	5,966
Library holdings	14,466	15,557
Total	\$ 824,755	\$ 785,843



UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

15. Tangible capital assets (continued)

(a) Contributed tangible capital assets:

Additions to equipment and furnishings and computers include the following contributed tangible capital assets:

	2021	2020
Equipment and furnishings	\$ 69	\$ 78

(b) Assets under construction

Assets under construction comprised of buildings having a value of \$65,333,000 (2020 – \$21,150,000) and equipment having a value of \$14,219,000 (2020 – \$18,747,000) have not been amortized. Amortization of these assets will commence when the asset is available for productive use.

(c) De-recognition of tangible capital assets

The de-recognition of tangible capital assets during the year had an original cost of \$21,896,000 (2020 – \$28,040,000) and related to fully amortized assets with a net book value of \$nil (2020 – \$nil). The de-recognition of capital assets from the deconstruction of existing buildings on the site of the Student Housing and Dining Project had an original cost of \$4,029,000 related to assets with a net book value of \$2,540,000.

16. Financial risk management

The University has exposure to the following risks from its use of financial instruments: credit risk, price risk and liquidity risk. The Board of Governors ensures that the University has identified major risks and management monitors and controls them.

(a) Credit risk

Credit risk is the risk of financial loss to the University if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from the amounts receivable and from fixed income assets held by the University.

The University manages amounts receivable by using a specific bad debt provision when management considers that the expected recovery is less than the account receivable.

The entity is exposed to credit risk through its accounts receivable from students. This risk is managed by limiting the extent of credit granted to students and by monitoring the collection of receivables.

The University limits the risk in the event of non-performance related to fixed income holdings by dealing principally with counter-parties that have a credit rating of A or higher as rated by the Dominion Bond Rating Service or equivalent. The credit risk of the University investments at March 31, 2021 is \$401,377,000 (2020 – \$341,895,000).

UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

16. Financial risk management (continued)

(a) Credit risk (continued)

The following shows the percentage of fixed income holdings in the portfolio by credit rating:

Credit Rating	%
AAA	6.0%
AA	18.8%
A	11.2%
BBB	7.4%
BB and below	1.0%
Mortgages	13.8%
Cash and short-term	
R1 high	22.7%
R1 mid	2.5%
R1 low	16.6%
	100.0%

(b) Price risk

Price risk includes market risk and interest rate risk.

Market risk relates to the possibility that the investments will change in value due to fluctuations in market prices. The objective of market risk management is to mitigate market risk exposures within acceptable parameters while optimizing the return on risk. This risk is mitigated by the investment policies for the respective asset mixes to be followed by the investment managers, the requirements for diversification of investments within each asset class and credit quality constraints on fixed income investments. Market risk can be measured in terms of volatility, i.e., the standard deviation of change in the value of a financial instrument within a specific time horizon.



UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

16. Financial risk management (continued)

(b) Price risk (continued)

Based on the volatility of the University's current asset class holdings, the net impact on market value of each asset class is shown below.

Asset Class		Estimated Volatility (% change)
Bonds	+/-	6.0%
Foreign equities	+/-	18.0%
Real estate	+/-	12.5%
Canadian equities	+/-	20.0%
Infrastructure	+/-	12.5%
Benchmark for Investments		Net Impact on Market Value
FTSE Canada Universe Bond index	+/-	\$ 16,217
S&P/TSX Composite index	+/-	11,692
MSCI All Country World Index	+/-	44,318
Canadian Consumer Price Index (Real Estate)	+/-	6,057
Canadian Consumer Price Index (Infrastructure)	+/-	4,788

Interest rate risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in the market interest rates. The value of fixed-income and debt securities, such as bonds, debentures, mortgages or other income-producing securities is affected by interest rates. Generally, the value of these securities increases if interest rates fall and decreases if interest rates rise.

It is management's opinion that the University is exposed to market or interest rate risk arising from its financial instruments. Duration is an appropriate measure of interest rate risk for fixed income funds as a rise (fall) in interest rates will cause a decrease (increase) in bond prices; the longer the duration, the greater the effect. Duration is managed by the investment manager at the fund level. At March 31, 2021, the modified duration of all fixed income in aggregate was 3.5 years. Therefore, if interest rates were to increase by 1% across all maturities, the value of the bond portfolio would drop by 3.5%; contrarily, if interest rates were to decrease by 1% across all maturities, the value of the bond portfolio would increase by 3.5%.

The University's debt is fixed rate; accordingly, changes in interest rates do not impact interest payments but may impact the fair value of such debt and the fair value of related derivatives (interest rate swaps on debt). The University uses interest rate swaps to lock in interest rates on future debt issues to protect against rising interest rates.



UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

16. Financial risk management (continued)

(c) Liquidity risk

Liquidity risk is the risk that the University will not be able to meet its financial obligations as they become due. The University manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing and financing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the University's reputation.

17. Accumulated surplus

Accumulated surplus is comprised of the following:

	2021	2020
Endowments	\$ 392,775	\$ 374,307
Invested in capital assets	282,858	331,604
Internally restricted	156,741	131,997
Unrestricted	58,708	29,776
Accumulated remeasurement gains	28,257	5,029
	\$919,339	\$ 872,713

Endowments consist of restricted donations and capitalized investment income to be held in perpetuity.

Invested in capital assets consist of unrestricted funds previously spent on capital assets and debt repayment.

Internally restricted funds consist of balances set aside or appropriated by the Board of Governors for equipment replacement, capital improvements and other non-recurring expenditures.

Unrestricted funds consist primarily of balances arising from the University's ancillary and specific purpose funds, and consolidated entities.



UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

18. Endowments

Changes to the endowment principal balances, not including remeasurement gains/losses, (see note 12 for accumulated unrealized gains/ losses on restricted endowment investments) are as follows:

	2021	2020
Balance, beginning of year	\$ 374,307	\$ 342,896
Contributions received during the year	14,327	8,730
Invested income and donations capitalized	2,606	7,880
Funding of previous years capitalization to endowment	1,535	14,801
Balance, end of year	\$ 392,775	\$ 374,307

The balance shown does not include endowment principal with fair value of \$8,187,000 (2020 – \$6,886,000) and book value of \$4,820,000 (2020 – \$4,820,000) held by the Vancouver Foundation. The excluded principal is not owned or controlled by the University, but income from it is paid to the University to be used for specific purposes.

19. Contractual rights

The University may, from time to time, enter into contracts or agreements in the normal course of operations that result in future assets or revenue. One example of such agreements is multi-year research funding agreements, whereby the University has the opportunity to earn revenue in future years by incurring qualified expenditures. These funding agreements do not abnormally impact the University's financial position and do not guarantee the university the right to future funding.

20. Contractual obligations

The nature of the University's activities can result in multiyear contracts and obligations whereby the University will be committed to make future payments. Significant contractual obligations related to operations that can be reasonably estimated are as follows:

	2022	2023	2024	2025	2026
Construction contracts	\$ 103,790	\$ 49,068	\$ 1,004	\$ 305	\$ -
Operating leases	157	22	37	7	7
Total	\$ 103,947	\$ 49,090	\$ 1,041	\$ 312	\$ 7



UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

21. Contingent liabilities

The University may, from time to time, be involved in legal proceedings, claims, and litigation that arise in the normal course of business. It is management's opinion that the aggregate amount of any potential liability is not expected to have a material adverse effect on the University's financial position or results.

The University is one of 58 Canadian university subscribers to CURIE, which has provided property and liability insurance coverage to most campuses other than Quebec and Prince Edward Island since 1988. The anticipated cost of claims based on actuarial projections is funded through member premiums. Subscribers to CURIE have exposure to premium retro-assessments should the premiums be insufficient to cover losses and expenses.

22. Expenses by object

The following is a summary of expenses by object:

	2021	2020
Salaries and wages	\$ 340,135	\$ 331,909
Employee benefits	62,035	61,603
Travel	1,868	15,267
Supplies and services	72,048	79,039
Equipment rental and maintenance	9,794	9,111
Utilities	7,159	8,780
Scholarships, fellowships and bursaries	47,154	40,908
Cost of goods sold	5,127	12,122
Interest on long-term debt	2,446	1,975
Amortization of tangible capital assets	47,174	45,714
	\$ 594,940	\$ 606,428

23. Trusts under administration

(a) University of Victoria Long-Term Disability Trust

The University administers an employee-funded long-term disability plan for faculty and administrative and academic professional staff. The University does not contribute to or control the plan. The long-term disability plan's assets and liabilities have not been included in the consolidated statement of financial position. The plan's operations have not been included in the consolidated statement of operations and accumulated surplus



UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements

Year ended March 31, 2021

(tabular figures in thousands of dollars)

23. Trusts under administration (continued)

- (a) University of Victoria Long-Term Disability Trust (continued)

As of March 31, 2021, the balances of the long-term disability plan are as follows:

	2021	2020
Assets	\$ 20,952	\$ 18,774
Accrued benefit obligation	(21,398)	(18,720)
	\$ (446)	\$ 54

- (b) Funds held in trust

Funds held in trust are funds held on behalf of autonomous organizations, agencies, and student societies having a close relationship with the University. These funds are not reported on the University's consolidated statement of financial position (2021 – \$3,750,000; 2020 – \$1,824,000).

24. Supplemental cash flow information

	2021	2020
Cash paid for interest	\$ 1,958	\$ 2,041

25. Related party transactions

The University is related through common control to all Province of British Columbia ministries, agencies, school districts, health authorities, colleges, universities, and crown corporations. Transactions with these entities, unless disclosed separately, are considered to be in the normal course of operations and are recorded at the exchange amount. The university accounts for its controlled entities, government business enterprises and government partnerships as outlined in Note 2(b). During the year ended March 31, 2021, there have been no material transactions between the university and its key management personnel or their close family members.





Date: September 10, 2021
To: Senate
From: Senate Committee on Academic Standards
Re: **2020/21 Annual Report**

The Terms of Reference for the Senate Committee on Academic Standards define its scope and relationship with Senate and other Senate committees. Each fall term the committee presents an annual report to Senate on its business and proceedings over the previous academic year.

The Senate Committee on Academic Standards met 10 times in 2020/21, and twice approved items by email motion to extend the waiver of medical documentation due to COVID-19. Meetings occurred July 15, 2020, September 11, 2020, October 21, 2020, November 13, 2020, December 10, 2020, January 13, 2021, March 12, 2021, April 1, 2021, April 16, 2021, and May 27, 2021. During the course of the year, the committee approved the convocation lists of faculties, approved a number of posthumous degrees, made recommendations to Senate, initiated projects in areas of the committee's concern, and received proposals for input from other Senate committees.

Within these areas, the committee considered a number of issues including:

Recommendations to Senate:

- Revision to the committee's terms of reference
- Proposed Examination Cancellation Policy and Guidelines
- Revision to the Guidelines on Posthumous Degrees
- Proposed residency requirement for the post-degree Diploma in Applied Linguistics
- Revision to the Summer Add/Drop deadlines
- Proposed changes to the Code of Conduct for Professional Programs in the Faculty of Education
- Proposal to rescind a degree
- Proposed temporary undergraduate and graduate COVID-19 transcript notation
- Proposed double counting and laddering credentials regulation for the Faculties of Humanities, Science and Social Sciences
- Revision to the graduate grading standards regulation
- Revision to undergraduate exchange credit regulation
- Revision to the Policy on Academic Integrity

Continued Projects in 2020/21

- Revision to the Undergraduate Academic Concessions Regulation
- Revision to the Academic Integrity Policy



Consultation

- Learning and Teaching Support and Innovation Academic Integrity Framework
- Faculty of Education, Bachelor of Education in Indigenous Language Revitalization Program, on a revision to transfer credits

Consideration of a proposal from the undergraduate student society on COVID-19 Grading Options

Approval of the convocation lists of the faculties:

The committee approves, on behalf of Senate, the granting of degrees. Due to COVID-19, the committee meet July 15, 2020 to approve the spring 2020 convocation lists. At its October 2020 and May 2021 meetings, the committee approved the fall 2020 and spring 2021 convocation lists, respectively.

At the September 2020 and May 2021 meetings, the committee considered requests for posthumous degrees.

Recommendations to Senate:

To approve revisions to the committee's terms of reference

At its September meeting the committee approved revisions to its terms of reference to consider proposal to admission, re-registration and transfer policy and regulations.

To approve the Examination Cancellation Policy and Guidelines in the academic calendars

At its September meeting, the committee incorporated previous Senate feedback and approved the Examination Cancellation Policy and Guidelines for inclusion in the Academic Regulations – Examinations section of the Undergraduate Academic Calendar and the Faculty Academic Regulations section of the Graduate Academic Calendar.

To approve revisions to the Guidelines on Posthumous Degrees

At its July, September and October meetings, the committee considered and approved revisions to the Guidelines on Posthumous Degrees to include Diplomas and Certificates.

To approve a residency requirement for the post-degree Diploma in Applied Linguistics in the Faculty of Humanities.

At its October meeting, the committee provided feedback and approved the proposed residency requirement for the post-degree Diploma in Applied Linguistics in the Faculty of Humanities.

To approve revisions to the Summer Add/Drop deadlines

At its November meeting, the committee approved the revision to the Summer Add/Drop deadlines to align the deadline with the Winter Session process.

To approve revisions to the Code of Conduct for Professional Programs in the Faculty of Education

At its December meeting, the committee approved revisions to the Faculty of Education's Code of Conduct for Professional programs.

To approve the rescinding of a degree

At its December meeting, the committee discussed and approved the rescinding of a degree due a matter of academic integrity.

To approve the extension of the temporary waiver of medical documentation for all requests for academic concessions during the second term of the Winter Session, January 2021 – April 2021

On December 14th, the committee approved, via email, an extension to the waiver of medical

documentation for all academic concession requests for the 2021 Winter Session.

To approve a temporary undergraduate and graduate COVID-19 transcript notation

At its January meeting, the committee approved a UVSS request to include a temporary notation for all student transcripts to include the statement "This term took place during the COVID-19 pandemic" for the 2020 Summer Session, 2020/21 Winter Session and 2021 Summer Session.

To approve an undergraduate regulation on double counting and laddering credentials for the Faculties of Humanities, Science and Social Sciences

At its March meeting, the committee approved the inclusion of the Faculty of Humanities, Science and Social Sciences regulation on double counting and laddering credentials in the Undergraduate Academic Calendar.

To approve revisions to the Graduate Academic Calendar

At its March meeting, the committee approved the inclusion to the Graduate Academic Calendar a statement to prevent predetermined grading practices.

To approve revisions to the regulation on undergraduate exchange

At its April meeting, the committee approved revisions to the undergraduate exchange regulation in the academic calendar to include part-time exchange credit.

To approve the inclusion of candidacy examination to the Policy on Academic Integrity

At its April meeting, the committee approved a proposed revision to the Policy on Academic Integrity to include consideration of violations regarding candidacy examinations.

To approve the extension of the temporary waiver of medical documentation for all requests for academic concessions during the second term of the Summer Session, May 2021 – August 2021

On April 23rd, the committee approved, via email, an extension to the waiver of medical documentation for all academic concession requests for the 2021 Summer Session.

Continued Projects in 2020/21

Review of the Undergraduate Academic Concession Regulations

Throughout the academic year, the committee reviewed the progress of the revisions to the Undergraduate Academic Concessions Regulations.

Annual Review of Grading Patterns Report

At its December meeting, reviewed the 2019/20 report. The committee took careful note of the recent university grading options which consisted of a COVID PASS, COVID FAIL, back-dated drop without penalty, and COVID withdrawal for extenuating circumstances (COVID W.E.).

Academic Integrity Policy

At the December meeting, the committee formed a sub-committee to examine the Policy on Academic Integrity. Throughout the academic year, the committee received updates and proposed revisions to sections of the policy.

Provided Feedback on Proposals from Other Areas:

At its October meeting, the committee reviewed and provided feedback on the Learning and Teaching Support and Innovation's Academic Integrity Framework.

At its January meeting, the committee reviewed and provided feedback on a proposal from the Faculty of Education, Department of Indigenous Education, to revise the number of allowable transfer credits to the Bachelor of Education in Indigenous Language Revitalization

Program (BEDILR).

Proposals from the Students' Societies on COVID-19 Grading options:

At its March meeting, the committee reviewed a proposal from the Undergraduate Students Society to extend the COVID grading options (COVID PASS, COVID FAIL, back-dated drop without penalty, and COVID withdrawal for extenuating circumstances - COVID W.E.) to the 2020 Summer Session, 2020/21 Winter Session and 2021 Summer Session.

The committee met to consider the issue at a special meeting in April as well as their regular April meeting. Discussions took into account consultation with the Senate Committee on Learning and Teaching, the Graduate Student's Society, the university's grading pattern report, a survey of Canadian post-secondary institutions, and the various individualized reliefs currently offered to the university's students.

The committee declined to approve the proposal.

Respectfully submitted,

2021/2022 Senate Committee on Academic Standards

Yasmine Kandil (Chair), Faculty of Fine Arts
Sophia Crabbe, Student Senator
Marran Dodds, UVSS representative
Erin Donald, GSS representative
Andrea Giles, Executive Director, Coop Education & Career Services
Nicole Greengoe, Registrar
Robert Hancock, Faculty of Social Sciences
Sandra Hundza, Faculty of Education
Sabrina Jackson, Associate Registrar
Nicole Kent, Student Senator
Martha McGinnis, Faculty of Graduate Studies
Devi Mucina, Faculty of Human and Social Development
Tania Muir, Division of Continuing Studies
Andrew Newcombe, Faculty of Law
Sorin Rizeanu, Peter B. Gustavson School of Business
Rachel Strandquist, Acting Director, Graduate Admissions and Records
Henning Struchtrup, Faculty of Engineering
Diana Varela, Associate Dean, Academic Advising (Faculties of SCIE, SOSC and HUM)
Alivia Wang, Convocation Senator
Ada Saab (Secretary), Associate University Secretary

2020/2021 Senate Committee on Academic Standards

Neil Burford, Chair, Faculty of Science
Janni Aragon, Faculty of Social Sciences
Laurie Barnas, Associate Registrar
Sophia Crabbe, Student Senator
Alexandra D'Arcy, Faculty of Humanities
Erin Donald, GSS Representative
Steve Evans, Acting Dean, Faculty of Graduate Studies (VPAC's designate)
Andrea Giles, Acting Executive Director, Co-op Education and Career Services
Nicole Greengoe, Registrar
Rob Hancock, Convocation Senator
Emily Hiser, UVSS Representative
Navinder Hundal, Student Senator
Sandra Hundza, Faculty of Education
Sabrina Jackson, Director, Graduate Admissions and Records
Yasmine Kandil, Faculty of Fine Arts
Michelle Lawrence, Faculty of Law
Susan Lewis, Associate Vice-President Academic Planning (President's nominee)
Michele Martin, Division of Medical Sciences
Martha McGinnis, Faculty of Graduate Studies
Tania Muir, Division of Continuing Studies
Sorin Rizeanu, Peter B. Gustavson School of Business
Esther Sangster-Gormley, Faculty of Human and Social Development
Henning Struchtrup, Faculty of Engineering
Diana Varela, Associate Dean, Academic Advising (Faculties of SCIE, SOSC and HUM)
Ada Saab, Secretary, Associate University Secretary



Date: September 15, 2021

To: Senate

From: Senate Committee on Agenda and Governance

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

The Emergency Protocol for Senate Operations is intended for use in case of emergencies and significant disruptions to academic program delivery. The protocol aims to ensure that the university is able to make timely decisions and communicate with students, ensure academic continuity where possible, and make necessary adjustments to academic policy and regulation.

On June 1, 2020, the university transitioned from the category “Level 3 – Catastrophic” to “Level 2 – Major”. This meant decision-making authority delegated to the Vice-President Academic and Provost, in consultation with the Senate Chair, shifted to the Senate Committee on Agenda and Governance on behalf of the Senate. This would include consultation with the Chair of the Senate Committee on Academic Standards and other Senate committee Chairs as appropriate.

According to the protocol, recommendations relating to the emergency must come from the Vice-President Academic and Provost. In addition, all decisions made under all levels as part of the Emergency Protocol for Senate Operations must be reported to Senate at its next scheduled meeting.

In order to aid in this process, weekly meetings of the Senate Committee on Agenda and Governance were scheduled. From June to September 2021, the following proposals were approved:

July 21, 2021

Extension of Approval to Waive Medical Documentation – 2021/2022 Winter Session – First Term, September 2021 – December 2021

Due to the ongoing COVID-19 pandemic, the requirement for supporting medical documentation for all requests for academic concessions was waived for all requests for all undergraduate academic concession (both in-course and end-of-term) in the first term of the 2021/2022 Winter Session. This recommendation, consistent with the advice of the provincial health authorities, was made to ease pressures on the medical system and address challenges in obtaining medical documentation due to the current restrictions in medical clinics.

Multi-Section Synchronous Examinations – 2021/2022 Winter Session – First Term

Senate has the authority to determine the conditions under which candidates must be received for examination, to appoint examiners and to determine the conduct and results of all examinations. Due to the prolonged nature of the COVID-19 pandemic and the inability of various students to attend face-to-face classes, similar, timed,



multi-section examinations during the first (fall) term of the 2021/2022 Winter Session were permitted to be held synchronously online if desired by the instructor.

July 28, 2021

Guidelines for Spring Term 2022 courses during COVID-19 pandemic

To support the transitioning from fully online teaching to in-person course delivery for the second (spring) term of the 2021/2022 Winter Session, it was permitted that the Provost provide guidance to assist academic units addressing course mode of delivery changes that may be required.

As the university is still operating at the "Level 2 – Major" category under the Emergency Protocol for Senate Operations, the Senate Committee on Agenda and Governance will continue to meet to consider academic governance decisions in response to the emergency only in instances where a meeting of Senate cannot convene in time for a decision.

Respectfully submitted,

2021/2022 Senate Committee on Agenda and Governance

Kevin Hall, Chair, President and Vice-Chancellor
Saul Klein, Vice-Chair, Dean, Peter G. Gustavson School of Business
Carrie Andersen, University Secretary
Aaron Devor, Faculty of Social Sciences
Mauricio Garcia-Barrera, Faculty of Graduate Studies
Mark Gillen, Faculty of Law
Helen Kurki, Faculty of Social Sciences
Valerie Kuehne, Vice-President Academic and Provost
Kyle Risby, Student Senator
Carolyn Russell, Convocation Senator
Lara Wilson, Libraries
Ada Saab (Secretary), Associate University Secretary
Kathy MacDonald, (Recording Secretary), Senator Coordinator



Date: September 17, 2021
To: Senate
From: Senate Committee on Agenda and Governance
Re: **Appointments to the 2021/2022 Senate Standing Committees**

The Senate Committee on Agenda and Governance nominations sub-committee met on September 17, 2021 to consider appointments to the 2021/22 Senate committees. These appointments are to fill vacancies on the Senate committees that were not filled at the May 7, 2021 meeting of Senate. The proposed new appointments are bolded in the attached document.

Recommended Motion

That Senate approve the appointments to the 2021/22 Senate standing committees for the terms indicated in the attached document.

Respectfully submitted,

2021/2022 Senate Committee on Agenda and Governance

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

Saul Klein (Vice-Chair), Dean, Peter B. Gustavson School of Business*

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 Academic Standards

Name	Faculty or Department	Term
Yasmine Kandil (S) (Chair)	Fine Arts	2022 (2019)
Julio Navarro (S)	Science	2024 (2021)
Martha McGinnis (S)	Graduate Studies	2022 (2019)
Andrew Newcombe (S)	Law	2024 (2021)
TBD	Humanities	2024 (2021)
Robert Hancock (S)	Social Sciences	2024 (2021)
Sorin Rizeanu (NS)	Peter B. Gustavson School of Business	2023 (2020)
Tania Muir (NS)	Continuing Studies	2022 (2019)
Sandra Hundza (S)	Education	2023 (2020)
Henning Struchtrup (S)	Engineering	2021 (2017)
Devi Mucina (S)	Human & Social Development	2024 (2021)
TBD (NS)	Medical Sciences	2024 (2021)
Nicole Kent (S)	Student Senator	2022 (2021)
Sophia Crabbe (S)	Student Senator	2022 (2020)
Marran Dodds (NS)	Student Representative (UVSS)	2022 (2021)
Erin Donald (NS)	Student Representative (GSS)	2022 (2020)
Alivia Wang (S)	Convocation Senator	2024 (2021)
Steve Evans (NS)	Vice-President Academic and Provost designate	(ex officio)
TBD	President or nominee	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Rachel Strandquist (NS)	A/Director, Graduate Admissions and Records	(ex officio)
Nicole Greengoe (NS)	Registrar	(ex officio)
Sabrina Jackson (NS)	Associate Registrar	(ex officio)
Diana Varela (NS)	Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Senate Committee on Admission, Re-registration And Transfer Appeals

Name	Faculty or Department	Term
Stuart MacDonald (NS) (Chair)	Social Science	2022 (2019)
Fraser Hof (S)	Science	2023 (2020)
Kimberly Speers (NS)	Human & Social Development	2023 (2020)
Victoria Wyatt (S)	Fine Arts	2023 (2020)
Erin Kelly (S)	Humanities	2023 (2020)
Carmen Galang (NS)	Peter B. Gustavson School of Business	2023 (2020)
Phalguni Mukhopadhyaya (S)	Engineering	2022 (2019)
Kathy Sanford (NS)	Education	2022 (2019)
Jaxxen Wylie (S)	Student Senator	2022 (2021)
Alex Li (S)	Student Senator	2022 (2021)
Deborah Berman (NS)	Student Representative (UVSS)	2022 (2021)
TBD	President or nominee	(ex officio)
Diana Varela (NS)	Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)	(ex officio)
Trisha Best (NS)	Director or equivalent of International Centre for Students	(ex officio)
Shauna Underwood (NS)	Director or equivalent of an Advising Centre	(ex officio)
Ai-Lan Chia (NS)	Representative from Counselling Services	(ex officio)
Nicole Greengoe (NS)	Registrar	(ex officio)
LillAnne Jackson (NS)	Representative to the BC Council on Admission and Transfer, Transfer and Articulation Committee	(ex officio)
Sabrina Jackson (Secretary)	Associate Registrar	
Patricia Konkin (Recording Secretary)	Undergraduate Admissions and Records	

(S) – Senator
(NS) – non Senator

Senate Committee on Agenda and Governance

Name	Faculty or Department	Term
Kevin Hall (S) (Chair)	Chair of Senate	(ex officio)
Lara Wilson (S)	Librarian	2024 (2021)
Aaron Devor (S)	Social Sciences	2023 (2017)
Helen Kurki (S)	Social Sciences	2022 (2019)
Mark Gillen (S)	Law	2022 (2020)
Mauricio Garcia-Barrera (S)	Graduate Studies	2023 (2020)
Kyle Risby (S)	Student Senator	2022 (2021)
Carolyn Russell (S)	Convocation Senator	2024 (2021)
TBD (S)	Vice-Chair of Senate	(ex officio)
Valerie Kuehne (S)	Vice-President Academic and Provost	(ex officio)
Carrie Andersen (S)	University Secretary	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	
Kathy MacDonald (Recording Secretary)	Senate Coordinator	

(S) – Senator
(NS) – non Senator

Senate Committee on Appeals

Name	Faculty or Department	Term
Kathryn Chan (NS) (Chair) <i>(Janna Promislow replacing Kathryn while she is on leave January 1, 2022 – April 30, 2022)</i>	Law	2023 (2020)
Mauricio Garcia-Barrera (S) (Vice-Chair)	Graduate Studies	2024 (2021)
CindyAnn Rose-Redwood (S)	Social Sciences	2022 (2019)
Poman So (NS)	Engineering	2022 (2016)
Dale Ganley (NS)	Peter B. Gustavson School of Business	2022 (2017)
Jillian Roberts (NS)	Education	2023 (2017)
Mark Laidlaw (S)	Science	2023 (2020)
Lynne Marks (S)	Humanities	2024 (2021)
Maureen Ryan (S)	Human & Social Development	2024 (2021)
Joseph Salem (S)	Fine Arts	2024 (2021)
Kylie Jack (S)	Student Senator	2022 (2021)
Anona Wiebe (S)	Student Senator	2022 (2021)
Aidan Witts (S)	Student Senator	2022 (2021)
Daniel Gudino Perez (NS)	Student Representative (GSS)	2022 (2020)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Senate Committee on Awards

Name	Faculty or Department	Term
Charlotte Schallié (NS) (Chair)	Humanities	2022 (2016)
Leslee Francis-Pelton (NS)	Graduate Studies	2024 (2021)
Brock Smith (S)	Peter Gustavson School of Business	2024 (2018)
Linda Welling (NS)	Social Sciences	2023 (2017)
Maureen Ryan (S)	Human and Social Development	2024 (2021)
Alyssa Manankil (NS)	Alumni Association	2024 (2021)
Daniel Davenport (S)	Student Senator	2022 (2021)
Nahid Safari (NS)	Student Representative (GSS)	2022 (2021)
John Dower (NS)	Chair, Faculty of Graduate Studies Awards Committee	(ex officio)
Yvonne Rondeau (NS)	Scholarships Officer, Faculty of Graduate Studies	(ex officio)
Nicole Greengoe (NS)	Registrar	(ex officio)
TBD (NS)	President or nominee	(ex officio)
Lori Nolt (NS)	Director, Student Awards and Financial Aid	(ex officio)
Alexis Ramsdale (Secretary)	Student Awards & Financial Aid	

(S) – Senator
(NS) – non Senator

Senate Committee on Continuing Studies

Name	Faculty or Department	Term
Jo-Anne Clarke (S) (Chair)	Dean, Continuing Studies	(ex officio)
Sang Nam (NS)	Peter B. Gustavson School of Business	2023 (2017)
James Nahachewsky (NS)	Education	2022 (2016)
Rustom Bhiladvala (S)	Engineering	2023 (2020)
TBD	Fine Arts	2024 (2021)
Donna Jeffrey (NS)	Human & Social Development	2023 (2020)
Li-Shih Huang (S)	Humanities	2024 (2021)
Mark Gillen (S)	Law	2024 (2018)
Mark Laidlaw (S)	Science	2023 (2017)
TBD	Social Sciences	2024 (2021)
Tomas Kalyniuk (S)	Student Senator	2022 (2021)
TBD (NS)	Student Representative (UVSS)	2022 (2021)
Jeffrey Bruton (NS)	Student Representative (GSS)	2022 (2020)
TBD (NS)	Student Representative from diploma or certificate program in Continuing Studies	2022 (2021)
Wendy Gedney (NS)	Alumni Association	2022 (2016)
Kelly Diether (S)	Convocation Senator	2024 (2021)
TBD (NS)	President or Nominee	(ex officio)
Kirsten Kopp (Secretary)	Continuing Studies	

(S) – Senator
(NS) – non Senator

Senate Committee on Curriculum

Name	Faculty or Department	Term
Adam Con (S) (Chair)	Fine Arts	2024 (2021)
Gary MacGillivray (Vice-Chair) (NS)	Vice-President Academic and Provost designate	2022 (2021) (ex officio)
Chris Graham (NS)	Peter B. Gustavson School of Business	(ex officio)
Cathy McGregor (NS) <i>(Paul Whitinui replacing Cathy while she is on leave July 1, 2021 – June 30, 2022)</i>	Education	(ex officio)
LillAnne Jackson (NS) <i>(Rishi Gupta replacing LillAnne while she is on leave July 1, 2021 - December 31, 2021)</i>	Engineering	(ex officio)
Eva Baboula (NS)	Fine Arts	(ex officio)
Steve Evans (NS)	Graduate Studies	(ex officio)
Maureen Ryan (NS)	Human & Social Development	(ex officio)
Lisa SurrIDGE (NS)	Humanities	(ex officio)
Michelle Lawrence (NS)	Law	(ex officio)
Reuben Rose-Redwood (NS)	Social Sciences	(ex officio)
Neil Burford (NS)	Science	(ex officio)
Michele Martin (NS)	Medical Sciences	(ex-officio)
TBD (NS)	President or nominee	(ex officio)
Yasmine Kandil (S)	Chair, Senate Committee on Academic Standards	(ex officio)
Nicole Kent (S)	Student Senator from the Senate Committee on Academic Standards	(ex officio)
Sara Henderson (NS)	Acting Calendar Editor	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Nicole Greengoe (NS)	Registrar	(ex officio)
Rachel Strandquist (NS)	A/Director, Graduate Admissions and Records	(ex officio)
Sabrina Jackson (NS)	Associate Registrar	(ex officio)
Ada Saab (NS)	Associate University Secretary	(ex officio)
Asia Longphee (Secretary)	A/Manager, Curriculum and Calendar	

(S) – Senator
(NS) – non Senator

Senate Committee on Honorary Degrees and Other Forms of Recognition

Name	Faculty or Department	Term
Shelagh Rogers (S) (Chair)	Chancellor	(ex officio)
Kieka Mynhardt (NS)	Science	2024 (2018)
Denise Cloutier (NS)	Social Sciences	2024 (2018)
Joseph Salem (S)	Fine Arts	2022 (2016)
Elena Pnevmonidou (NS)	Humanities	2022 (2019)
Brock Smith (S)	Peter B. Gustavson School of Business	2023 (2017)
Sara Humphreys (NS)	Humanities	2023 (2020)
Aidan Witts (S)	Student Senator	2022 (2021)
Glenda Wyatt (NS)	Alumni Association	2023 (2017)
Kevin Hall (S)	Chair of Senate	(ex officio)
Ian Case (NS)	Director, University Ceremonies and Events	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) - Senator
(NS) – non Senator

Senate Committee on Learning and Teaching

Name	Faculty or Department	Term
Alexandra D'Arcy (S) (Chair)	Humanities	2024 (2021)
Michael McGuire (NS)	Engineering	2024 (2018)
Erin Campbell (S)	Fine Arts	2023 (2020)
Jennifer White (NS)	Graduate Studies	2024 (2021)
Brian Leacock (S)	Peter B. Gustavson School of Business	2022 (2019)
Laura Vizina (NS)	Continuing Studies	2022 (2016)
Tim Andersen (NS)	Education	2023 (2020)
Sean Hier (S)	Social Sciences	2024 (2021)
Elizabeth Borycki (NS)	Human & Social Development	2023 (2020)
Tim Richards (NS)	Law	2022 (2016)
TBD	Medical Sciences	2024 (2021)
Scott McIndoe (NS)	Science	2023 (2020)
Navinder Hundal (S)	Student Senator	2022 (2021)
Alex Li (S)	Student Senator	2022 (2021)
Gina Tran (NS)	Student Representative (UVSS)	2022 (2021)
Dipayan Nag (NS)	Student Representative (UVSS)	2022 (2021)
Nicole Kent (S)	Student Representative (GSS)	2022 (2021)
Jennifer Whatley (NS)	Alumni Association	2024 (2021)
Tina Bebbington (NS)	Library, (FALC)	2022 (2019)
Rebecca Warburton (S)	Convocation Senator	2024 (2021)
TBD (NS)	University Librarian Designate	(ex officio)
Wency Lum (NS)	Chief Information Officer	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Laurene Sheilds (NS)	Executive Director, Learning and Teaching Support and Innovation	(ex officio)
Mariel Miller (NS)	Technology Integrated Learning Centre	(ex officio)
TBD (NS)	President or Nominee	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

Senate Committee on Libraries

Name	Faculty or Department	Term
Robert Howell (NS) (Chair)	Law	2022 (2016)
Martha McGinnis (S)	Graduate Studies	2024 (2021)
Adrienne Boyarin (NS)	Humanities	2023 (2020)
Sylvia Pantaleo (NS)	Education	2023 (2017)
Tusa Shea (NS)	Continuing Studies	2023 (2020)
Henning Struchtrup (S)	Engineering	2021 (2021)
Kirk McNally (NS)	Fine Arts	2023 (2017)
Linda Welling (NS)	Social Sciences	2022 (2019)
Hao Zhang (NS)	Peter B. Gustavson School of Business	2023 (2017)
Richard Marcy (NS)	Human and Social Development	2022 (2016)
TBD	Medical Sciences	2024 (2021)
Louise Page (NS)	Science	2023 (2017)
Samuel Holland (S)	Student Senator	2022 (2021)
Adair Ng (NS)	Student Representative (GSS)	2022 (2021)
Victor V. Ramraj (NS)	Representative of Council of Centre Directors	2024 (2021)
Inba Kehoe (NS)	Librarian selected by Faculty Association Librarians' Committee (FALC)	2023 (2020)
Ry Moran (NS)	Associate University Librarian	(ex-officio)
Lisa Goddard (NS)	Associate University Librarian	(ex-officio)
Lisa Petrachenko (NS)	Associate University Librarian	(ex officio)
TBD (NS)	President or nominee	(ex officio)
Wency Lum (NS)	Chief Information Officer	(ex officio)
Jonathan Bengtson (S)	University Librarian	(ex officio)
Sheila Cresswell (Secretary)	University Librarian's Office	

(S) – Senator
(NS) – non Senator

Senate Committee on Planning

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

(S) – Senator
(NS) – non Senator

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)
TBD	TBD	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



Date: September 17, 2021

To: Senate

From: Senate Committee on Agenda and Governance

Re: **Revisions to the Terms of Reference for the Senate Committee on Academic Standards**

At its meeting on September 17, 2021, the Senate Committee on Agenda and Governance reviewed and approved the attached revisions to the terms of reference for the Senate Committee on Academic Standards.

Director, Graduate Admissions and Records, ex officio, non-voting:

In the past, the Director of Graduate Admissions and Records (GARO) was included as an ex officio member of SCAS. The Registrar and an Associate Registrar are also ex officio members of this committee. The rationale for inclusion of the Director was to represent and provide expertise on graduate level admissions and records-related matters. Formerly, the Associate Registrar did not have a graduate-level portfolio and it was therefore appropriate to include the Director of GARO so that they could offer this particular perspective.

In a recent organizational change, the new Associate Registrar's portfolio was expanded to include GARO. In the same way that the Associate Registrar currently represents the Undergraduate Records perspective without the Director of UG Records being present at SCAS, they may represent the graduate-level viewpoint without the presence of the Director of GARO.

Director, Cooperative Education and Career Services, ex officio, non-voting:

The role of Director of Cooperative Education and Career Services changed to the title of Executive Director in 1998. This revision serves to reflect this change.

Associate Vice-President Academic Planning, ex officio, non-voting:

The Associate Vice-President Academic Planning (AVPAP) has had an important perspective on SCAS. Many initiatives brought to the committee deal with proposals which originate or impact the Associate Vice-President Academic Planning office. Previous membership on this committee has been arranged through a nominee or designate role. Solidifying this membership, consistent with other administrative expertise on the committee, allows for consistency and necessary expertise.

Recommended Motion:

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

Respectfully submitted,

2021/2022 Senate Committee on Agenda and Governance

Kevin Hall, Chair, President and Vice-Chancellor

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

Carrie Andersen, University Secretary
Aaron Devor, Faculty of Social Sciences
Mauricio Garcia-Barrera, Faculty of Graduate Studies
Mark Gillen, Faculty of Law
Helen Kurki, Faculty of Social Sciences
Valerie Kuehne, Vice-President Academic and Provost
Kyle Risby, Student Senator
Carolyn Russell, Convocation Senator
Lara Wilson, Libraries
Ada Saab (Secretary), Associate University Secretary
Kathy MacDonald, (Recording Secretary), Senator Coordinator

/attachments



Senate Committee on Academic Standards Terms of Reference

The Senate Committee on Academic Standards shall foster and protect the overall academic standards of the university, and, in particular shall:

1. Oversee and advise Senate on those broad areas of academic standards that affect the welfare and reputation of the university, including policies on grading and academic integrity;
2. Approve, on behalf of Senate, the granting of degrees (other than honorary degrees) and report to Senate on degrees awarded;
3. Consider and, if appropriate, approve on behalf of Senate, requests for early granting of degrees and for waiver of degree requirements under exceptional circumstances and report to Senate on the disposition of such requests;
4. Consider any proposals for the rescinding of a degree and make a recommendation to Senate;
5. Advise Senate on recommendations from the Senate Committee on Admission, Re-registration and Transfer that would affect academic standards;
6. Consider proposals from other sources, inside and outside the university, that could affect academic standards;
7. Consult with the faculties on all matters considered by the committee which are of significance to the faculties;
8. Receive annual reports from the chair on any issues arising from the annual review of the curriculum at the meeting of the Senate Committee on the Curriculum.

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:

- 12 faculty members representing the faculties and divisions (at least 2 of whom shall be senators), voting
- 4 students including at least 1 student senator and 1 graduate student, voting
- President or nominee, ex officio, voting
- Vice-President Academic and Provost or designate, ex officio, voting
- Convocation Senator, voting
- **Executive** Director, Cooperative Education and Career Services, ex officio, non-voting
- ~~Director, Graduate Admissions and Records, ex officio, non-voting~~
- Registrar, ex officio, non-voting
- Associate Registrar, Registrar Services, ex officio, non-voting

- Associate Dean, Academic Advising (Faculties of Science, Social Sciences, and Humanities), ex officio, non-voting
- Associate Vice-President Academic Planning, ex officio, non-voting

Total membership – 24 (19 voting)

The secretary of the committee is the Associate University Secretary.

Approved and Revised by Senate:

April 6, 1983
October 6, 1995
May 4, 2007
May 4, 2012
October 4, 2013
December 6, 2013



Senate Committee on Academic Standards Terms of Reference

The Senate Committee on Academic Standards shall foster and protect the overall academic standards of the university, and, in particular shall:

1. Oversee and advise Senate on those broad areas of academic standards that affect the welfare and reputation of the university, including policies on grading and academic integrity;
2. Approve, on behalf of Senate, the granting of degrees (other than honorary degrees) and report to Senate on degrees awarded;
3. Consider and, if appropriate, approve on behalf of Senate, requests for early granting of degrees and for waiver of degree requirements under exceptional circumstances and report to Senate on the disposition of such requests;
4. Consider any proposals for the rescinding of a degree and make a recommendation to Senate;
5. Advise Senate on recommendations from the Senate Committee on Admission, Re-registration and Transfer that would affect academic standards;
6. Consider proposals from other sources, inside and outside the university, that could affect academic standards;
7. Consult with the faculties on all matters considered by the committee which are of significance to the faculties;
8. Receive annual reports from the chair on any issues arising from the annual review of the curriculum at the meeting of the Senate Committee on the Curriculum.

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:

- 12 faculty members representing the faculties and divisions (at least 2 of whom shall be senators), voting
- 4 students including at least 1 student senator and 1 graduate student, voting
- President or nominee, ex officio, voting
- Vice-President Academic and Provost or designate, ex officio, voting
- Convocation Senator, voting
- Executive Director, Cooperative Education and Career Services, ex officio, non-voting
- Registrar, ex officio, non-voting
- Associate Registrar, Registrar Services, ex officio, non-voting
- Associate Dean, Academic Advising (Faculties of Science, Social Sciences, and Humanities), ex officio, non-voting

- Associate Vice-President Academic Planning, ex officio, non-voting

Total membership – 24 (19 voting)

The secretary of the committee is the Associate University Secretary.

Approved and Revised by Senate:

April 6, 1983
October 6, 1995
May 4, 2007
May 4, 2012
October 4, 2013
December 6, 2013



Date: September 17, 2021

To: Senate

From: Senate Committee on Agenda and Governance

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

At its meeting on September 17, 2021, the Senate Committee on Agenda and Governance reviewed and approved the attached revisions to the terms of reference for the Senate Committee on Admission, Re-registration and Transfer Appeals.

Director or equivalent of International Student Services (ex officio, non-voting):
International Student Services has changing its name to the International Centre for Students (ICS) to better reflect the scope of services for the entire UVic community. This new name is more inclusive and reflects the programming for all students – in addition to international students.

Recommended Motion:

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

Respectfully submitted,

2021/2022 Senate Committee on Agenda and Governance

Kevin Hall, Chair, President and Vice-Chancellor
Saul Klein, Vice-Chair, Dean, Peter G. Gustavson School of Business
Carrie Andersen, University Secretary
Aaron Devor, Faculty of Social Sciences
Mauricio Garcia-Barrera, Faculty of Graduate Studies
Mark Gillen, Faculty of Law
Helen Kurki, Faculty of Social Sciences
Valerie Kuehne, Vice-President Academic and Provost
Kyle Risby, Student Senator
Carolyn Russell, Convocation Senator
Lara Wilson, Libraries
Ada Saab (Secretary), Associate University Secretary
Kathy MacDonald, (Recording Secretary), Senator Coordinator

/attachments





Senate Committee on Admission, Re-registration and Transfer Appeals Terms of Reference

1. Preamble

- a) The Senate Committee on Admission, Re-registration and Transfer Appeals (the "Committee"), a standing committee of Senate, is an impartial appeal body at the University of Victoria. In accordance with the *University Act* (RSBC 1996 c. 468), the Senate has delegated to the Committee the authority and responsibility to decide, on behalf of the Senate, all appeals from students on decisions made regarding undergraduate admission, re-registration, and transfer of credit, including those which are made under exceptional circumstances or special access categories as defined in the Calendar regulations.
- b) Prior to filing an appeal with the Committee, a student must have pursued and exhausted all other reviews, appeals, or remedies provided by the University of Victoria's Undergraduate Admissions and Undergraduate Records offices.

2. Committee Composition

- c) Membership

The membership of the Committee shall consist of eighteen (18) members, twelve (12) of which are voting. The composition of the members are as follows:

- eight (8) regular faculty members representing the faculties, one of whom shall serve as Chair of the Committee, and one of whom shall serve as Vice-Chair (voting)
- the President or nominee (*ex officio*, voting)
- two (2) undergraduate student members of Senate (voting)
- one (1) student appointed upon nomination by the UVSS (voting)
- the Associate Dean, Academic Advising (Faculties of Science, Social Sciences, and Humanities) (*ex officio*, non-voting)
- the Director or equivalent of an Advising Centre from a faculty other than Humanities, Science and Social Sciences, or designate (*ex officio*, non-voting)
- the Director or equivalent of International Centre for Students Services (*ex officio*, non-voting)
- the Director of Counselling Services or designate (*ex officio*, non-voting)
- the university representative to the B.C. Council on Admission and Transfer, Transfer and Articulation Committee (*ex officio*, non-voting)
- the Registrar (*ex officio*, non-voting)

Total membership - 18 (12 voting members)

- d) The secretary of the committee is an Associate Registrar from the Office of the Registrar (as designated by the University Secretary). A representative from the Office of the Registrar will be the recording secretary.

3. Committee Procedure

- e) A quorum for a meeting of the Committee shall be four of the voting members. Of these members, at least half the voting members present must be faculty members and at least one must be a student.
- f) Committee members will receive an orientation on the processes of administrative tribunals and the principles of relational, procedural and substantive fairness. The Committee will also inform itself on the processes and policies for admission, re-registration, and transfer of credit, and rule on appeals of decisions regarding admission, re-registration, and transfer of credit fairly and expeditiously.
- g) The Faculty of Graduate Studies will rule on admission, re-registration, and transfer appeals related to graduate students. The Faculty of Graduate Studies will provide the Committee with an annual report in October that includes an outline of the process for making appeal decisions, and a summary of the number of graduate appeals heard by general category together with the number of appeals accepted and the number rejected.
- h) Prior to an appeal being heard, the Chair of the Committee may appoint one or more individuals with pertinent expertise to inquire into and to advise or report on any question of fact or opinion relevant to any issue in an appeal, including issues involving disability, language or cultural considerations.
- i) The Committee shall determine its decision regarding an appeal by voting. A simple majority of the voting members present must be in favour for an appeal to be granted (a tie vote fails).
- j) The Vice-Chair shall chair the Committee in the event the Chair is absent or has a conflict of interest with an appellant.
- k) A record of the minutes of meetings and decisions made by the Committee shall be kept in the Office of the Registrar to support consistency in its decisions.
- l) Documentation and discussions regarding appeals shall be held in confidence. Committee members shall not discuss the substance of an appeal outside Committee meetings.

4. Appeal Procedure

- m) The Committee has jurisdiction to hear appeals of decisions made regarding undergraduate admission, re-registration, and transfer of credit, including (but not limited to) the following:
 - withdrawal an offer of admission or re-registration due to unsatisfactory academic performance;
 - refusal of admission, due to unsatisfactory academic performance;
 - special access categories as defined in the Calendar regulations
 - an assigned requirement to withdraw;
 - denial of transfer credit from other institutions
 - decisions related to a violation of the failure to declare studies elsewhere Calendar regulations, such as:
 - denial or cancellation of an application for admission or re-registration

- rescinding an offer of admission or re-admission and a ban on any application for at least one term
 - cancellation of current registration;
 - the denial of transfer credit from institutions where attendance was not disclosed
 - the display on the official transcript of all penalties assigned
 - placement on disciplinary probation
- n) A student or applicant wishing to appeal a decision to the Committee (the “appellant”) shall complete a Senate Committee on Admission, Re-registration and Transfer Notice of Appeal Form with supporting documentation. Should the Office of the Registrar deem that the appeal lacks sufficient supporting documentation, the appellant will be notified and given the opportunity to supplement the appeal before it goes to the Committee.
- o) Grounds for appeal are limited to:
- i) unforeseen extenuating circumstances supplemented with relevant documentation;
 - ii) significant physical affliction or psychological distress documented by a physician or other health care professional;
 - iii) documented significant distress, or documented significant responsibility as a caregiver, as a result of an immediate member of the family suffering from serious trauma or illness;
 - iv) evidence of incorrect advice or errors of administration by authorized University personnel, with evidence that the appellant's studies were adversely affected;
 - v) new, material information is available which, despite the exercise of due diligence by the appellant, could not have been presented at the time of the decision giving rise to the appeal, and the relevance and significance of the new information is such that if it had been submitted at the time of the decision, could reasonably have been expected to have altered the outcome.
- p) Dissatisfaction with University regulations, or disagreements concerning the evaluation of admissibility of evaluation of credit value equivalency (e.g. calculation of G.P.A., credit conversion, or questions regarding satisfaction of English proficiency) or failure to meet published deadlines do not constitute grounds for appeal.
- q) For each appeal, the Director of Undergraduate Admissions or Undergraduate Records (or designate) shall be present to provide information on applicable university calendar regulation, policy and procedures to the Committee.
- r) Appellants do not attend Committee meetings. An appeal is decided based on the appellant’s written documentation provided and the information package submitted through the Office of the Registrar, which includes (but is not limited to) a summary of the students’ academic record, student’s transcripts, and additional information provided for the appeal submitted by the student.

- s) The Committee may defer an appeal decision pending receipt of more information and may request additional documentation. If any Committee members request additional information, this will only be done if the Committee Chair decides that this additional information would be both relevant and cogent to deciding the appeal.
- t) Appeal decisions are communicated to the student in writing by the Office of the Registrar (Undergraduate Admissions or Undergraduate Records units) within one week of the decision.
- u) The Committee's decision may be appealed to the Senate Committee on Appeals only on the grounds of specific procedural error.

5. Delegated Authority

The Committee may delegate to the Office of the Registrar the Committee's authority to approve an admission or re-registration appeal in the following circumstances:

Admission:

- circumstances in which the student is denied admission due to being below the current cut-off but is above the calendar-stated university minimum; or,
- circumstances in which the student's admission offer is being withdrawn due to being below the current retaining average/GPA but is above the calendar-stated university minimum.

Re-registration:

- circumstances in which the student is denied re-registration due to the first assignment of a requirement to withdraw with documentation as described below; or,
- circumstances in which the student is denied re-registration due to the first assignment of a requirement and the student has, at maximum, two outstanding courses required for degree completion.

The approval of delegated appeals will be based on (but not limited to) demonstrated medical or other exceptional grounds in which the student has provided documentation for the period described (e.g. additional academic information such as, SAT/ACT scores, institutional comparative ranking etc.), and in consultation with the appropriate academic unit in the case of selective program decisions.

6. Annual Report to Senate

- v) The Committee's annual report to Senate shall contain the following information:
 - the number of appeals that have been heard and decided since the last report to Senate;
 - a summary of the appeals heard by general category together with the number of appeals allowed and the number rejected;
 - the report from the Faculty of Graduate Studies described in section 3g)
- w) The Committee may request further information from the Faculty of Graduate Studies following receipt of the report described in section 3g).

- x) If the Committee finds any university policy, regulation, procedure, or practice related to admission, re-registration, or transfer – including these Terms of Reference – that appears to need review and revision, the Committee may advise the Senate and recommend appropriate action.

Approved and Revised by Senate:

December 1, 1976

April 1, 1992

November 4, 1992

October 5, 1994

February 4, 2011

February 7, 2014

May 2, 2014

May 5, 2017

January 11, 2019



Senate Committee on Admission, Re-registration and Transfer Appeals Terms of Reference

1. Preamble

- a) The Senate Committee on Admission, Re-registration and Transfer Appeals (the "Committee"), a standing committee of Senate, is an impartial appeal body at the University of Victoria. In accordance with the *University Act* (RSBC 1996 c. 468), the Senate has delegated to the Committee the authority and responsibility to decide, on behalf of the Senate, all appeals from students on decisions made regarding undergraduate admission, re-registration, and transfer of credit, including those which are made under exceptional circumstances or special access categories as defined in the Calendar regulations.
- b) Prior to filing an appeal with the Committee, a student must have pursued and exhausted all other reviews, appeals, or remedies provided by the University of Victoria's Undergraduate Admissions and Undergraduate Records offices.

2. Committee Composition

- c) Membership

The membership of the Committee shall consist of eighteen (18) members, twelve (12) of which are voting. The composition of the members are as follows:

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- the President or nominee (*ex officio*, voting)
- two (2) undergraduate student members of Senate (voting)
- one (1) student appointed upon nomination by the UVSS (voting)
- the Associate Dean, Academic Advising (Faculties of Science, Social Sciences, and Humanities) (*ex officio*, non-voting)
- the Director or equivalent of an Advising Centre from a faculty other than Humanities, Science and Social Sciences, or designate (*ex officio*, non-voting)
- the Director or equivalent of International Centre for Students (*ex officio*, non-voting)
- the Director of Counselling Services or designate (*ex officio*, non-voting)
- the university representative to the B.C. Council on Admission and Transfer, Transfer and Articulation Committee (*ex officio*, non-voting)
- the Registrar (*ex officio*, non-voting)

Total membership - 18 (12 voting members)

- d) The secretary of the committee is an Associate Registrar from the Office of the Registrar (as designated by the University Secretary). A representative from the Office of the Registrar will be the recording secretary.

3. Committee Procedure

- e) A quorum for a meeting of the Committee shall be four of the voting members. Of these members, at least half the voting members present must be faculty members and at least one must be a student.
- f) Committee members will receive an orientation on the processes of administrative tribunals and the principles of relational, procedural and substantive fairness. The Committee will also inform itself on the processes and policies for admission, re-registration, and transfer of credit, and rule on appeals of decisions regarding admission, re-registration, and transfer of credit fairly and expeditiously.
- g) The Faculty of Graduate Studies will rule on admission, re-registration, and transfer appeals related to graduate students. The Faculty of Graduate Studies will provide the Committee with an annual report in October that includes an outline of the process for making appeal decisions, and a summary of the number of graduate appeals heard by general category together with the number of appeals accepted and the number rejected.
- h) Prior to an appeal being heard, the Chair of the Committee may appoint one or more individuals with pertinent expertise to inquire into and to advise or report on any question of fact or opinion relevant to any issue in an appeal, including issues involving disability, language or cultural considerations.
- i) The Committee shall determine its decision regarding an appeal by voting. A simple majority of the voting members present must be in favour for an appeal to be granted (a tie vote fails).
- j) The Vice-Chair shall chair the Committee in the event the Chair is absent or has a conflict of interest with an appellant.
- k) A record of the minutes of meetings and decisions made by the Committee shall be kept in the Office of the Registrar to support consistency in its decisions.
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4. Appeal Procedure

- m) The Committee has jurisdiction to hear appeals of decisions made regarding undergraduate admission, re-registration, and transfer of credit, including (but not limited to) the following:
 - withdrawal an offer of admission or re-registration due to unsatisfactory academic performance;
 - refusal of admission, due to unsatisfactory academic performance;
 - special access categories as defined in the Calendar regulations
 - an assigned requirement to withdraw;
 - denial of transfer credit from other institutions
 - decisions related to a violation of the failure to declare studies elsewhere Calendar regulations, such as:
 - denial or cancellation of an application for admission or re-registration

- rescinding an offer of admission or re-admission and a ban on any application for at least one term
 - cancellation of current registration;
 - the denial of transfer credit from institutions where attendance was not disclosed
 - the display on the official transcript of all penalties assigned
 - placement on disciplinary probation
- n) A student or applicant wishing to appeal a decision to the Committee (the “appellant”) shall complete a Senate Committee on Admission, Re-registration and Transfer Notice of Appeal Form with supporting documentation. Should the Office of the Registrar deem that the appeal lacks sufficient supporting documentation, the appellant will be notified and given the opportunity to supplement the appeal before it goes to the Committee.
- o) Grounds for appeal are limited to:
- i) unforeseen extenuating circumstances supplemented with relevant documentation;
 - ii) significant physical affliction or psychological distress documented by a physician or other health care professional;
 - iii) documented significant distress, or documented significant responsibility as a caregiver, as a result of an immediate member of the family suffering from serious trauma or illness;
 - iv) evidence of incorrect advice or errors of administration by authorized University personnel, with evidence that the appellant's studies were adversely affected;
 - v) new, material information is available which, despite the exercise of due diligence by the appellant, could not have been presented at the time of the decision giving rise to the appeal, and the relevance and significance of the new information is such that if it had been submitted at the time of the decision, could reasonably have been expected to have altered the outcome.
- p) Dissatisfaction with University regulations, or disagreements concerning the evaluation of admissibility of evaluation of credit value equivalency (e.g. calculation of G.P.A., credit conversion, or questions regarding satisfaction of English proficiency) or failure to meet published deadlines do not constitute grounds for appeal.
- q) For each appeal, the Director of Undergraduate Admissions or Undergraduate Records (or designate) shall be present to provide information on applicable university calendar regulation, policy and procedures to the Committee.
- r) Appellants do not attend Committee meetings. An appeal is decided based on the appellant’s written documentation provided and the information package submitted through the Office of the Registrar, which includes (but is not limited to) a summary of the students’ academic record, student’s transcripts, and additional information provided for the appeal submitted by the student.

- s) The Committee may defer an appeal decision pending receipt of more information and may request additional documentation. If any Committee members request additional information, this will only be done if the Committee Chair decides that this additional information would be both relevant and cogent to deciding the appeal.
- t) Appeal decisions are communicated to the student in writing by the Office of the Registrar (Undergraduate Admissions or Undergraduate Records units) within one week of the decision.
- u) The Committee's decision may be appealed to the Senate Committee on Appeals only on the grounds of specific procedural error.

5. Delegated Authority

The Committee may delegate to the Office of the Registrar the Committee's authority to approve an admission or re-registration appeal in the following circumstances:

Admission:

- circumstances in which the student is denied admission due to being below the current cut-off but is above the calendar-stated university minimum; or,
- circumstances in which the student's admission offer is being withdrawn due to being below the current retaining average/GPA but is above the calendar-stated university minimum.

Re-registration:

- circumstances in which the student is denied re-registration due to the first assignment of a requirement to withdraw with documentation as described below; or,
- circumstances in which the student is denied re-registration due to the first assignment of a requirement and the student has, at maximum, two outstanding courses required for degree completion.

The approval of delegated appeals will be based on (but not limited to) demonstrated medical or other exceptional grounds in which the student has provided documentation for the period described (e.g. additional academic information such as, SAT/ACT scores, institutional comparative ranking etc.), and in consultation with the appropriate academic unit in the case of selective program decisions.

6. Annual Report to Senate

- v) The Committee's annual report to Senate shall contain the following information:
 - the number of appeals that have been heard and decided since the last report to Senate;
 - a summary of the appeals heard by general category together with the number of appeals allowed and the number rejected;
 - the report from the Faculty of Graduate Studies described in section 3g)
- w) The Committee may request further information from the Faculty of Graduate Studies following receipt of the report described in section 3g).

- x) If the Committee finds any university policy, regulation, procedure, or practice related to admission, re-registration, or transfer – including these Terms of Reference – that appears to need review and revision, the Committee may advise the Senate and recommend appropriate action.

Approved and Revised by Senate:

December 1, 1976

April 1, 1992

November 4, 1992

October 5, 1994

February 4, 2011

February 7, 2014

May 2, 2014

May 5, 2017

January 11, 2019



Date: September 17, 2021
To: Senate
From: Senate Committee on Agenda and Governance
Re: **Revisions to the Terms of Reference for the Senate Committee on Continuing Studies**

At its meeting on September 17, 2021, the Senate Committee on Agenda and Governance reviewed and approved the attached revisions to the terms of reference for the Senate Committee on Continuing Studies.

Director, Cooperative Education and Career Services, ex officio, non-voting:

The role of Director of Cooperative Education and Career Services changed to the title of Executive Director in 1998. This revision serves to reflect this change.

Chair, Senate Committee on Planning (ex officio, voting):

Membership on the Senate Committee on Continuing Studies for the Associate Vice-President Academic Planning (AVPAP) has been important to the Senate Committee on Continuing Studies. As the AVPAP is the chair of the Senate Committee on Planning, this member would be aware of proposals under review and recommendation to the Senate Committee on Planning.

Previously, this membership was accomplished through the President's nominee (voting). It is proposed to assign this role as a permanent member of the committee, (ex officio, voting) in similar scope to the chair of the Senate Committee on Academic Standards membership on the Senate Committee on Curriculum.

Recommended Motion:

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

Respectfully submitted,

2021/2022 Senate Committee on Agenda and Governance

Kevin Hall, Chair, President and Vice-Chancellor
Saul Klein, Vice-Chair, Dean, Peter G. Gustavson School of Business
Carrie Andersen, University Secretary
Aaron Devor, Faculty of Social Sciences
Mauricio Garcia-Barrera, Faculty of Graduate Studies
Mark Gillen, Faculty of Law
Helen Kurki, Faculty of Social Sciences
Valerie Kuehne, Vice-President Academic and Provost
Kyle Risby, Student Senator
Carolyn Russell, Convocation Senator
Lara Wilson, Libraries
Ada Saab (Secretary), Associate University Secretary
Kathy MacDonald, (Recording Secretary), Senator Coordinator

/attachments



The Senate Committee on Continuing Studies shall:

1. Review and make recommendations to the Division of Continuing Studies regarding academic policies and criteria concerning the offering of:
 - a. Degree-credit courses and programs, approved by the Senate and the Board of Governors, at off campus locations and on campus when such courses or programs are not otherwise administered by the academic departments;
 - b. Non-degree programs and courses.
2. Monitor on a regular basis the Continuing Studies programs and courses offered to ensure adherence to established academic policies, priorities and criteria.
3. Review proposals for new programs and for changes to existing Continuing Studies programs and shall, at its discretion, make recommendations respecting such programs to the Senate Committee on Planning.
4. Review existing certificate and diploma programs at least every three years.

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:

- 9 faculty members representing the faculties (at least 2 of whom shall be members of Senate) (voting)
- the Dean of Continuing Studies, Chair (*ex officio*, voting)
- 3 students including 1 student member of Senate, 1 undergraduate student representative and 1 graduate student representative (voting)
- 1 student representative from the diploma or certificate program in Continuing Studies appointed by the Senate (voting)
- **Chair, Senate Committee on Planning (*ex officio*, voting)**
- 1 Alumni Association representative (voting)
- 1 convocation member of Senate (voting)
- President or nominee (voting)

Total membership - 178 (178 voting members)

The secretary of the committee is a representative from the Office of the Dean, Division of Continuing Studies.

Approved and Revised by Senate:

September 12, 1973

June 12, 1974

October 2, 1974

October 4, 2000

Revised January 10, 2014



The Senate Committee on Continuing Studies shall:

1. Review and make recommendations to the Division of Continuing Studies regarding academic policies and criteria concerning the offering of:
 - a. Degree-credit courses and programs, approved by the Senate and the Board of Governors, at off campus locations and on campus when such courses or programs are not otherwise administered by the academic departments;
 - b. Non-degree programs and courses.
2. Monitor on a regular basis the Continuing Studies programs and courses offered to ensure adherence to established academic policies, priorities and criteria.
3. Review proposals for new programs and for changes to existing Continuing Studies programs and shall, at its discretion, make recommendations respecting such programs to the Senate Committee on Planning.
4. Review existing certificate and diploma programs at least every three years.

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:

- 9 faculty members representing the faculties (at least 2 of whom shall be members of Senate) (voting)
- the Dean of Continuing Studies, Chair (*ex officio*, voting)
- 3 students including 1 student member of Senate, 1 undergraduate student representative and 1 graduate student representative (voting)
- 1 student representative from the diploma or certificate program in Continuing Studies appointed by the Senate (voting)
- Chair, Senate Committee on Planning (*ex officio*, voting)
- 1 Alumni Association representative (voting)
- 1 convocation member of Senate (voting)
- President or nominee (voting)

Total membership - 18 (18 voting members)

The secretary of the committee is a representative from the Office of the Dean, Division of Continuing Studies.

Approved and Revised by Senate:

September 12, 1973

June 12, 1974

October 2, 1974

October 4, 2000

Revised January 10, 2014



Date: September 17, 2021

To: Senate

From: Senate Committee on Agenda and Governance

Re: **Revisions to the Terms of Reference for the Senate Committee on Curriculum**

At its meeting on September 17, 2021, the Senate Committee on Agenda and Governance reviewed and approved the attached revisions to the terms of reference for the Senate Committee on Curriculum.

Director, Graduate Admissions and Records, ex officio, non-voting:

In the past, the Director of Graduate Admissions and Records (GARO) was included as an ex officio member of SCC. The Registrar and an Associate Registrar are also ex officio members of this committee. The rationale for inclusion of the Director was to represent and provide expertise on graduate level admissions and records-related matters. Formerly, the Associate Registrar did not have a graduate-level portfolio and it was therefore appropriate to include the Director of GARO so that they could offer this particular perspective.

In a recent organizational change, the new Associate Registrar's portfolio was expanded to include GARO. In the same way that the Associate Registrar currently represents the Undergraduate Records perspective without the Director of UG Records being present at SCC, they may represent the graduate-level viewpoint without the presence of the Director of GARO.

Recommended Motion:

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

Respectfully submitted,

2021/2022 Senate Committee on Agenda and Governance

Kevin Hall, Chair, President and Vice-Chancellor
Saul Klein, Vice-Chair, Dean, Peter G. Gustavson School of Business
Carrie Andersen, University Secretary
Aaron Devor, Faculty of Social Sciences
Mauricio Garcia-Barrera, Faculty of Graduate Studies
Mark Gillen, Faculty of Law
Helen Kurki, Faculty of Social Sciences
Valerie Kuehne, Vice-President Academic and Provost
Kyle Risby, Student Senator
Carolyn Russell, Convocation Senator
Lara Wilson, Libraries
Ada Saab (Secretary), Associate University Secretary
Kathy MacDonald, (Recording Secretary), Senator Coordinator

/attachments



The Senate Committee on Curriculum shall:

1. Review curriculum submissions recommended by the Faculties for consistency with University policies and strategic goals, to resolve outstanding issues and to approve curriculum submissions for recommendation to Senate.
 - a. For the purposes of the committee, 'curriculum' means all for-credit academic programs and courses offered by the University, including the descriptions and requirements of academic programs and courses, as described in the University Calendar;
2. Make recommendations concerning the *Policy on Calendar Submissions AC1120* and the associated *Procedures on Curriculum Submissions*.
3. Consult, as required, with other senate committees on non-curricular issues related to the University Calendar, and make recommendations to Senate if appropriate.
4. Make recommendations to Senate on the form and frequency in which the University Calendar is published.

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:

- 2 faculty members (both of whom shall be members of Senate but normally not chairs of their Faculty Curriculum Committees) who will serve as Chair and Vice-Chair of the committee (voting)
- Vice-President Academic and Provost or designate (*ex officio*, voting)
- President, or nominee (*ex officio*, voting)
- Chairs (10) of Faculty Curriculum Committees (*ex officio*, voting)
- Dean, Faculty of Graduate Studies, or nominee (*ex officio*, voting)
- Chair, Senate Committee on Academic Standards (*ex officio*, voting)
- 1 student member of Senate from the Committee on Academic Standards (*ex officio*, voting)
- Associate University Secretary (*ex officio*, non-voting)
- Registrar (*ex officio*, non-voting)
- Associate Registrar (*ex officio*, non-voting)
- ~~Director, Graduate Admissions and Records (*ex officio*, non-voting)~~
- Calendar Editor (*ex officio*, non-voting)
- **Executive** Director or designate, Co-operative Education and Career Services (*ex officio*, non-voting)

Total membership - up to 23~~2~~ (up to 17 voting) depending on whether the Chair and/or Vice-Chair are also Chairs of their Faculty Curriculum Committees.

The secretary of the committee is the Manager, Curriculum and Calendar, Office of the Registrar.

Approved and Revised by Senate:

March 6, 1996
May 6, 2011
May 4, 2012
June 4, 2013
January 10, 2014
October 5, 2018



The Senate Committee on Curriculum shall:

1. Review curriculum submissions recommended by the Faculties for consistency with University policies and strategic goals, to resolve outstanding issues and to approve curriculum submissions for recommendation to Senate.
 - a. For the purposes of the committee, 'curriculum' means all for-credit academic programs and courses offered by the University, including the descriptions and requirements of academic programs and courses, as described in the University Calendar;
2. Make recommendations concerning the *Policy on Calendar Submissions AC1120* and the associated *Procedures on Curriculum Submissions*.
3. Consult, as required, with other senate committees on non-curricular issues related to the University Calendar, and make recommendations to Senate if appropriate.
4. Make recommendations to Senate on the form and frequency in which the University Calendar is published.

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- 2 faculty members (both of whom shall be members of Senate but normally not chairs of their Faculty Curriculum Committees) who will serve as Chair and Vice-Chair of the committee (voting)
- Vice-President Academic and Provost or designate (*ex officio*, voting)
- President, or nominee (*ex officio*, voting)
- Chairs (10) of Faculty Curriculum Committees (*ex officio*, voting)
- Dean, Faculty of Graduate Studies, or nominee (*ex officio*, voting)
- Chair, Senate Committee on Academic Standards (*ex officio*, voting)
- 1 student member of Senate from the Committee on Academic Standards (*ex officio*, voting)
- Associate University Secretary (*ex officio*, non-voting)
- Registrar (*ex officio*, non-voting)
- Associate Registrar (*ex officio*, non-voting)
- Calendar Editor (*ex officio*, non-voting)
- Executive Director or designate, Co-operative Education and Career Services (*ex officio*, non-voting)

Total membership - up to 22 (up to 17 voting) depending on whether the Chair and/or Vice-Chair are also Chairs of their Faculty Curriculum Committees.

The secretary of the committee is the Manager, Curriculum and Calendar, Office of the Registrar.

Approved and Revised by Senate:

March 6, 1996
May 6, 2011
May 4, 2012
June 4, 2013
January 10, 2014
October 5, 2018



Date: September 17, 2021

To: Senate

From: Senate Committee on Agenda and Governance

Re: **Revisions to the Terms of Reference for the Senate Committee on Honorary Degrees and Other Forms of Recognition**

At its meeting on September 17, 2021, the Senate Committee on Agenda and Governance reviewed and approved the attached revisions to the terms of reference for the Senate Committee on Honorary Degrees and Other Forms of Recognition.

The inclusion of a professional librarian or a continuing sessional to the committee composition of the Senate Committee on Honorary Degrees and Other Forms of Recognition (SCHD) will add to the diversity of perspectives on the committee.

Recommended Motion:

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

Respectfully submitted,

2021/2022 Senate Committee on Agenda and Governance

Kevin Hall, Chair, President and Vice-Chancellor
Saul Klein, Vice-Chair, Dean, Peter G. Gustavson School of Business
Carrie Andersen, University Secretary
Aaron Devor, Faculty of Social Sciences
Mauricio Garcia-Barrera, Faculty of Graduate Studies
Mark Gillen, Faculty of Law
Helen Kurki, Faculty of Social Sciences
Valerie Kuehne, Vice-President Academic and Provost
Kyle Risby, Student Senator
Carolyn Russell, Convocation Senator
Lara Wilson, Libraries
Ada Saab (Secretary), Associate University Secretary
Kathy MacDonald, (Recording Secretary), Senator Coordinator

/attachments





Senate Committee on Honorary Degrees and Other Forms of Recognition Terms of Reference

The Senate Committee on Honorary Degrees and Other Forms of Recognition shall:

1. Recommend to the Senate candidates for honorary degrees;
2. Recommend to the Senate additions to the convocation roll;
3. Recommend to the Senate changes to the criteria and qualifications for candidates for honorary degrees or for candidates for addition to the convocation roll; and
4. Make recommendations to the Senate on any other matters concerning forms of recognition which the Senate may refer to the Committee.

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:

- the Chancellor, Chair (*ex officio*, voting)
- the President or nominee (*ex officio*, voting)
- 6 faculty members, at least 2 of whom must be members of Senate, **who are either faculty members, a professional librarian or a continuing sessional instructor** (voting)
- 1 Alumni Association representative (voting)
- 1 student member of Senate (voting)
- Director, University Ceremonies and Events (*ex officio*, non-voting)

Total membership – 11 (10 voting)

The secretary of the committee is the Associate University Secretary.

Criteria for the Selection of Candidates for Honorary Degrees

1. By awarding honorary degrees, the university attempts to recognize extraordinary achievement in community, national or international service, and honour individuals whose accomplishments are of such excellence that they provide, through example, inspiration and leadership to the graduates of the university.
2. Candidates for honorary degrees must normally have an exceptional record of distinction and achievement in at least one of:
 - a. scholarship,
 - b. research,
 - c. teaching,
 - d. the creative arts, or
 - e. public service.

3. The Committee may recommend a candidate for an honorary degree if that candidate's distinction and achievement, though not fitting the categories listed above, manifests outstanding personal qualities that the Senate may wish to recognize and whose acceptance of an honorary degree would bring acclaim to the university.
4. In making its recommendations, the Committee should attempt to reflect regional and cultural diversity and the character and diversity of the university itself. For each regular convocation, the Committee should try to recommend at least one candidate who has or had some connection with British Columbia or the university.
5. Normally, individuals holding political office or a current appointment at the university are not eligible for consideration for honorary degrees.
6. When the Senate decides to have a special convocation, it may establish special criteria for candidates for honorary degrees and the number of honorary degrees to be awarded at that special convocation.
7. On occasion, candidates for honorary degrees may be selected so as to reflect a theme that, in the opinion of the Senate, is of importance to the university.

Approval by Senate for Conferral of Honorary Degrees

8. Recommendations of candidates for honorary degrees will be considered at the closed meetings of the Senate.
9. The Committee will recommend to the Senate that it approve the conferral of an honorary degree on a candidate.
10. If the Senate approves the recommendation from the Committee for conferral of an honorary degree, the candidate will be added to a pool (list) of candidates who should be offered honorary degrees.
 - 10.1 If an approved candidate accepts an honorary degree, the receipt of the honorary degree shall be scheduled at a time that is mutually convenient to the university and the candidate, provided that it is no longer than three years after placed in the pool.
 - 10.2 When necessary, the Committee may recommend that the Senate approve the convocation at which a candidate is to receive an honorary degree at the same time conferral of the honorary degree is approved.
11. A person recommended to the Senate for an honorary degree shall be placed in the pool only if two-thirds of the Senate members present vote in favour of approving the conferral of an honorary degree. Recommendations not meeting this requirement will automatically be referred back to the Committee.

12. The Secretary of the Committee shall maintain the pool of the candidates the Senate has decided should be offered honorary degrees. The Committee shall regularly provide the Senate with the list of names of candidates in the pool.
13. If a candidate who has been added to the pool is not awarded an honorary degree within three years of being placed in the pool, that candidate is automatically removed from the pool unless the Senate, normally on the recommendation of the Committee, decides that the candidate should remain in the pool for up to three more years.

Awarding of Honorary Degrees

14. Except in unusual circumstances and only at the discretion of the Senate, a candidate for honorary degree must attend a convocation ceremony to receive the honorary degree in person.
 - 14.1 If, after having indicated a willingness to accept an honorary degree, a candidate becomes incapacitated or dies, the honorary degree may be awarded at the discretion of the Chair of the Senate acting on behalf of the Senate.

Procedures for Nominating Candidates for Honorary Degrees

15. Members of convocation and members of the university community may send nominations for candidates for honorary degrees directly to the Committee; others who wish to nominate candidates must do so jointly with a member of convocation.
16. Nominations for candidates for honorary degrees should be in writing and should be sent to the Secretary of the Committee. Recommendations must include:
 - a. a nomination letter including detailed specification and documentation of the candidate's distinctions and achievements;
 - b. the current name and contact information of the candidate;
 - c. the candidate's curriculum vitae; and
 - d. two letters of support for the candidate.

Procedures of the Committee

17. The Secretary of the Committee shall acknowledge the receipt of each nomination of a candidate for an honorary degree in writing.
18. The deliberations of the Committee shall take place *in camera* and are confidential to the Committee. The Committee shall not disclose to anyone, except by making a recommendation to the Senate, what it decides about any of the nominations it receives.
19. Members of the Committee who nominate or write letters of support for candidates shall withdraw from the room when that candidate is being considered by the Committee.

20. The Committee shall use criteria approved by the Senate for selecting those nominees to recommend to the Senate.
21. Normally the Committee shall consult with the appropriate Chair, Director, or Dean if the proposed candidate is recommended on the basis of distinction in an academic area represented at the University.
22. When the Committee recommends a candidate for an honorary degree to the Senate, it shall provide Senate with the nomination information and any other information the Committee deems appropriate.
23. The Committee shall meet at least twice annually to consider nominations for honorary degrees.

Approved and Revised by Senate:

June 12, 1974
April 1, 1981
May 9, 1984
January 7, 1987
October 5, 1994
October 7, 1998
October 3, 2001
January 9, 2004
February 5, 2005
May 6, 2011
December 6, 2013



Senate Committee on Honorary Degrees and Other Forms of Recognition Terms of Reference

The Senate Committee on Honorary Degrees and Other Forms of Recognition shall:

1. Recommend to the Senate candidates for honorary degrees;
2. Recommend to the Senate additions to the convocation roll;
3. Recommend to the Senate changes to the criteria and qualifications for candidates for honorary degrees or for candidates for addition to the convocation roll; and
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Composition:

- the Chancellor, Chair (*ex officio*, voting)
- the President or nominee (*ex officio*, voting)
- 6 faculty members, at least 2 of whom must be members of Senate, who are either faculty members, a professional librarian or a continuing sessional instructor (voting)
- 1 Alumni Association representative (voting)
- 1 student member of Senate (voting)
- Director, University Ceremonies and Events (*ex officio*, non-voting)

Total membership – 11 (10 voting)

The secretary of the committee is the Associate University Secretary.

Criteria for the Selection of Candidates for Honorary Degrees

1. By awarding honorary degrees, the university attempts to recognize extraordinary achievement in community, national or international service, and honour individuals whose accomplishments are of such excellence that they provide, through example, inspiration and leadership to the graduates of the university.
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5. Normally, individuals holding political office or a current appointment at the university are not eligible for consideration for honorary degrees.
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 - a. a nomination letter including detailed specification and documentation of the candidate's distinctions and achievements;
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20. The Committee shall use criteria approved by the Senate for selecting those nominees to recommend to the Senate.
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22. When the Committee recommends a candidate for an honorary degree to the Senate, it shall provide Senate with the nomination information and any other information the Committee deems appropriate.
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Approved and Revised by Senate:

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April 1, 1981
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January 7, 1987
October 5, 1994
October 7, 1998
October 3, 2001
January 9, 2004
February 5, 2005
May 6, 2011
December 6, 2013



Date: September 17, 2021

To: Senate

From: Senate Committee on Agenda and Governance

Re: **Revisions to the Terms of Reference for the Senate Committee on Learning and Teaching**

At its meeting on September 17, 2021, the Senate Committee on Agenda and Governance reviewed and approved the attached revisions to the terms of reference for the Senate Committee on Learning and Teaching.

Associate Vice-President Academic Planning (ex officio, non-voting):

The Associate Vice-President Academic Planning (AVPAP) has an important perspective on SCLT. Many items brought to the committee for consideration deal with issues which originate or impact the Associate Vice-President Academic Planning office.

Previous membership on this committee has been arranged through a nominee or designate role. Solidifying this membership, consistent with other administrative expertise on the committee, allows for consistency and necessary expertise.

Recommended Motion:

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

Respectfully submitted,

2021/2022 Senate Committee on Agenda and Governance

Kevin Hall, Chair, President and Vice-Chancellor
Saul Klein, Vice-Chair, Dean, Peter G. Gustavson School of Business
Carrie Andersen, University Secretary
Aaron Devor, Faculty of Social Sciences
Mauricio Garcia-Barrera, Faculty of Graduate Studies
Mark Gillen, Faculty of Law
Helen Kurki, Faculty of Social Sciences
Valerie Kuehne, Vice-President Academic and Provost
Kyle Risby, Student Senator
Carolyn Russell, Convocation Senator
Lara Wilson, Libraries
Ada Saab (Secretary), Associate University Secretary
Kathy MacDonald, (Recording Secretary), Senator Coordinator

/attachments





The Senate Committee on Learning and Teaching shall:

1. Advise Senate on the university's learning and teaching environment and recommend measures, which are designed to enhance the university's learning and teaching environment;
2. Assist and advise Senate, after due consultation with the faculties and other appropriate units, in the formulation and promotion of effective academic policy in the areas of learning and teaching, within the context of university policies and negotiated agreements;
3. Respond to specific requests from the Senate, other senate standing committees, or from other groups or individuals within the university community (students, instructors, faculty and staff) when referred through the Senate to the committee;
4. Obtain information from and consult broad sources internal and external to the university as appropriate to deal with issues brought before the committee; and
5. Maintain close liaison and collaborate with the Executive Director of the Learning and Teaching Centre, and others on campus who contribute to the quality of learning and teaching at the university in support of key learning and teaching issues at the university.

Senate standing and *ad hoc* committee meetings are normally closed and the discussions and meeting documents are considered confidential.

Composition

- 10 faculty members representing the faculties (at least 2 of whom shall be senators) (voting)
- 2 representatives from the divisions (Continuing Studies and the Medical Sciences) (voting)
- 5 students including 2 student members of Senate, 2 undergraduate student representatives and 1 graduate student representative (voting)
- 1 convocation member of Senate (voting)
- 1 Alumni Association representative (voting)
- 1 Librarian selected by the Faculty Association Librarians Committee (FALC) (voting)
- University Librarian or designate (*ex officio*, voting)
- President or nominee (*ex officio*, voting)
- **Associate Vice President Academic Planning (*ex officio*, non-voting)**
- Chief Information Officer or designate (*ex officio*, non-voting)
- Executive Director, Division of Learning and Teaching Support and Innovation (*ex officio*, non-voting)
- Executive Director or designate, Co-operative Education & Career Services, (*ex officio*, non-voting)
- the Director or designate, Technology Integrated Learning Centre, (*ex officio*, non-voting)

Total membership = 267 (22 voting members)

The secretary of the committee is the Associate University Secretary.

Approved and Revised by Senate:

October 10, 1973

February 2, 1994

May 4, 2007

January 9, 2015

May 5, 2017



The Senate Committee on Learning and Teaching shall:

1. Advise Senate on the university's learning and teaching environment and recommend measures, which are designed to enhance the university's learning and teaching environment;
2. Assist and advise Senate, after due consultation with the faculties and other appropriate units, in the formulation and promotion of effective academic policy in the areas of learning and teaching, within the context of university policies and negotiated agreements;
3. Respond to specific requests from the Senate, other senate standing committees, or from other groups or individuals within the university community (students, instructors, faculty and staff) when referred through the Senate to the committee;
4. Obtain information from and consult broad sources internal and external to the university as appropriate to deal with issues brought before the committee; and
5. Maintain close liaison and collaborate with the Executive Director of the Learning and Teaching Centre, and others on campus who contribute to the quality of learning and teaching at the university in support of key learning and teaching issues at the university.

Senate standing and *ad hoc* committee meetings are normally closed and the discussions and meeting documents are considered confidential.

Composition

- 10 faculty members representing the faculties (at least 2 of whom shall be senators) (voting)
- 2 representatives from the divisions (Continuing Studies and the Medical Sciences) (voting)
- 5 students including 2 student members of Senate, 2 undergraduate student representatives and 1 graduate student representative (voting)
- 1 convocation member of Senate (voting)
- 1 Alumni Association representative (voting)
- 1 Librarian selected by the Faculty Association Librarians Committee (FALC) (voting)
- University Librarian or designate (*ex officio*, voting)
- President or nominee (*ex officio*, voting)
- Associate Vice President Academic Planning (*ex officio*, non-voting)
- Chief Information Officer or designate (*ex officio*, non-voting)
- Executive Director, Division of Learning and Teaching Support and Innovation (*ex officio*, non-voting)
- Executive Director or designate, Co-operative Education & Career Services, (*ex officio*, non-voting)
- the Director or designate, Technology Integrated Learning Centre, (*ex officio*, non-voting)

Total membership = 27 (22 voting members)

The secretary of the committee is the Associate University Secretary.

Approved and Revised by Senate:

October 10, 1973

February 2, 1994

May 4, 2007

January 9, 2015

May 5, 2017



Date: September 15, 2021
To: Senate
From: Senate Committee on Awards
Re: **New and Revised Awards**

The Senate Committee on Awards met on May 20, June 24, July 28, August 18 & 19 and September 13, 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:

- Betty Moyls Memorial Award (Revised)
- Peter B. Gustavson Golf Award (Revised)
- Eli Pasquale Memorial Award (New)
- Island Savings Award (New)
- Commerce Student Society Community Engagement 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)
- Active Earth Engineering Award for Indigenous Students in STEM (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)

** Administered by the University Of Victoria Foundation*

Respectfully submitted,

2021/2022 Senate Committee on Awards

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

Jesse Baltutis, Alumni Association

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

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~~

Betty Moyls Memorial Award (Revised)

An award is given to ~~an entering,~~ a transferring or continuing student specializing in vocal performance in the Bachelor of Music program. Approval of the recipient is made by the Senate Committee on Awards upon the recommendation of the School of Music.

Peter B. Gustavson Golf Award (Revised)

One or more awards are given to entering or continuing full-time undergraduate students who are varsity athletes on either the UVic Vikes Men's or Women's Golf teams. The award will be the equivalent of the difference between the student's ~~actual~~ tuition and fees (up to maximum \$5,500) and the value of any UVic Vikes Athletic awards they have already received. Eligible students ~~will have received a minimum scholarship of \$2,500 from the University of Victoria and~~ must meet all U SPORTS and ~~✓~~ National Association of Intercollegiate Athletics (NAIA) 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 Golf Head Coach and the Director of Varsity Performance Sport. ~~Associate Director, Sport.~~

Eli Pasquale Memorial Award (New)

One or more awards up to a maximum of \$1000 are given to undergraduate and graduate students who participate in the Vikes Men's Basketball program at the University of Victoria and have Canadian citizenship or permanent resident status. 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.

Island Savings Award (New)

One or more awards of at least \$1,000 each are given to entering, continuing or transferring undergraduate students with demonstrated financial need who indicate they have an interest in pursuing a career in the financial industry.

Commerce Student Society Community Engagement Award (New)

Three awards of \$1,000 each are given to undergraduate Bachelor of Commerce students who are active volunteers in one or more campus-based activities focusing on equity, diversity and inclusion and have encouraged others to engage in this activity. Students doing paid work or course-related volunteering are not eligible.

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

Stephens Family Undergraduate Research Awards in Organic & Sustainable Food Systems (Revised)

One or more ~~undergraduate~~ awards of up to \$5,000 in total will be awarded to undergraduate or graduate students in the Faculty of Social Sciences, in the form of a research stipend, to provide the student with the resources to conduct their field research in collaboration with UBC's Faculty of Land and Food Systems (preferred) or, if UBC is unable, with another institution/organization chosen by UVic. ~~in consultation with the Stephens Family.~~ Preference is for undergraduate students. Graduate students must have a minimum 6.0 GPA. This award may not be awarded to the same student more than once. Selection of recipients will be made by Senate Committee on Awards or the Faculty of Graduate Studies Graduate Award Committee upon the recommendation of the Faculty of Social Sciences Awards and Recognition Committee. Students must submit their application to the Faculty of Social Sciences by September 15 ~~May 31~~.

Sheila Ryan and Eileen Ryan Award in Health Information Science* (Revised)

One or more awards are given to entering or continuing undergraduate or graduate students in the School of Health Information Sciences, with preference to students who have demonstrated financial need. Undergraduate sStudents will apply through the online application via Online tools. My Page. Graduate student applications must be submitted to the School of Health Information Sciences. Approval of the undergraduate recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the School of Health Information Sciences. Approval of graduate recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Health Information Sciences.

Vancouver Island Women's Basketball Award* (New)

One or more awards are given to undergraduate students who compete on the Vikes Women's Varsity Basketball team at the University Of Victoria. Preference will be given to an athlete that graduated from a Vancouver Island high school program. 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 of Varsity Performance Sport.

Eirin Amundsen Memorial Award* (New)

One or more awards are given to undergraduate or graduate students who participate in the Vikes Women's Soccer program at the University of Victoria. Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Senior Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Director, Varsity Performance Sport.

Frank Sylvester Scholarship* (New)

One or more scholarships are awarded to academically outstanding undergraduate students in the Department of History, with preference for students studying BC history. Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of the Department of History.

Simon Keith Foundation GVSHOF Award (New)

One or more awards are given to undergraduate students entering the University of Victoria directly from a secondary school in one of the 13 municipalities in the Greater Victoria region who compete on a Vikes Varsity team. Eligible students must meet all U SPORTS eligibility requirements. Preference will be given to students who themselves have received, or have members of their immediate family, who have received or made an organ donation. Further preference is for students who, either themselves or members of their immediate family, have been involved or affected by an organ transplant or an organ donation. For the purpose of this award, immediate family is defined as parents, siblings, grandparents, aunts or uncles, nieces or nephews.

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

A cover letter (not to exceed 500 words) and a CV (not to exceed two pages) must be submitted to the Senior Director of Athletics and Recreation by October 31.

The cover letter must include:

- Full legal name, date of birth, name of secondary school attended and year of graduation;
- Career goals and objectives;
- Athletic goals and objectives;
- Reasons for entering UVic and the benefits that the applicant expects to receive from attending UVic; and
- A description of how the applicant or an immediate family member have been involved or affected by an organ transplant or donation (if applicable).

The curriculum vitae must include:

- Applicant's academic and other achievements (a summary of academic, school, sports and community activities and achievements); and
- Two (2) signed letters of references from individuals who are familiar with the applicant's work ethic and academic or sports achievements. The letters must come from two separate individuals, who are not family members, and must include the referee's contact information.

Cameron Environmental Law Award* (New)

One award is given to an undergraduate student entering the Faculty of Law with an interest in Environmental Law. Preference will be given to students who have overcome significant barriers to attending university or who are first-generation university attendees. Further preference will be given to those with financial need. Approval of the recipients will be made by the Senate Committee on Awards upon recommendation of the Faculty of Law.

Corlie Purvis Memorial Award (New)

One or more awards, to a maximum of \$1,000 each, are given to undergraduate, graduate or post-doctoral trainees participating in concussion-related research who have the opportunity to:

- a) Travel to attend and/or present at conferences to share their research, network and collaborate with other scientists from other universities; or,
- b) Travel to collaborate with an international academic, industry or government research entity.

Applicants must provide:

- a) A short summary of the travel required and how it will impact their studies.
- b) Itemized costs related to the trip and how much they are requesting.

Selection will be made in the following order of preference:

1. Graduate or post-doctoral trainee presenting original research at a conference
2. Undergraduate trainees presenting original research at a conference
3. Graduate, post-doctoral or undergraduate trainees travelling to network with other scientists and learn techniques to bring back to UVic.

Application forms must be submitted to the Division of Medical Sciences (DMS) Office prior to travel. Graduate students must apply by August 15 for travel in the coming academic year. Post-doctoral fellows and undergraduate students can apply throughout the academic year. Approval of recipients will be made by the Senate Committee on Awards or by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Director of the Christie Concussion Laboratory.

Lawrence and Marie Luisa Macrae Scholarship in Spanish* (New)

One or more scholarships are awarded to academically outstanding undergraduate students pursuing a degree in Hispanic or Italian Studies and who are registered in a study abroad program, field school, experiential learning opportunity, or co-op work-term in Spain. Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of the Department of Hispanic and Italian Studies.

Lawrence and Marie Luisa Macrae Scholarship in Italian* (New)

One or more scholarships are awarded to academically outstanding undergraduate students pursuing a degree in Hispanic or Italian Studies and who are registered in a study abroad program, field school, experiential learning opportunity, or co-op work-term in Italy. Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of the Department of Hispanic and Italian Studies.

Lawrence and Marie Luisa Macrae Scholarship in Theatre* (New)

One or more scholarships are awarded to academically outstanding undergraduate students entering, continuing or transferring into the Performance Program in the Department of Theatre. Approval of the recipient(s) is made by the Senate Committee on Awards upon the recommendation of the Department of Theatre.

Uplands Golf Club Athletic Award* (Revised)

Two awards of ~~\$500 each~~ are awarded given to one woman female and one man male undergraduate or graduate student who competes on a Vikes Varsity team at the University of Victoria. Preference will be given to a member of the Vikes Varsity Golf team. Eligible students must meet all U SPORTS / NAIA 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. ~~Associate Director, Sport.~~ Preference will be given to a member of the Vikes Varsity Golf team.

Sandra MacDonald-Dohm Bursary (Revised)

A bursary of ~~\$300~~ \$500 is awarded to a mature woman undergraduate female student in the Social Work Program. Preference is for a single parent. ~~student entering the Bachelor of Social Work Program.~~

Prosecution Service of British Columbia Bursary* (Revised)

One or more bursaries are ~~A bursary is~~ awarded to an undergraduate students in the Faculty of Law entering 3rd year who have ~~has~~ demonstrated an interest in criminal law.

Charlotte S.M. Girard Memorial Bursary (New)

One or more bursaries are awarded to undergraduate students entering second year who are enrolled in at least one European history course.

Borden Ladner Gervais Professional Excellence Award (Revised)

Two awards of equal value of ~~\$3,000~~ each are given ~~awarded~~ to academically outstanding full-time undergraduate students in the Faculty of Law who have completed first year and have a commitment to professional or service excellence by consistently expanding their knowledge of the law, demonstrating the highest standards of integrity, offering innovative ideas, taking a collaborative approach and contributing to the community. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

Shirley Case Memorial Award Scholarship (Revised)

An award of \$1,000 is given annually to an undergraduate student registered in the Recreation and Health Education Co-operative Education program who has completed at least one work term. Students are eligible for this award if:

- (1) they did not receive payment for their work term or only received minimal compensation (e.g. accommodation, honorarium and/or travel expenses); or
- (2) they have engaged in a volunteer, unpaid commitment equal to the time of a work term (4 months).

Preference will be given to a student who has worked with at risk or under-resourced community members or organizations during their work term. Application is made through the Recreation and Health Education Co-operative Education program and must be received by January 31st. ~~A program committee will review all applications and nominate the recipient of the award.~~ Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School of Exercise Science, Physical & Health Education on behalf of the Faculty of Education.

Bate Family Greater Victoria Sports Hall of Fame Award* (Revised)

One or more awards are given to undergraduate students entering the University of Victoria directly from a secondary school in the Greater Victoria region and who compete on a Vikes Varsity team. Eligible students must meet all U SPORTS and/or NAIA 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 Associate Director, Varsity Performance Sport. Applications, including ~~and~~ a letter outlining career and athletic goals and objectives and the reasons and benefits of attending UVic, must be submitted to the Senior Director of Athletics & and Recreation by October 31. ~~September 30th.~~

Elta Brown and Peggy Mika Nursing Scholarship (New)

One or more scholarships are awarded to academically outstanding undergraduate students continuing in the School of Nursing who have demonstrated potential to provide leadership within a community or professional role. Students registered in at least 4.50 academic units are eligible for this scholarship. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the School of Nursing.

Colette Storrow Award (New)

One award is given to an entering or continuing Indigenous student in the Faculty of Law with demonstrated financial need. A student may not receive this award more than once. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

Law Student Emergency Fund (Revised)

One or more bursaries are awarded to undergraduate or graduate students in the Faculty of Law. The bursary is intended to offer students one-time financial assistance in the event of an unforeseen emergency or circumstance while attending the University of Victoria. International students are eligible for this emergency bursary.

Bonnie and Ken Putt Award* (New)

One or more awards are given to transferring undergraduate women students entering second or third year or continuing undergraduate women students in any year in an Engineering degree program in the Faculty of Engineering and Computer Science. Students must have demonstrated leadership in an educational or community setting. Preference will be given to students who are the first-generation in their immediate family to attend post-secondary. Immediate family is defined as parents or grandparents.

Applicants must submit:

- a cover letter (maximum 500 words) describing your leadership skills in an educational or community setting,
- a letter of reference from someone (who is not related to you) who can attest to the leadership activity.

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

Dr. Gerald King Legacy Scholarship in Music Education (New)

One or more scholarships are awarded to academically outstanding undergraduate students entering, transferring or continuing in the Bachelor of Music (Music Education) program. Selection of the recipients will be made by the Senate Committee on Awards upon the recommendation of the School of Music.

Larry & Shari Yore Rugby Award* (Revised)

One or more entrance awards are given to undergraduate students who compete on the Vike's Men's or Women's Varsity Rugby teams 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 Head Coaches, Vikes Varsity Rugby, and the Associate Director, Varsity Performance Sport.

Hargrove Award for Science and Service (New)

One or two awards of \$1,000 each are given to undergraduate women students entering or transferring into second year in the Faculty of Science who have done volunteer work with marginalized populations including, but not limited to, low income, street involved, people experiencing mental health related issues, LGBTQ+. Applicants must submit a letter of reference from a supervisor at the volunteer agency (who is not related to the applicant) that demonstrates leadership skills, team work and compassion. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Science.

Mary Naidu Entrance Scholarship for Indigenous Students* (New)

One or more scholarships are awarded to academically outstanding undergraduate Indigenous students entering or transferring into the Faculty of Humanities. Eligible students must be Canadian citizens or permanent residents of Canada. Part-time students (minimum of 4.5 units) are eligible.

New Car Dealers Association of B.C. Entrance Scholarship in Law* (New)

One or more scholarships are awarded to academically outstanding undergraduate students who are entering the Faculty of Law. Preference is given to students who are residents of British Columbia.

UVSS BIPOC Public Interest Research Award* (New)

One or more awards, of at least \$1,000 each, are given to continuing or transferring undergraduate students with demonstrated research-based contributions to community programs or agencies that address social justice and/or environmental issues. Preference will be given in the following order:

- Students who identify as Black, Indigenous or Person of Colour
- Students who are members of groups with historical and/or current barriers to equity
- Students with demonstrated financial need

Students must submit a summary (maximum 500 words) of their research project that contributes to community programs and provide one letter of reference (maximum 300 words) that speaks to this.

Brian Mackenzie Memorial Scholarship* (New)

One or more scholarships are awarded to academically outstanding graduate students in Political Science. Preference is for students with demonstrated financial need. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Political Science.

Elaine Gallagher Award* (Revised)

One or more ~~travel~~ awards are given to academically outstanding graduate students doing research on aging who are presenting a paper or poster at a conference on aging. Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Director of the Institute on Aging and Lifelong Health.

Fred Cooperstock Scholarship (New)

A scholarship of \$5,000 is awarded to a graduate student in the Faculty of Science who is doing field work or research in Israel. The award may not be used to support the student's attendance at a conference. Preference will be given to a graduate student in the Physics and Astronomy department.

Selection of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Science.

Paulette Lacroix Nursing Informatics Leadership Scholarship (New)

One or more scholarships, of at least \$1,000 each, are awarded to academically outstanding graduate students in Health Information Science or the double degree School of Health Information Science/School of Nursing program who are licensed registered nurses and have demonstrated leadership potential or leadership experience in healthcare nursing practice or administration.

Applicants must submit their CV and a one page statement (maximum 500 words) summarizing their view of Nursing Leadership in the field of Health Informatics to the School of Health Information Science by June 30th. ~~September 1st~~.

Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Health Information Science ~~or the School of Nursing~~.

Nancy Lamb Chemistry Scholarship (New)

Two scholarships of \$5,000 each are awarded to academically outstanding continuing graduate students in Chemistry whose research focus is Organic Chemistry. Preference is given to students who are not receiving major external funding (\$17,500 or more Tri-Agency or equivalent) or a UVic Fellowship. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Chemistry.

Nancy Lamb Scholarship in Piano (New)

A scholarship is awarded to an academically outstanding graduate student in the School of Music whose principal instrument is the piano. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Music.

Reg Mitchell Memorial Scholarship* (New)

One or more scholarships are awarded to academically outstanding graduate students pursuing a degree in Organic Chemistry. Approval of the recipient(s) is made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Chemistry.

Ted Whelen Graduate Scholarship in Public Administration* (New)

A scholarship of at least \$12,500 is awarded to an academically outstanding graduate student entering the School of Public Administration. Applicants are chosen based on previous academic achievement and/or relevant work experience and work-related accomplishments. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Public Administration.

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

One award is given to an entering, continuing or transferring Indigenous undergraduate student in either the Faculty of Engineering and Computer Science or the Faculty of Science who have a strong interest in pursuing studies in Science(s), Technology, Engineering,

and/or Math (STEM). The student must have demonstrated community involvement and must submit a letter of reference (maximum 400 words) outlining their leadership skills in one or more of the following areas: community involvement, leadership, academic performance, athletics, innovation, and creativity. Community can include schools, neighbourhoods, teams, and/or Nations.

Preference will be given in the following order:

1. members of the Songhees Nation, 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 nomination from the Faculty of Engineering and Computer Science or the Faculty of Science.

Bob Worth Award in Economics* (New)

An award of at least \$2,500 is given to an undergraduate student entering third year in the Department of Economics who has:

- a) demonstrated financial need;
- b) successfully completed COM 240;
- c) a strong interest in pursuing a career in business; and
- d) a minimum GPA of 5.5

The award may be renewed for the recipient's fourth year of studies. To be automatically renewed a student must have completed a total of 12 or more academic units in two terms of study between May and April in the previous academic year and maintained a grade point average of 5.5/9.00 or higher on their best 12 units. A student whose grade point average falls below 5.5/9.00 may file a written appeal with the Senate Committee on Awards to seek special consideration for the renewal of the award.

Students registered in co-op or a work experience work-term will automatically be renewed when they next complete 12 or more academic units in two terms, provided they have a grade point average of 5.5/9.00 or higher in the two terms. Any student who takes neither a co-op, work experience/work-term, nor academic units for more than one term may forfeit the award.

Sandra Louise Harper and Don Barnhardt Award in Indigenous Law* (New)

One or more awards of at least \$1,000 each will be given to Indigenous students entering second year of the JD/JID Program. Preference will be given to students who have not received any other awards. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law and Director of the JD/JID program

Margaret T. Clinch Bursary in Business* (Revised)

One or more bursaries ~~of up to one-half the cost of tuition~~ are awarded to women students in the Bachelor of Commerce program, with preference to students entering third or fourth year who have an interest in Entrepreneurship or Small Business Management.

Shelley Lynne Hamilton Memorial Graduate Bursary* (Revised)

~~One or more bursaries are awarded to women graduate students doing her MA/MEd or PhD in the Counseling Program in the, Psychological Foundations, Faculty of Education. Preference will be given to a single mother parent carrying out dissertation research or working on a thesis or project. Approval of the recipient will be made by the Senate Committee on Awards Selection will be made by Student Awards and Financial Aid upon the recommendation of the Department of Psychological Foundations Education Psychology & Leadership Studies.~~

Ed Chala Memorial Soccer Award* (New)

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

Dr. Anne Pomeroy Autor Award in Interdisciplinary Studies* (New)

One or more awards are given to continuing undergraduate students who have a minor in an interdisciplinary program. Students with a GPA of 6.0 or higher in the previous year of study are eligible for this award.

Deanna Carter Biochemistry Scholarship (New)

A scholarship of at least \$1,000 is awarded to an undergraduate woman student who is entering the Faculty of Science directly from a Canadian secondary school. Preference will be given first to a student entering Biochemistry and second to a student entering Chemistry.

Faculty of Fine Arts Indigenous Student Award (New)

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



Date: September 15, 2021
To: Senate
From: Senate Committee on Continuing Studies
Re: **2020/21 Annual Report**

The Terms of Reference for the Senate Committee on Continuing Studies 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 Continuing Studies met seven times during the Academic Year: October 6, 2020, November 17, 2020, January 12, 2021, February 23, 2021, March 23, 2021, April 20, 2021 and May 18, 2021. All meetings were held remotely due to the pandemic. The committee considered a number of academic programs and other issues over the course of the year, including:

- the review of five diploma/certificate programs with approvals to approve the continued delivery for the next three years of: the Certificate in General Studies, Cultural Resource Management Diploma, Professional Specialization Certificate in Collections Management, Professional Specialization Certificate in Visitor and Community Engagement, and Certificate in Indigenous Language Revitalization
- the review and approval of the discontinuance of the Humanities Diploma and Computer Based Information Systems Certificate
- the review and approval of curriculum changes to the Certificate and Diploma in Business Administration
- a status report on recommendations from a special review of the Business Administration Certificate/Diploma
- the review of one program-like offering, La Maison Francais
- provision of feedback on a new strategic framework for the Division of Continuing Studies

Bullets of Major Issues:

- **Certificate in General Studies (October 6, 2020)**

Ms. Miranda Angus, Program Director and Ms. Elizabeth Bowman, Program Coordinator joined the meeting to present the first review of the Certificate in General Studies since its inception in 2016.

The Certificate in General Studies is a multi-disciplinary program providing learners with flexibility to customize their learning and choose courses that best support their professional and career goals. It also serves as a vehicle for assessing demand in new and emerging areas.

The committee approved the continued delivery of the Certificate in General Studies for another three years.

- **Cultural Resource Management Diploma, Professional Specialization Certificate in Collections Management, and Professional Specialization Certificate in Visitor and Community Engagement (November 17, 2020)**

Ms. Tania Muir, Program Director, Ms. Maxine Reitsma, Program Coordinator and Dr. Catherine Harding, Faculty Advisor from the Faculty of Fine Arts joined the meeting to provide an overview of the materials and respond to questions.

As credit programs within the Division of Continuing Studies, the Cultural Resource Management Programs (CRMP) have grown under the academic stewardship of Art History and Visual Studies in the Faculty of Fine Arts. CRMP programs serve the needs of working professionals in the museum, heritage, and cultural sectors across North America and beyond.

The committee approved the change to the review schedule of the Professional Specialization Certificate in Visitor and Community Engagement to align with the Cultural Management Diploma. The committee also approved the continued delivery of all three programs for another three years.

- **Change to course requirements – Certificate in Business Administration (November 17, 2020)**

Dr. Richard Rush, Acting Program Director and Mr. Don Mellings, Program Coordinator joined the meeting to provide an overview of the proposed changes and answer any questions.

The current structure of one required course and seven electives is different from comparable programs outside UVic. An exercise in curriculum mapping of the business programs revealed that under this structure students may graduate without accomplishing the current program outcomes.

The new structure of five required courses and three electives will ensure that all graduating students achieve the stated program outcomes and have a credential of value to industry, government and non-profit sectors. The new outcomes align with UVic's strategic initiatives related to sustainability, inclusion, diversity and advancing reconciliation with Indigenous peoples.

The committee approved the curriculum changes to the Certificate in Business Administration and referred the matter on to the Senate Committee on Academic Planning for further discussion and approval.

- **Humanities Diploma (January 12, 2021)**

Ms. Miranda Angus, Program Director joined the meeting to provide context to the discussion.

The Humanities Diploma was a collaboration between Division of Continuing Studies and the Faculty of Humanities initiated in 1986, designed to open access to university for non-traditional students. The program has not been viable for many years. A review of the program in 2018 recommended to suspend intake and discontinue the diploma once students currently enrolled completed their studies. A final review was scheduled for the 2021/22 review cycle, however the Faculty of Humanities asked to expedite the process so it can be removed from the calendar and website. Division staff have confirmed with the Registrar's office that this early action will not affect completion plans for the few remaining students.

The committee approved the discontinuance of the Diploma in Humanities, referring to the Senate Committee on Planning for further discussion and approval.

- **Change to Course Requirements - Diploma in Business Administration (February 23, 2021)**

Dr. Richard Rush, Acting Program Director joined the meeting to respond to any questions on the curriculum changes.

The current structure of three required courses, five of ten core courses, and six electives has been in place since 1996. Program outcomes need to be updated to reflect the directions that industry, students and faculty identify are critical. The revised DBA outcomes align with the university's strategic initiatives related to sustainability, inclusion, diversity and reconciliation with Indigenous peoples. It also includes relevant observations from the Diploma in Business Administration (DBA) curriculum mapping exercise which took place in December 2018.

The new structure of nine required courses and five electives will ensure that all graduating students meet the stated outcomes and have a credential of value to industry, government and non-profits.

The committee approved the curriculum changes to the Diploma in Business Administration and referred the matter on to the Senate Committee on Academic Planning for further discussion and approval.

- **Business Administration Certificate/Diploma status report (March 23, 2021)**

Dr. Richard Rush, Acting Program Director, joined the meeting to provide committee members with an update on recommendations made to better align the business programs with UVic's strategic priorities.

Program learning outcomes for both the Certificate and Diploma in Business Administration have been revised and steps to decolonize curriculum are underway. There is a process in place to ensure curriculum under review include Indigenous knowledge and approaches to business, and helps learners gain intercultural acumen that is critical to fostering respect and reconciliation.

- **La Maison Française (March 23, 2021)**

Ms. Miranda Angus, Program Director and Mr. Philippe Provencher, Program Coordinator joined the meeting to answer questions from the committee.

La Maison Française (LMF) is a 5-week immersive French language program for adults at all levels of language proficiency. It has been running on campus every July since 1965. Participants in LMF include EXPLORE students who are funded to attend by the Council of Ministers of Education in Canada (CMEC), as well as in-service BC teachers who want to improve their French language skills. LMF did not run last summer due to COVID-19. CMEC approved an online version for summer of 2021, though it is expected to return to in-person programming in 2022.

- **Certificate in Computer-Based Information Systems (April 20, 2021)**

Ms. Miranda Angus, Program Director and Ms. Ash Moosavi, Program Coordinator joined the meeting to present the report and answer questions.

The final term to complete the certificate was December 2020. A number of individual courses from this certificate will still be offered as part of other programs, with a focus on shorter micro-credentials that align better with learner needs for upskilling and re-skilling.

The committee approved the discontinuance of the certificate, referring to the Senate Committee on Planning for further discussion and approval.

- **Certificate in Indigenous Language Revitalization (May 18, 2021)**

Ms. Tania Muir, Program Director, and Ms. Janna Wilson, Program Coordinator along with Suzanne Urbanyzk, Faculty Advisor from the Department of Linguistics attended the meeting to present the report and answer questions.

This program launched in 2005 as a response to the critical need for language revitalization within Indigenous communities. Continuing Studies partnered with the Department of Linguistics as faculty home to offer a program customized to language needs and context of communities. Each program is unique but ladders into further undergraduate learning opportunities at UVic and, more recently into the University of Calgary, Faculty of Education.

The committee approved the continued delivery of the Certificate in Indigenous Language Revitalization for another three years.

Respectfully submitted,

2021-22 Senate Committee on Continuing Studies

Jo-Anne Clarke, (Chair), Division of Continuing Studies
Elizabeth Adjin-Tettey, AVP Academic Planning (President's Nominee)
Kelly Diether, Convocation Senator
Wendy Gedney, Alumni Association
Mark Gillen, Faculty of Law
Donna Jeffrey, Faculty of Social Sciences
Mark Laidlaw, Faculty of Science
Jeffrey Bruton, GSS representative
James Nahachewsky, Faculty of Education
Sanghoon Nam, Peter B. Gustavson School of Business
Rustom Bhiladvala, Faculty of Engineering
Tomas Kalyniuk, Student Senator
Kirsten Kopp (Secretary), Division of Continuing Studies

2020-21 Senate Committee on Continuing Studies

Jo-Anne Clarke, (Chair), Division of Continuing Studies
David Alexander, Convocation Senator
Penny Bryden, Faculty of Humanities
Carolyn Butler-Palmer, Faculty of Fine Arts
Jonathan Granirer, UVSS Representative
Wendy Gedney, Alumni Association
Mark Gillen, Faculty of Law
Christina Johnson, Student Rep. from diploma or certificate program in Continuing Studies
Mark Laidlaw, Faculty of Science
Jeffrey Bruton, GSS representative
Susan Lewis, AVP Academic Planning (President's Nominee)
James Nahachewsky, Faculty of Education
Sanghoon Nam, Peter B. Gustavson School of Business
Rustom Bhiladvala, Faculty of Engineering
Kenneth Stewart, Faculty of Social Sciences
Kirsten Kopp (Secretary), Division of Continuing Studies



Date: 8 September 2021

To: Senate

From: Senate Committee on Curriculum

Re: **2020-2021 Annual Report**

The Terms of Reference for the Senate Committee on Curriculum 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 Curriculum met three times during 2020-21: C1 (7 December 2020); C2 (11 March 2021); C3 (27 August 2021). The committee considered a number of issues over the course of the year:

- Primarily, there was the regular business of the assessment and approval of curriculum change submissions, to proceed to Senate. The Committee assessed 1,110 submissions over the three Cycles (481, 587, 42), which is consistent with previous years.
- A project was undertaken to ensure joint undergraduate-graduate courses had the correct notes regarding "ALSO", MX and supplemental notes.
- During a review of the ASL certificate, a question arose regarding the use of the term 'native' speaker/language especially when reviewing the term "Native American Sign Language." After consultation, it was determined that using the term "first-language" would provide greater clarity. Curriculum and Calendar have updated all references of 'native' to 'first-language' within the Faculty of Humanities.



Respectfully submitted,

2021/2022 Senate Committee on Curriculum

Adam Con, Chair, Faculty of Fine Arts
Gary MacGillivray, Vice Chair, Vice-President Academic and
Provost's Designate, Faculty of Science
Sabrina Jackson, Associate Registrar
Yasmine Kandil, Senate Committee on Academic Standards ,
Eva Baboula, Faculty of Fine Arts
Andrea Giles, Co-operative Education & Career Services
Chris Graham, Peter B. Gustavson School of Business
Nicole Greengoe, Registrar
Nicole Kent, Student Senator
Rishi Gupta, Faculty of Engineering
Maureen Ryan, Faculty of Human and Social Development
Michelle Lawrence, Faculty of Law
Sara Henderson, UVic Calendar Editor
Michele Martin, Division of Medical Sciences
Paul Whitinui, Faculty of Education
Reuben Rose-Redwood, Faculty of Social Sciences
Ada Saab, Associate University Secretary
Lisa Surridge, Faculty of Humanities
Stephen Evans, Faculty of Graduate Studies
Asia Longphee (Secretary), Office of the Registrar

2020/2021 Senate Committee on Curriculum

Robin Hicks, Vice-Chair, Faculty of Science
Laurie Barnas, Associate Registrar
Neil Burford, Chair, Senate Committee on Academic
Standards Adam Con, Faculty of Fine Arts
Gordon Fulton, Designate for Vice-President Academic &
Provost Andrea Giles, Co-operative Education & Career
Services
Chris Graham, Peter B. Gustavson School of Business
Nicole Greengoe, Registrar
Navinder Hundal, Student Senator
LillAnne Jackson, Faculty of Engineering
Sabrina Jackson, Director, Graduate Admission and Records
Donna Jeffery, Faculty of Human and Social Development
Freya Kodar, Faculty of Law
Asia Longphee, UVic Calendar Editor
Gary MacGillivray, President's Nominee
Michele Martin, Division of Medical Sciences
Catherine McGregor, Faculty of Education
Nilanjana Roy, Faculty of Social Sciences
Ada Saab, Associate University Secretary
Lisa Surridge, Faculty of Humanities
Jennifer White, Faculty of Graduate Studies
Rachel Strandquist(Secretary), Office of the Registrar



University
of Victoria

Senate Committee on
Curriculum

MEMO

Date: 8 September 2021
To: Senate
From: Adam Con, Senate Committee on Curriculum
Re: **2021/2022 Cycle 3 Curriculum Submissions**

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

On the left hand side, click on the link '2021 - 2022 Senate Meeting Agendas and Materials' then select the folder 'Curriculum Changes effective January 1, 2022'.

Motion: 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.

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

2021/2022 Senate Committee on Curriculum

Adam Con, Chair, Faculty of Fine Arts
Gary MacGillivray, Vice Chair, Designate for Vice-President Academic & Provost, Faculty of Science
Eva Baboula, Faculty of Fine Arts
Sabrina Jackson, Associate Registrar
Yasmine Kandill, Chair, Senate Committee on Academic Standards
Reuben Rose-Redwood, Faculty of Social Sciences
Steve Evans, Faculty of Graduate Studies
Andrea Giles, Co-operative Education & Career Services
Nicole Kent, Student Senator
Chris Graham, Peter B. Gustavson School of Business
Neil Burford, Faculty of Science
Rishi Gupta, Faculty of Engineering
Michelle Lawrence, Faculty of Law
Sara Henderson, UVic Calendar Editor
Michele Martin, Division of Medical Sciences
Ada Saab, Associate University Secretary
Maureen Ryan, Faculty of Human and Social Development
Lisa SurrIDGE, Faculty of Humanities
Nicole Greengoe, Registrar
Paul Whitinui, Faculty of Education
Asia Longphee (Secretary), Office of the Registrar



Date: August 11, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposal to extend the Approved Centre Status for the Canadian Institute for Substance Use Research (CISUR)**

At its meeting on May 4, 2021, the Senate Committee on Planning considered the proposal to extend the Approved Centre Status for the Canadian Institute for Substance Use Research (CISUR) for the period December 31, 2021 through December 31, 2022. The Institute is due to undergo an external review during this time.

The following motion is recommended:

Motion: 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.

Respectfully submitted,

2021-2022 Senate Committee on Planning

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

Dr. Valerie S. Kuehne
Dr. Michelle Lawrence
Dr. Graham McDonough
Dr. Abdul Roudsari
Q Roxas
Dr. Nilanjana Roy
Ms. Ada Saab
Dr. Ralf St. Clair
Ms. Christine Todd
Dr. Jie Zhang
Ms. Sandra Duggan (Secretary)





MEMORANDUM

DATE: April 12, 2021

TO: Dr. Robin Hicks; Chair, Senate Committee on Planning

FROM: Dr. Cynthia Milton, Associate Vice-President Research

RE: **Canadian Institute for Substance Use Research (CISUR) - Request for Approved Centre Status extension**

I am writing under the delegated authority of the Vice-President Research, Dr. Lisa Kalynchuk. Dr. Kalynchuk has reviewed the Canadian Institute for Substance Use Research's request for a twelve-month extension of their approved centre status. She is in agreement with the below recommendation.

The centre status of the Canadian Institute for Substance Use Research (CISUR), under the directorship of Dr. Timothy Naimi, is scheduled to expire on December 31, 2021 in adherence with University of Victoria policy number RH8300, *Establishment, Review, and Closure of Research Centres*.

Due to constraints in the wake of COVID-19, and a strong preference by the Centre director to hold this evaluation in person, we are requesting a twelve-month extension of the Centre's approval status, from December 31, 2021 until December 31, 2022. In the event that travel is permitted in this period, the review will happen as soon as possible. In the event, travel is not permitted, CISUR will conduct a virtual external evaluation.

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

That the Senate Committee on Planning recommends that Senate extend for 12 months the Approved Centre Status for the Canadian Institute for Substance Use Research from December 21, 2021 to December 31 2022.



Date: August 11, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposal to renew the Approved Centre Status for the Centre for Studies in Religion and Society (CSRS)**

At its meeting on May 4, 2021, the Senate Committee on Planning considered the proposal to extend the Approved Centre Status for the Centre for Studies in Religion and Society (CSRS) for the period October 21, 2021 through October 20, 2026. An external review panel provided a positive assessment of the Centre and has recommended its continuation.

The following motion is recommended:

Motion: 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.

Respectfully submitted,

2021-2022 Senate Committee on Planning

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





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: April 23, 2021

TO: Dr. Robin Hicks, Chair, Senate Committee on Planning

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

RE: Renewal of the Centre for Studies in Religion and Society (CSRS) as an Approved UVic Research Centre

I am writing to recommend the continuation of the Centre for Studies in Religion and Society (CSRS) as an approved multi-faculty research centre for a further five-year term. The CSRS is housed in the B-wing of the Sedgewick building on campus and is under the direction of Dr. Paul Bramadat.

An external review of the CSRS was conducted on 11-12 March 2021 and the attached report was provided by the review panel on 3 April, 2021. The CSRS Director provided his response (attached) on 23 April 2021. Note that the review was conducted virtually as a result of restrictions due to COVID-19.

The review panel comprised:

- Dr. Walid Saleh (chair), Professor, Department for the Study of Religion, University of Toronto
- Dr. Doris Jakobsh, Professor, Department of Religious Studies, University of Waterloo
- Dr. Gary Kuchar, Professor, Department of English, University of Victoria

The Executive Summary describes the CSRS as a “first rate” centre, noting the Centre’s “highly impactful” work and networking within UVic and the larger community, and their solid national and international reputation. The review panel commends the CSRS for their ability to reflect the diversity of religious life in Canada in both its research and outreach as well as in its ability to bring together scholars, students and community members from a broad spectrum of diverse religious and non-religious backgrounds. The review panel strongly recommends the renewal of CSRS’ centre status.

The review panel report is a comprehensive and a highly positive assessment of the CSRS:

- The review panel notes that the commitment, productive scholarship, networking abilities and administrative skills of the Director, Dr. Paul Bramadat rest at “the core of the centre’s success.”

- The review panel commends the collegiality and professionalism of the Centre's team: Dr. Rachel Brown, Dr. Scott Dolff and Noriko Prezeau.
- The CSRS has over the review period has managed to improve their funding structure and maintain a healthy endowment, by restructuring and securing of additional external grants and diverse funding sources.
- The CSRS has increased their fellowships, offered new kinds of fellowships (such as the Indigenous Art and Research Fellowship programme) and research seed-funding. The CSRS Fellowship program is "one of the finest in the nation," according to the review panel: the centre hosted 138 fellows in the period under study (UVic professors, visiting fellows, graduate students and community members). According to the external panel, the international Visiting Research Fellowships (non-stipendiary, 49 fellows out of 138 in this period) is unique in Canada.
- The review panel notes the important work in the CSRS toward reconciliation, ranging from fellowship programs, lectures and seminar series, and co-produced and Indigenous-led projects.
- The review panel notes CSRS's commitment to engaging beyond the university, doing so through innovative and engaged practices of knowledge mobilization "with remarkable success": numerous scholarly books (4 completed, 5 in production), book chapters and articles, five funded team projects with five in development, over 135 independent research projects and a rich variety of events, ranging from daily coffee chats, to podcasts, lecture series, exhibitions and workshops.
- The evaluators remark on the constructive opportunities offered to graduate students through the CSRS, through mentorship, training and experience. The interdisciplinary methodology and broad range focus, along with the inclusive, collegial and egalitarian environment, allows for important dialogue and sharing across generations and areas of focus.
- The review panel recommends greater university investment in funding for graduate students and seed-funding for emerging research projects through the CSRS.
- The evaluators primary concern for the CSRS is for securing a smooth transition when the present director's mandate ends. They recommend the creation and funding of an Associate Director position.
- The report notes a need for greater support for external, professional communications for the CSRS.

The CSRS Director's response of 23 April 2021 is in agreement with the External Review Report's evaluation. The Director acknowledges the review panel's overall recommendations for funding increases to the Centre and proposes a series of strategic investments. His response focuses on a similar understanding of future directions for the CSRS.

The OVPRI appreciates the significant work of the Centre and will look for ways to provide more support in the future.

Conclusion and Recommendation

In summary, external review panel has provided a very positive assessment of the CSRS and has recommended its continuation. The CSRS Director's response to the review report clearly endorses the recommendations of the panel.

I recommend that the Senate Committee on Planning approve the following motion:

That the Senate Committee on Planning recommends that Senate approve the renewal of Approved Centre Status for the Centre for Studies in Religion and Society (CSRS) for the five-year period 21 October 2021 through 20 October 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.

By copy of this memorandum, I am notifying the CSRS through the Director, that the next review of the Centre will include an assessment of the progress the Centre has made on the recommendations in the Review Panel Report. This does not restrict the Centre from undertaking other initiatives as appropriate.

cc: P. Bramadat, CSRS Director



Date: September 15, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposal to discontinue the Certificate in Computer-based Information Systems**

At its meeting on September 8, 2021, the Senate Committee on Planning considered the proposal to discontinue the Certificate in Computer-based Information Systems.

The Division of Continuing Studies introduced the Computer-based Information Systems Certificate program in 1981 to meet the needs of mature, mid-career, adult learners working in information technology. In 2017, the Senate Committee on Continuing Studies approved a 3-year discontinuance of the program based on a number of factors that prohibited the program from reaching its intended goals. The Certificate in Computer-based Information Systems is no longer a viable part of the technology-programming portfolio at the Division of Continuing Studies.

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 Certificate in Computer-based Information Systems, as described in the document "Proposal to discontinue a Certificate".

Respectfully submitted,

2021-2022 Senate Committee on Planning

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



UNIVERSITY OF VICTORIA

Proposal to discontinue a Certificate

Dean's Name: Jo-Anne Clarke	Signature Dean: Original signed by Jo-Anne Clarke
Contact Name and Number: Miranda Angus 250-721-6460	
Date approved by Department: April 20, 2021	Chair/Director: Original signed by Miranda Angus
Date approved by Senate Committee on Continuing Studies: May 18, 2021	Dean or Committee Chair: Original signed by Jo-Anne Clarke





April, 2021

TO: Senate Committee on Continuing Studies

FROM: Miranda Angus, Director, Business, Science, and Technology Programs

RE: Recommendation to Discontinue Certificate in Computer-Based Information Systems, 2017

OVERVIEW

The Division of Continuing Studies (DCS) introduced the Computer Based Information Systems Certificate Program (CBIS) in 1981 to meet the needs of mature, mid-career, adult learners working in information technology. The Senate Committee on Continuing Studies (SCCS) reviewed the CBIS program in the fall of 2016, with a follow-up interim review a year later in October, 2017.

At the interim review in 2017, the SCCS approved a 3-year discontinuance of the program, based on a number of factors that prohibited the CBIS program from reaching its intended goals, including:

1. The pace of change in highly technical courses vastly surpassed our ability to develop and revise course content in a timely basis given our development cycle for online courses.
2. The IT field has become more specialized over the years resulting in a program which was, for many students, too much breadth at a superficial level and minimal depth in the specific domains.

Additional financial stressors included:

1. A change in the laddering opportunity into technology programs at Thompson-Rivers University – Open Learning (TRU-OL) stymied pathways and access for many students into other programs, which resulted in a 30% decrease in course registrations.
2. New enrollments from other prospective student groups were sub-optimal.

Course delivery adjustments, course fee adjustments and marketing/recruitment strategies were addressed prior to the request to discontinue the program in 2017. Despite all efforts, the program continued to miss market needs and run at a significant financial deficit.

GRADUATION INFORMATION

There have been 22 program graduates since 2017. Three additional program students have completed all program requirements, but have not submitted applications to graduate, despite numerous reminders from program staff.

Program Graduates	2017-18	2018-19	2019-20	2020-21
	7	9	5	1

A total of 13 program students who were identified as ‘current’ in 2017 remain incomplete at time of discontinuance. All program students have been contacted throughout the phase-out of the program with detailed timelines, course schedules, and program alternatives.

COURSE ENROLMENT INFORMATION

In 2017, staff predicted 386 course registrations for the phase out of the program, based on 122 students active in the program from 2014-17:

Core Course	Potential Registrations
Systems Analysis and Design	81
Networks and Network Management	75
Project Management	77
IT Security & Privacy	88
Human Side of Information Systems	65
Total	386

However, the attrition rate for the program has been much higher than expected and there have been only one quarter of the anticipated course registrations since 2017.

Core Course	Actual Registrations Since 2017
Systems Analysis and Design	24
Networks and Network Management	20
Project Management	12
IT Security & Privacy	25
Human Side of Information Systems	12
Total	93

For the past 3 years, CBIS program courses have been sustained by registrations from Certificate/Diploma in Business Administration students, as well as professional development students.

COURSE RETENTION UPDATE

In 2017, the plan was to keep four of the five core courses and two elective courses in the CBIS program as stand-alone courses to serve as electives in several other program areas. Since 2017 technology programming at DCS has shifted to keep pace with industry needs and continues to expand. As such, some courses will be discontinued while others will be retained and updated.

Course	2017 Plan	Current Status
Systems Analysis and Design – CBIS Core	Continue to schedule as a stand-alone course	Discontinue – curriculum is outdated
Networks and Network Management – CBIS Core	Discontinue – outdated curriculum	Discontinued
Project Management – CBIS Core	Continue to schedule as a stand-alone course	Continue to schedule as a stand-alone course; Elective course in the new Administrative Technology Professional Development Certificate (PDC); Currently being assessed as a course for a potential Project Management PDC
IT Security & Privacy – CBIS Core	Continue to schedule as a stand-alone course	Redeveloped as a core course within the new Emergency Management for Organizational Continuity PDC
Human Side of Information Systems – CBIS Core	Continue to schedule as a stand-alone course	Continue to schedule as a stand-alone course; Elective course in the new Administrative Technology PDC.
Computing Concepts – CBIS Elective	Continue to schedule as a stand-alone course	Continue to schedule as a stand-alone course; Core course in the new Administrative Technology PDC.
Business Intelligence and Data Analytics – CBIS Elective	Continue to schedule as a stand-alone course	Continue to schedule as a stand-alone course; Content redeveloped as Business Intelligence and Data Analytics Fundamentals; An elective course within both the new Business Intelligence and Data Analytics PDC and the new Administrative Technology PDC

ALTERNATIVE PROGRAMS

Professionals looking to re-skill or up-skill through DCS can access a number of more relevant programs including:

[Professional Development Certificate in Administrative Technology](#)

The new Administrative Technology Professional Development Certificate (ADTEC PDC) micro-credential program will equip learners with the critical skills sought after by employers to succeed in a computerized office environment. This three-course program will introduce learners to computer and technical skills required in administrative positions in today's general office and business environments. Learners will develop the skills to prepare for basic job-entry in current administrative technologies or to serve as an entry point or benchmark within larger certificate and diploma programs. This program is suitable for individuals who do not have previous education or background in computing as well as those who need to retrain or upgrade their existing computer skills. This foundational program can be completed in as little as one term to quickly up-skill or re-skill and effectively prepare for a professional career.

The ADTEC PDC will accept up to two of the following former CBIS courses within the program:

- Computing Concepts
- Project Management
- Human Side of Information Systems
- Business Intelligence and Data Analytics Fundamentals

[Professional Development Certificate in Business Intelligence and Data Analytics](#)

The BIDA program focuses on the technical foundations and specialized skills needed to analyze patterns and trends in different data types, and to make informed decisions. Learners will identify and evaluate data source to assist in building innovative business strategies.

The program is designed to provide participants with valuable and sought-after skills in data analysis that will help identify opportunities and prepare them to become a specialist in this growing field, no matter the industry they are currently employed in.

The PDC in BIDA will accept Business Intelligence and Data Analytics Fundamentals for credit within the program.

[Certificate in Business Administration](#)

The Certificate in Business Administration (CBA) is a flexible full-time or part-time program that provides a foundation of core business knowledge and a diverse range of elective courses so learners can tailor business education to fit their needs. Learners will leave this program with an effective working knowledge of the analytical tools and vital management concepts used in modern business, as well as grounding in the practical skills, values and perspectives required for success in a changing world.

The CBA will accept up to three of the following former CBIS courses within the program:

- Computing Concepts
- Project Management
- Human Side of Information Systems
- Business Intelligence and Data Analytics Fundamentals
- IT Security and Privacy

Diploma in Business Administration

The Diploma in Business Administration (DBA) program is designed to enable non-business degree graduates and learners with professional experience to pursue studies for career or professional development needs. The DBA also allows graduates to complete bridging programs designed to satisfy professional organization accreditation.

The DBA will accept up to three of the following former CBIS courses within the program:

- Computing Concepts
- Project Management
- Human Side of Information Systems
- Business Intelligence and Data Analytics Fundamentals
- IT Security and Privacy

Certificate in General Studies

In this program, learners choose the courses that best meet their specific learning needs and objectives.

This certificate does not accept prior learning or transfer credits, CBIS participants would have had to transfer into the program prior to final discontinuance.

CONCLUSION

The Certificate in Computer-Based Information Systems is no longer a viable part of the technology programming portfolio at the Division of Continuing Studies. We have successfully transitioned all learners who were eager to complete the CBIS through completion of their program. We will continue to reach out to incomplete and dormant students as new, shorter programming opportunities arise to more successfully meet the needs of entry and mid-career professionals looking for both foundational and specific technical skills.

Original signed by Miranda Angus



Date: September 15, 2021

To: Senate

From: Senate Committee on Planning

Re: **Proposal to establish a Bachelor of Science in Climate Science**

At its meeting on September 8, 2021, the Senate Committee on Planning considered the proposal to establish a Bachelor of Science in Climate Science.

The proposed program will be a combined degree between the Department of Geography and the School of Earth and Ocean Sciences with a climate science focus that can prepare students either to continue studies at the graduate level or to help translate climate information into actionable items in a developing job market.

The following motion is recommended:

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

Respectfully submitted,

2021-2022 Senate Committee on Planning

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

Dr. Valerie S. Kuehne
Dr. Michelle Lawrence
Dr. Graham McDonough
Dr. Abdul Roudsari
Q Roxas
Dr. Nilanjana Roy
Ms. Ada Saab
Dr. Ralf St. Clair
Ms. Christine Todd
Dr. Jie Zhang
Ms. Sandra Duggan (Secretary)



UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE
B.Sc. Climate Science

Dean's Name and Date of consultation with AVPAP: Graham Voss (acting Dean Social Sciences) Peter Look (Dean of Science)	Dean signature:
Name of contact person: David Atkinson (Geography)	Adam Monahan (SEOS)
Email & phone of contact person: datkinso@uvic.ca 250-721-7332	monahana@uvic.ca 250-472-5075
Date approved by Department: Geography: November 12, 2020 David Atkinson SEOS Jay Cullen	Chair/Director signature:
Date approved by Faculty: Social Sciences Sciences	Dean signature:
Date of Consultation with Co-operative Education Program and Career Services (if applicable) February 5 2021 (with Andrea Giles and Chelsey Evans)	Executive Director signature:
Date of Consultation with Indigenous Academic and Community Engagement Robina Thomas October 27, 2020 (with Rob Hancock)	Executive Director signature:
Resource Consultations – Other: (e.g. space, Faculty, staff)	N/A



PROPOSAL (up to 4,000 words plus appendices)**A. Identification of the change**

Name, Location, Academic units (Faculties, departments, or schools)	Department of Geography, Faculty of Social Sciences David Turpin Building School of Earth and Ocean Sciences, Faculty of Science Bob Wright Centre
Anticipated implementation date of change	September 2022 (subject to Ministerial approval)
Name, title, phone number and e-mail address of contact person	Johannes Feddema, Professor, Geography Telephone: (778) 350-6735 Email: feddema@uvic.ca Adam Monahan, Professor, Earth and Ocean Sciences Telephone: (250) 813-0939 Email: monahana@uvic.ca

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

UVic has long had a reputation in climate science, primarily from a research perspective, based on the research programs of individual faculty members and a wide variety of climate related research units located on campus (Canadian Centre for Climate Modelling and Analysis, Ocean Networks Canada, Water & Climate Impacts Research Centre, Pacific Climate Impacts Consortium, Pacific Institute for Climate Solutions, Institute for Integrated Energy Systems). However, this reputation is not clearly reflected in our academic programs. While many faculty work on and teach various aspects of climate science across a range of faculties, there is no coordinated program with a direct focus on climate science and climate impacts, adaptation, and mitigation. The purpose of the proposed program is to create a climate science focused degree that can prepare students to either continue studies at the graduate level in related disciplines such as atmospheric sciences, environmental sciences, planning and engineering; or to participate in a developing job market of people who can help translate climate information into actionable items in the private, public, and non-governmental sectors.

The program will be a combined degree between the Department of Geography and the School of Earth and Ocean Sciences (SEOS), each with six associated faculty members. The program will initially be built on existing resources within these two units, with the net addition of four new lower-level courses (one replacing an existing course) and one upper-level course. These new offerings will be covered by the existing faculty at no cost to existing programs, while addressing long standing gaps in the offerings of both units (e.g. a broadly-accessible first year course in climate science and a course on data analysis and programming with a focus on environmental datasets). The proposed degree complements the existing combined geoscience degree currently offered by SEOS and Geography.

The proposed program has two streams, each with Major and Honours degrees and a co-op option. One stream, Physical Climate Science, focuses on the physical climate system including atmospheric physics and chemistry and the role of the oceans in the climate system. The other stream focuses on climate impacts, adaptation and mitigation (IAM), with an emphasis on using geospatial tools for synthesizing, analyzing and processing climate information and making it accessible to potential end users (such as government programs, planners, community organizations and NGOs). Although students will select a specific stream, the program is designed so that students have a common foundation and will interact across the programs throughout their studies. A capstone experience will combine students from both streams in a community engaged framework. Beyond the development of technical scientific skills, emphases on

communication skills and Indigenous perspectives and ways of knowing will be integrated into courses throughout the program.

The program draws on courses from many academic units at UVic. It is structured so that new courses can easily be added as educational opportunities expand in the areas of climate science, policy, and solutions. Climate change is a multifaceted crisis involving many disciplines. The proposed program emphasizes one of these facets – the foundational science – while providing students with an introduction to other aspects of the climate change challenge, including direct experience applying and communicating this knowledge to those impacted by climate change. As such, the program complements and provides opportunities for interaction with other programs on campus addressing the climate crisis such as Human Dimensions of Climate Change, and others which may be developed in future.

This program fits extremely well within the Uvic strategic plan, the Uvic research plan and the plans for both academic units. At the University level, the program would touch on all aspects of the University strategic priorities.

1. *Cultivate an extraordinary academic environment*

The proposed Uvic program would be unlike any other offered in Canada. As we begin to experience the effects of climate change more acutely, it is becoming evident that solutions will differ by community and geographic location. There is a pressing need for qualified climate experts who can help communities both prepare for and mitigate climate change through a more structured approach to understanding the problem. This program provides students with a background to effectively provide these services to the public, private, and non-governmental sectors.

2. *Advance research excellence and impact*

One of the goals of the program is to encourage student co-op experiences and to have a capstone experience that will link students to community partners researching or seeking climate information. Our students will have the tools to participate in a wide variety of research activities on campus (e.g. large dataset processing and manipulation, GIS and remote sensing skills, fundamental understanding of climate processes etc.). By consolidating the multiple forms of expertise on campus, leveraging the expertise and capabilities of the climate research units on campus, and rationalizing the delivery of existing climate science related courses, Uvic should quickly assume the leading undergraduate educational role in climate science in Canada and consolidate a very strong international research reputation in climate science.

3. *Intensify dynamic learning*

The proposed program will have a strong community engaged learning component by having students work with community partners to assist in climate related analyses and solutions. In addition, both units in this program have extensive field school opportunities that would extend to students in this program. Additional dynamic learning opportunities are provided through such efforts as the Map laboratory in Geography that provides both opportunities for learning how to develop research activities with community partners and opportunities to implement these ideas with existing partnerships.

4. *Foster respect and reconciliation*

It has been well documented that marginalized communities are some of the most vulnerable to climate change. One tenet of climate adaptation and mitigation is that it should support the UN sustainable development goals (Intergovernmental Panel on Climate Change, 2014). By connecting students to these goals there will be an emphasis on social inequalities and how these affect specific communities globally and locally. The capstone experience links students to local communities to assist in delivering actionable climate information and solutions. Our goal is that this would focus on marginalized and Indigenous communities, providing another important aspect to dynamic learning as students are exposed to Indigenous knowledge and ways of thinking. This experience will provide important insights into communicating effectively and co-developing effective solutions that fit with local knowledge and circumstances. Furthermore, we will work actively with the Tri-Faculty Resurgence Coordinator and IACE to integrate Indigenous knowledge and perspectives more broadly into the program.

5. *Promote sustainable futures*

Climate change must be factored into any sustainable planning process for communities worldwide. Students in this program will be exposed to methods for linking climate information to development plans and to the UN sustainable development goals. This would make this program a central piece of any Uvic efforts to reaching this strategic priority in an academic context.

6. *Engage locally and globally*

Climate science is inherently integrative and requires a strong global focus to understand the underlying physical processes driving climate change and the role of humans within that system. At the same time, many solutions must be local because they need to be community-specific: they depend on physical location and socioeconomic status,

even as they may also depend on other communities, organizations, or levels of government. For example, sea level affects coastal communities but not inland areas, and rural and urban communities require different solutions.

Both departments have worked towards this type of collaboration, and the concept of this joint program was a core recommendation arising from external reviews conducted in 2018 (GEOG) and 2020 (SEOS). In both cases, the reviewers were enthusiastic in their support and the units stand to gain significant visibility as a result of this combined program. In addition, some of the proposed course additions have been identified as meeting existing needs within the teaching portfolio of both units. The program will engage with a number of other units on campus including the departments of Civil Engineering, the School of Environmental Studies, the School of Public Administration, and the Human Dimensions of Climate Change program. Students coming from this program would be well positioned to enter the new Meng Program in Industrial Ecology, the Master's programs offered by the School of Public Administration, the Graduate Diploma in Climate Action Leadership at Royal Roads University, or the Master of Community Planning program at Vancouver Island University. It would also pair well with Minor programs in Ocean Science, Human Dimensions of Climate Change, and Public Administration. The program aims to connect and collaborate with the various climate related research units on campus (Pacific Institute for Climate Solutions, Pacific Climate Impacts Consortium, Canadian Centre for Climate Modelling and Analysis, Water & Climate Impacts Research Centre, Ocean Networks Canada, Institute for Integrated Energy Systems); in the province with the BC Climate Action Secretariat (CAS); and nationally with the ECCC Canadian Center for Climate Services (CCCS). The development of this program aligns well with the objectives of the Climate and Sustainability Action Plan to broaden and deepen climate-related education offerings at UVic.

To ensure regular connection is maintained with partners and potential employers, a program Advisory Board will be established with membership from organizations such as CAS, CCCS, PICS, Indigenous Academic & Community Engagement, and private consultancy groups or organizations and Indigenous and other community partners. The board would meet annually to provide feedback on the program.

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

Labour Market:

We have had discussions with both the Canadian Centre for Climate Services and the BC Climate Action Secretariat about our program. Both units believe there are significant opportunities for internships; over the past 4 years 9 UVic students have been employed by BC agencies, 14 by Environment and Climate Change Canada, 2 by Natural Resources Canada, and 4 by research/NGO/private sector organizations (Appendix 1). There is also evidence that there is a healthy job market for students with the proposed skill sets developed in this program (as described in the attached letter of support from the Climate Action Secretariat). We will be consulting with these and other agencies about student opportunities once the program is established.

In 2020 the Pacific Institute for Climate Solutions issued a report describing the results of a survey of students regarding climate solutions engagement opportunities. One of the key findings of this report is that "There is significant need for, and interest in, the creation of further learning opportunities around climate change and climate solutions at UVic." Most of the survey respondents were undergraduate students in Social Science, Science, or Engineering. Students also emphasized interest in opportunities for "increase(d) cross-faculty collaboration (at both the student and faculty level)".

Student Survey:

We conducted a survey of students in several first and second year Geography and Earth and Ocean Science courses, which represents a segment of students most likely to have an interest in climate science (See Appendix 2 for details). In total, 209 students responded to the survey, with most students expressing an interest in the proposed major (169 responses or 80.6% of all the responses). Analyzing only those students in the units most impacted by this proposal, including Geography (GEOG), Earth and Ocean Sciences (SEOS), Environmental Studies (ES) and 'Other Science Majors,' they demonstrate clear preferences for specific streams. As expected, of the students 'interested in the major,' Social Sciences students (GEOG and ES) prefer the IAM stream (58.5% and 91% respectively), and SEOS and 'Other Sciences' students have a slightly stronger/equal preference for the Physical stream relative to the Impacts, Adaptation, and Mitigation stream (61.5% and 50% respectively). Given these results, we are confident of robust enrolment so that both streams are viable within the program.

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

Core faculty of the program will include:

Department of Geography:

- David Atkinson: Synoptic climatology and climate-society interactions
- Chris Bone: Spatial analysis, data processing and climate impact assessment in the context of natural resources
- Shannon Fargey: Teaching professor in hydrology and climatology
- Johannes Feddema: Land-atmosphere interactions, urban climatology and global climate modelling
- Eva Kwohl: Hydrologic systems (rivers and coastal) and geomorphic processes
- Randall Scharien: Remote sensing and Arctic sea ice modelling

School of Earth and Ocean Sciences:

- Colin Goldblatt: Atmospheric physics, climate modelling, paleoclimate, evolution of Earth and planetary atmospheres
- Roberta Hamme: Ocean atmosphere interactions and biogeochemical cycles
- Jody Klymak: Physical oceanography, ocean modelling, ocean observing
- Adam Monahan: Atmospheric variability, meteorology of renewables, biogeochemical dynamics
- Hansi Singh: Atmosphere-ocean-ice interactions, climate variability
- Andrew Weaver: Ocean-climate interactions, climate variability, and climate policy

The core of the program will be based on existing courses taught by the core faculty in the two units. New course offerings fall within the teaching capacity of these individuals and include an introductory course on climate change, a second year course on programming and data analysis (a developing need for both programs), a second year fundamentals of atmospheric science and climate course, and a capstone course (Appendices 3 & 4).

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

No; the program is designed to facilitate second-year entry. The first year of the program is similar to that of most programs in the Faculty of Science.

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

A draft calendar entry for the program is included as Appendix 3. Both the Major and Honours programs consist of 60 course units. The program is made up almost entirely of existing courses in GEOG, SEOS, and other academic units. Five new courses are proposed (one of which replaces a previously existing course):

EOS/GEOG 130: Climate Change; EOS/GEOG 220: Weather and Climate; EOS/GEOG 230: Introduction to Scientific Computing and Environmental Data Analysis; EOS 261: The Ocean-Climate System; GEOG 489: Climate Solutions (Capstone)

Descriptions of these courses are given in Appendix 4. Two existing courses (EOS 260 and 451) will be deleted from the calendar. Deletion of EOS 260 was recommended in collaboration with the Earth Science Curriculum Review committee of SEOS; the associated material will be covered in EOS 261 and a new course EOS 321 Earth History (to be required in the Earth Science program, not part of the proposed program). The material in EOS 451 can be moved (at a somewhat simplified technical level) to EOS/PHYS 340.

The program does not currently include plans for distance education delivery.

We propose a number of experiential and community-engaged learning opportunities:

1. Although not required, we will strongly encourage co-op and internship experiences and have already discussed placement opportunities with federal (Canadian Centre for Climate Services) and provincial (Climate Action Secretariat) agencies, research organizations (Water & Climate Impacts Research Centre, Pacific Climate Impacts Consortium, Pacific Institute for Climate Solutions and the Canadian Centre for Climate Modelling and Analysis) and community partners (TBD; we do not want put these in place until we have approval to move forward).
2. Both Geography and SEOS have a number of field courses that would directly relate to students in this program providing them with valuable real life experiences on how the climate system operates in real world settings.
3. The reorganized 'Map Lab' in Geography provides hands on learning to perform community mapping and to teaching and developing methods for community engagement and data gathering with a wide network of community partners.
4. The capstone "Climate Solutions" course will provide students an opportunity to work with community partners to address questions related to climate impacts and adaptation of interest to these partners.
5. Indigenous Cultural Acumen Training will be included early in the program and Indigenous and other global perspectives will be emphasized throughout the program.

Our capstone experience plans to have major focus on local Indigenous communities. Through the assistance and experience of the Tri-Faculty Indigenous Resurgence Coordinator, Indigenous Academic and Community Engagement, the Canadian Centre for Climate Services, the BC Climate Action Secretariat, and their partnerships with Indigenous communities, we will actively work to engage Indigenous students and communities with our program (including co-op and internship opportunities).

Learning Outcomes:

Program Specific

1. Interpret and critically assess the science spanning the scope of the Intergovernmental Panel on Climate Change reports
 - a. Understand and quantify processes (including feedbacks) in the climate system
 - b. Understand past/present/future changes of climate (natural and anthropogenic)
 - c. Build, use, and analyze models of the climate system
2. Understand the nature of climate impacts and potential solutions in the context of UN development goals
3. Experience how data are collected in the field and analyzed in the lab
4. Use community engagement strategies to identify vulnerabilities and acceptable climate adaptation strategies
5. Consider what types of data are required for specific types of climate impact analyses and how to manipulate widely disparate data types using appropriate software (including GIS)
6. Engage with stakeholders to analyze climate change impacts and solutions
7. Communicate climate change information to a broad range of audiences
8. Pursue further education in leading climate science (and related) graduate programs

General Transferrable Skills

1. Data analysis/visualization
2. Computing skills
3. Quantitative reasoning
4. Critical thinking
5. Communication
6. Indigenous cultural acumen
7. Professional practice/ethics
8. Fundamental scientific literacy

The program is designed so that students can complete it in four years. However, with the recommended opportunities for research and co-op experiences, some students could require an extra semester or year to complete their degrees.

The new courses EOS/GEOG 130, 220 and 230 have modest prerequisite requirements and will be broadly available to students across campus, including in Engineering and Continuing Studies.

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

We anticipate approximately 10 students in the first year the program is offered and within 5 years to have 20-40 graduating students per year.

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

We do not anticipate significant new resources under the current program structure. Some new Teaching Assistant resources will be required for the laboratory components of the new courses (particularly the introductory first-year Climate Change course). The program is designed to be scalable, so a more diverse set of offerings can easily be added if more resources become available. The program also can easily incorporate new offerings from other academic units on campus (prerequisite structures permitting). The program requires no new library resources.

It will be difficult to support program enrolment of more than 40 students per year given existing resources. If enrolment in the program substantially exceeds that number, we will need to introduce enrolment caps or request more resources to accommodate the expanded demand. We will carefully monitor program enrolment over the first few years it is offered, and work with the Deans of Science and Social Science to investigate the availability of extra resources if warranted by enrolment.

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

The most common similar programs are atmospheric science programs which are usually more meteorology and forecasting focused as opposed to the climate focus of the proposed program. Example programs are listed at http://www.canadian-universities.net/Universities/Programs/Atmospheric_Science_and_Meteorology.html.

The most similar programs are the “BSc Climate Science” offered at University of California, Los Angeles; the “Meteorology and Climatology” program at the University of Delaware; and the “Climate Science Degree” at California University of Pennsylvania. These are all similar to the Physical Climate Science stream, but generally much more like traditional atmospheric science programs. Within Canada, the “BSc Applied Climate Change and Adaptation” offered at University of Prince Edward Island and the “BEnv Global Environmental Systems” offered at Simon Fraser University are similar to the Impacts, Adaptation, and Mitigation stream but with considerably less emphasis on foundational math, physics, and chemistry. The University of British Columbia Atmospheric Science BSc program is similar to the Physical Climate Science stream, but with a stronger emphasis on physical science and forecasting, and much less emphasis on geospatial data/social science components. The University of Northern British Columbia offers a BSc in Environmental Science as well as a Minor in Atmospheric Science. At UVic these programs are partially covered in SEOS and Geography and our goal is to create a more climate and impact assessment focus. Climatology is identified as one of five focus areas from which courses must be taken as a breadth requirement in the BSc Geographical Sciences offered at UBC; there is no separate climate science program. Letters of support for the new program from other BC post-secondary institutions are included at the end of the proposal.

The proposed undergraduate program connects well with the new MEng in Industrial Ecology, Minor and Master’s programs in Public Administration, the Graduate Diploma in Climate Action Leadership offered by Royal Roads University, and the Master of Community Planning program at Vancouver Island University.

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

We have been in the process of developing this program over a two-year period with an initial conversation that included a wide array of individuals from all units we could identify who have an interest in this program (see the email example below and recipient list).

In addition, as the proposal has progressed, we have disseminated (and in many cases discussed in person) the idea to the Chairs of Economics, Sociology, Anthropology, Psychology, Physics, Chemistry, Biology and Civil Engineering, as well as individuals in the School of Business, and the Directors of Environmental studies and the HDCC program. At the administrative level we have consulted the Directors of the Pacific Institute for Climate Solutions and the Pacific Climate Impacts Consortium, the Directors of Co-op, Community-Engaged Learning and Indigenous Academic & Community Engagement, and the VP for Academic Planning and our respective Deans and Chairs throughout the process. Letters of support are attached.

Initial consultation email:

From: Geography Chair

Sent: April 16, 2018 11:12 AM

To: Colin Goldblatt; Adam Monahan; Stan Dosso; 'Dan Smith (smith@uvic.ca)'; 'Shannon Fargey (fargey@uvic.ca)'; 'David Atkinson'; 'Randy Scharien'; Roberta Hamme; 'Chris Bone (chrisbone@uvic.ca)'; Tom Gleeson; Christopher Kennedy; Karena Shaw - ENVI Director

Subject: Climate program at UVic - schedule a meeting for April 23 or 24 (doodle poll)

Hello everyone,

Sorry for those of you that have seen some of this previously. Late last year 6 of us had an informal discussion about the possibility of starting an academic climate/weather program centered around people for SEOS and Geography. In preliminary discussions we considered what that might look like, with dynamics and physics taught in SEOS and synoptic and climate impact/adaptation studies covered by Geography. At the same time Stan and I, at the request of our respective Deans, evaluated potential courses related to climate/oceans for a joint program with a Chinese University, and we also have tried to make the upper administration aware of the need/potential in this area for the University. Our Deans will be accompanying the President and other dignitaries on a southeast Asian tour where they will be talking to potential partner institutions about joint programs with one emphasis on "Climate and Oceans." The purpose of meeting is to get your feedback on a potential program (a draft proposal is attached – intentionally lacking details so we can start by an overall goal and then flesh out details). Stan and I would like your response to that idea, before Stan and I need to present ideas to our respective Deans in early May.

Just to provide a little background we have contacted the VP Research and AVP academic planning for some ideas on developing a program, and as you can see below their responses are generally). Anyway this seems like a good time to think about whether we want to move forward and what we would like a program to look like. Following our discussion Stan and I would follow up with discussions with leadership of climate related research programs on campus -- Francis Zweers (PCIC), Nathan Gillett (CCCma), Sybil Seitzinger (PICS) and Dan Peterson (WCIRC) which will all be consolidated on the Queenswood campus (leading to a whole new set of issues).

The agenda for our meeting would be gauging your support for such an endeavor (if you think this is a horrible idea, an email to effect will be fine), discussing what a program might look like and how it would be managed, and finally how we can build support for this program within and outside the University. Please complete the doodle poll from the link below and we can either meet in the Geography Board room or at the faculty club over some social lubricants (4 pm times would be ideal for the Faculty Club, and they can be shifted a bit if that is necessary).

I am aiming for a meeting on Monday or Tuesday April 23-24 since those are the only days Stan is in town in the near future and we are pressed for time since we need to meet with our Deans – if you can't make it we welcome feedback or an appropriate representative.

Doodle Poll: <https://doodle.com/poll/r98hkfhhte2w7igb>

Appendix 1: Coop opportunities and testimonials

Sample of UVic coop placements in Climate Science related positions or organizations: Summer 2017 - Spring 2021				
Organization	Division/Branch/Unit	Position	Student discipline	level
BC Ministry of Agriculture		Climate Change research	Geog	gr
BC Ministry of Environment and Climate Change	Climate Action Secretariat	climate resilience	geog	gr
		methane reduction	geog	ug
		quality assurance/implementation	software engr	ug
	Environmental Protection Division	Clean Air technician	geog	ug
		environmental monitoring	biol	ug
	Provincial Water Quality Section	Environmental Impact Assessment	biol	ug
BC Ministry of Forests, Lands, Natural Resource Operations and Rural Development		Omineca Bull Trout Climate Action Inte	geog	ug
BC Ministry of Transportation and Infrastructure	Business Management Services Branch	Assistant Weather Technician	geog	ug
District of Summerland		Climate Solutions Integration Assistant	ES/POLI SCI	ug
Environment and Climate Change Canada	Canadian Centre for Climate Modelling	Research Assistant	comp sci	ug/gr
		Climate Data Analyst	geog	ug
		Climate Services Research Affiliate	SEOS	gr
		Climate Information analyst	geog	ug
		Northern Climate Services Analyst	SEOS	ug
		policy analyst	Econ	ug
	Climate Process and Earth Observations	Earth Data Scientist	SEOS	eg
	Indigenous Protected and Conserved Areas	Policy Analyst	Public Admin	gr
	Meteorological Service of Canada	communications	History	gr
		Meteorological Inspector	civil engr	ug
	National Water Research Institute	Hydro-Climate Data Analysis	enr (all). Geog, phy	ug/gr
	Northern Division - Prairie and Northern	GIS analysis	geog	ug
	Ontario Storm Prediction Centre		SEOS	ug
	Pan Canadian Framework Implementation	Analyst - Climate Policy Implementatio	Public Admin	gr
Island Health		Student (Climate Adaptation Research)	Geog	ug
Natural Resources Canada	Canadian Forest Service - Pacific Forest	Climate change mitigation modeller	Comp Sci, Geog, Phy	ug
		Forest Policy - Climate Change Science	Geog	ug
Pacific Institute for Climate Solutions		Embodied Emissions Research Assistan	Busi	gr
Pacific Climate Impacts Consortium		programming	comp sci, physics	ug

Example student testimonial:

During my term with the BC Ministry of Environment and Climate Change Strategy, I worked on the Monitoring, Assessment and Stewardship Team for water quality. An underlying topic for all the work that I did, was the impact of climate change on water quality, including how increasing droughts and high water events might impact water quality in the future. This work may also serve to inform climate adaptation strategies for aquatic life and for humans. In addition, I had the opportunity to learn from provincial scientists about specific regional impacts of climate change through province-wide meetings with the opportunity for questions. Through this co-op I was able to learn more specifically how climate change will impact water quality, with important implications for humans and aquatic life, and how monitoring is being used to understand current systems and their ability to adapt to changing conditions.

Appendix 2: Student Survey Results

We conducted a survey of students in several first and second year Geography and Earth and Ocean Sciences classes. These courses were selected because students are assumed to have at least some interest in climate science and are most likely to express interest in the proposed major. The survey consisted of the following introduction and questions.

We are proposing a joint EOS/Geography BSc program that, in general, will consist of three major components:

- acquire understanding of the physical principles that govern how the atmosphere, ocean, and biosphere interact to produce Earth's climate;
- develop skills to perform data analyses, manipulation, and syntheses of climate data using the Python coding language and Geographic Information Systems (GIS); and
- learn how to understand the needs of end users, and how to communicate with those who need to use this information.

In particular, there would be two streams:

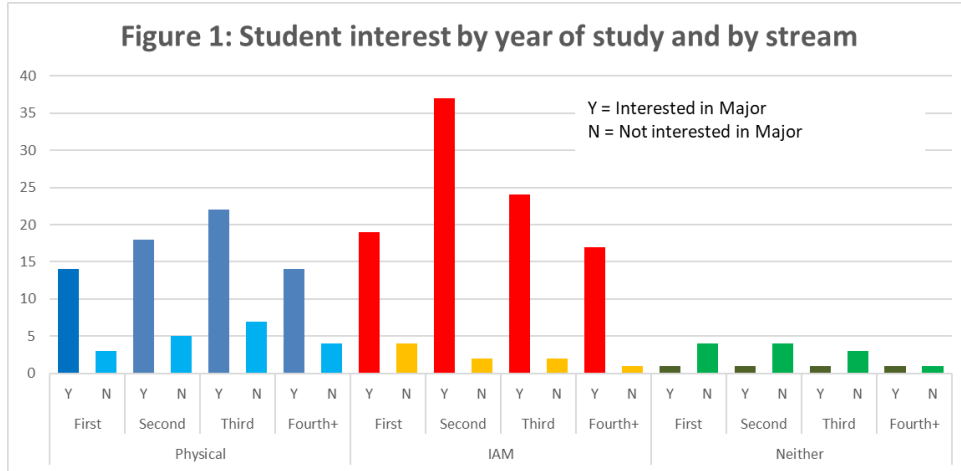
Physical Climate Science: This stream will focus on the physical science of climate – including how the atmosphere, oceans, biology, and solid Earth interact to produce climate – and will include training in Earth system modelling and data analysis

Impacts, Adaptations and Mitigation: This stream would focus on climate impact, adaptation and mitigation, with an emphasis on using geospatial tools for synthesizing, analyzing and processing climate information and training students to be able to communicate risks associated with climate change, making it accessible to potential end users; including city councils, First Nations, planners, non-profit organizations, and businesses. Note that, although students would select a specific stream, the program is designed so students acquire a common physical sciences foundation and will interact across the programs throughout their studies. Part of the process of establishing a new program is the justifying its need to the University. To this end we are hoping to have your responses to the following questions.

1. How interested are you in finding a job that involves working with municipalities, First Nations, companies, etc., to help them understand and prepare their organization for climate change?
 - a. I would be very interested in this sort of work.
 - b. I would prefer not to work on these issues; I have other career plans in mind.
2. If this degree program had been available, would you have been interested to take it, and if so, in which of the two proposed streams?
 - a. The Physical Climate Science stream would have been my preferred choice.
 - b. The Climate Impact, Adaptation, and Mitigation stream would have been my preferred choice.
 - c. No strong interest in either.
3. What is your year of study?
 - a. First
 - b. Second
 - c. Third
 - d. Fourth+
 - e. Part-Time
4. What unit is your major in?
 - a. School of Earth and Ocean Sciences
 - b. Geography
 - c. Environmental Studies
 - d. Other Social Sciences (Anthropology, Economics, Psychology, Sociology, Political Science)
 - e. Other Sciences (Physics, Astronomy, Chemistry, Biology, Biochemistry, Ecology, etc.)
 - f. Business
 - g. Law
 - h. Humanities or Fine Arts
 - i. Medical Sciences
 - j. HSD, Public Admin

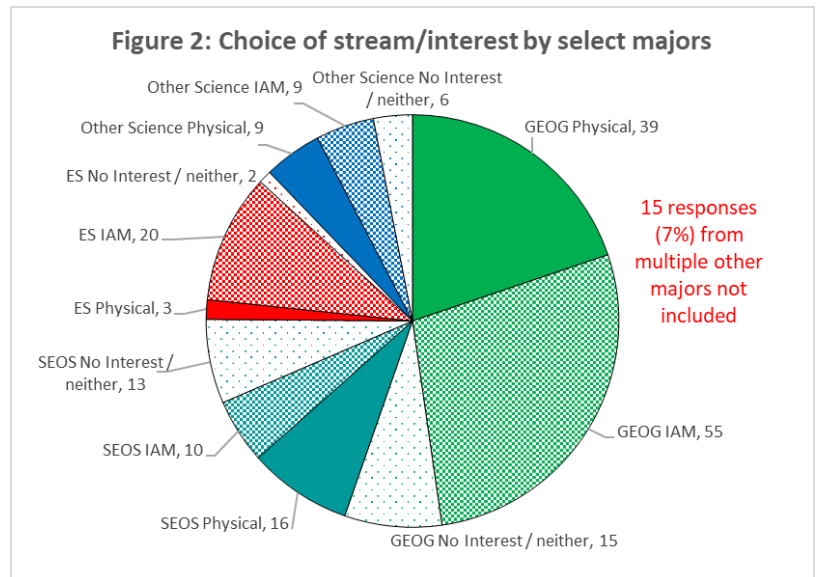
Results:

In total 209 students responded to the survey, which an overwhelming number of students expressing an interest in the proposed major (169 responses or 80.6% of all the responses). Overall, the majority of responses were from Geography majors (108 students, 52%), followed by EOS (38 students, 18%), Environmental Studies (25 students, 12%) and Other Science majors (23 students, 12.5%), with the 15 (7%) remaining students from a variety of other majors including 'Other Social Sciences', Humanities and Fine Arts, and Business. This level of interest was sustained across all years of study (figure 1) and



and overall there was more interest in the Impacts, Adaptation and Mitigation (IAM) stream compared to the Physical Science stream; an expected outcome given the added specializations required for the Physical Science stream. Students interested in the major show distinct preferences for which stream they would like (figure 1). Those who chose the option of 'No strong interest in either' stream are generally students that did not express interest in the major; primarily the 15 students from other faculties. Analyzing only those students in the units most

impacted by this proposal, including Geography (GEOG), Earth and Ocean Sciences (SEOS), Environmental Studies (ES) and 'Other Science Majors,' there is strong support for the major, and they also demonstrate clear preferences for specific streams, with very few (3) 'with interested in the major' choosing 'No strong interest in either' (figure 2). There are minorities that show no interest in the major, especially in GEOG and SEOS where human geography and geological sciences draw strong competing interests. As expected, of the students 'interested in the major,' Social Sciences students (GEOG and ES) show a clear preference for the IAM stream (58.5% and 91% respectively), and SEOS and 'Other Sciences' students having a slightly stronger/equal preference for the Physical stream relative to the IAM stream (61.5% and 50% respectively). Given these results, we are optimistic that a number of students will be drawn to this new program and that both streams are viable within the program.



Appendix 3: BSc Major in Climate Science
Honours program same except 499A/B, 3.0 less electives

First Year

BIOL 184	1.5
CHEM 101, 102	3.0
One of EOS 110, EOS/GEOG 130, GEOG 103...	1.5
MATH 100, 101	3.0
PHYS 110, 111	3.0
Electives	<u>3.0</u>
Total	15.0

Second Year

EOS/GEOG 220, 230	3.0
GEOG 209, 272	3.0
Electives ¹	3.0

Physical Climate Science Stream

EOS 261	1.5
MATH 200, 204	3.0
PHYS 317 or CHEM 245	<u>1.5</u>

IAM Stream

GEOG 222, 228	3.0
STAT 260	1.5
One of CIVE 210, ES 200, HDCC 200	<u>1.5</u>

Total 15.0

Third and Fourth Years

Physical Climate Science Stream

EOS 225, 340, 365, 433	6.0
GEOG 370, 489	3.0
Two of EOS 312, 401, 314 or 431 ^{2,3}	3.0
Two of GEOG 313, 373, 405, 484	3.0
Impacts and Adaptation Elective ⁴	1.5
Upper-level EOS/GEOG Elective	1.5
Electives	12.0

IAM Stream

One of EOS 365, GEOG 314	1.5
GEOG 301, 323, 328, 370, 371, 373, 450, 489	12.0
STAT 359	1.5
Two of ANTH 302, ADMN 311, 316, 420, CIVE 315, 411, ECON 383 ES 301, 314, 405, GEOG 323, 450 HDCC 300, 390, PHIL 333 POLI 350, 351, 357	3.0
Physical Climate Science elective ⁵	1.5
Electives	<u>10.5</u>

Total 30.0

¹ MATH 211, 342, STAT 260, 353, 359 are recommended for students in the Physical Climate Science stream

² Students wishing to take EOS 401 must take 3 of BIOL 311, EOS 311, 312, 313, 314 or 431

³ Students taking the Minor in Ocean Sciences may replace this requirement with two courses from the list in Footnote 4.

⁴ Taken from CIVE 210, ES 200, HDCC 200, or any of the listed 300- and 400-level courses in the IAM stream not listed in the Physical Climate Science stream

⁵ Taken from EOS 312, 314, GEOG 313, 405, 484

Appendix 4: New and Revised Course Descriptions

EOS/GEOG 130 (3-2-0)

Climate Change

An introduction to the fundamental physical principles governing the climate of the Earth system, and its response to anthropogenic factors. Topics include: components of the climate system, radiative energy balance, forcings and feedbacks, the carbon cycle, climate of the past, impacts of climate change, global climate model projections, and approaches to mitigation and adaptation.

EOS/GEOG 220 (3-0-2)

Weather and Climate

An introduction to the physical processes that determine Earth's weather and climate. Topics include: atmospheric composition, flows of energy through the atmosphere, small-scale and large-scale winds, cloud and precipitation processes, climate change.

Prerequisites: 1.5 units of 100-level PHYS; 1.5 units of 100-level MATH; or permission of department

EOS/GEOG 230 (3-0-2)

Introduction to Scientific Computing and Environmental Data Analysis

An introduction to using computer programming to analyze climate data. Topics include: fundamentals of programming, data visualization, analysis of spatial data, descriptive statistics, linear regression.

Prerequisites: 1.5 units of 100-level MATH;

One of: EOS 110, 130, GEOG 103; or permission of department.

EOS 261 (3-0-2)

The Ocean-Climate System

Introduces the processes through which the ocean, atmosphere, and earth interact, giving rise to stability, gradual evolution, and rapid change in the climate system. Develops understanding of the dynamics of the climate system by identifying relevant physical, chemical, and biological mechanisms, and by examining relevant observational data. Applies this understanding to anthropogenic climate change.

Prerequisites: One of EOS 110, EOS/GEOG 130, GEOG 103; CHEM 102; MATH 101; One of PHYS 102B, 111 or 130; or permission of department.

EOS/PHYS 340 (3-0-2)

Atmospheric Physics

An introduction to the study of the atmosphere as a physical system. Equations of motion; force balances; thermodynamics; phase changes of water; radiative transfer; waves and instabilities; predictability.

Prerequisites: One of PHYS 102A/B, PHYS 110/111, PHYS 120/130; or permission of department.

Pre- or co-requisites: One of EOS 225, MATH 204; One of CHEM 245, PHYS 317

GEOG 489 (3-0-0)

Climate Solutions

A capstone experiential course that will include students from both branches of the major and will be lead by an instructor with potential co-teaching options for community partners. The course is designed for students to meet with community and/or research organization partners to identify a specific climate change issue. Students will then use their skills in data processing and knowledge of climate information to help the partners identify climate change vulnerabilities, and potential adaptation/mitigation strategies. The final outcome will be presented to the community in oral and written end products.

Prerequisites: EOS/GEOG 230; One of EOS/PHYS 340, GEOG 373; One of EOS 365, GEOG 314



February 9, 2021

Professor David Atkinson
Chair, Department of Geography
University of Victoria
PO Box 1700 STN CSC
Victoria BC Canada V8W 2Y2

Dear David,

I am writing in support of the proposed BSc Climate Science programme we discussed with Adam and Johannes over Zoom. I have also (finally) reviewed the proposal, after testing your patience as you waited for a reply.

It is a pleasure to me to see this long-planned proposal come to this stage. HDCC values its own interdisciplinarity on questions of social responses to the climate science. But the climate science itself rests heavily for its full significance on an interdisciplinarity that needs to be expressed fully in the classroom. We all owe it to this region and to the wider world to contribute interactively where we can to society's understanding of these realities and of the profound and complex challenges they pose. That is what your ambitions clearly are with this programme, and I believe those ambitions will be amply realized when this fine proposal becomes reality. I also hope that these two programmes can become fuller expressions of this interactivity in the future, both in themselves and towards one another.

Trevor Hancock has said several times in my hearing that the still-greater challenges of the Anthropocene – the challenges of climate change, plus multiple other environmental crises – require an entire university to respond to them adequately. The proposed BSc Climate Science will provide students with a unique skill set to contribute to that scale of need. We are all fortunate that this kind of interdisciplinary programming is also something that many students want across the campus. And just as HDCC allows a specialized thematic focus across disciplines that differs from the broader sweep of Environmental Studies or the human geography side of Geography, so I see this programme complementing rather than eroding the contributions of existing disciplinary programmes in the natural sciences – or for that matter, HDCC. While it is outside my ken or my remit to offer a more detailed assessment from across the quad of how this complementarity will work for you, it is clear that your team has thought it through with great care, and promises to offer something unique on campus and in much of North America.

Whether students taking the programme plan to go on to more advanced degrees, or to enter the paid workforce with their skills, this programme proposal promises to serve them well. I am happy to give your project my unqualified support.

Best wishes for a successful launch,

Original signed by James Lawson

James (Jamie) Lawson, PhD
Associate Professor, Canadian Politics
Director, Human Dimensions of Climate Change



24 November, 2020

Dr. David Atkinson, Chair
Department of Geography, UVic

Dear David,

Support for BSc. in Climate Science

Thank you for sharing a draft outline of the proposed BSc. in Climate Science. This is an important initiative for UVic., and the Department of Civil Engineering is pleased to support it. From the proposal, we see that several CIVE courses (CIVE 210, 315 and 411) are listed as potential electives for the new program; instructors of these courses have been consulted and are enthusiastic about having climate science students in their classrooms.

Sincerely,

Original signed by Christopher Kennedy

Dr. Christopher Kennedy, P.Eng. FCAE
Professor and Chair,
Department of Civil Engineering,
University of Victoria

Former President, International Society for Industrial Ecology





January 13th, 2021

Dear curriculum committee-

It is my pleasure to send this letter in support of the proposed B.Sc. Climate Science degree that is currently in development between the Department of Geography (Faculty of Social Science) and the School of Earth and Ocean Sciences (SEOS, Faculty of Science). This combination degree that draws on, especially, geomatics and atmospheric science expertise in Geography, and atmospheric physics and chemistry and the role of the oceans in the climate system in the School of Earth and Ocean Sciences, provides a useful degree for science-focused students at UVic. Further, the engagement with other units across campus to delve deeper into climate change adaptation and impacts research and learning, as supported by courses from, for example, the Departments of Anthropology and Political Science, Civil Engineering, and the School of Environmental Studies, is in-line with the sorts of cross-disciplinary learning and teaching students demand in the School of Environmental Studies. This degree is likely to serve science-focused students extremely well in physical aspects of the climate system, as well as in in-demand skills like GIS. Students will be well served by the excellent faculty in SEOS and Geography, and beyond, at UVic, and are likely to have excellent job prospects as climate change concerns are increasingly part of government and business policy and decision making.

If I can be of any further service, or clarify anything, please don't hesitate to contact me. All the best in your deliberations about this program.

Sincerely,

Brian

A handwritten signature in black ink, appearing to read "B. Starzomski", with a long horizontal stroke extending to the right.

Brian Starzomski, Ph.D.
Ian McTaggart-Cowan Professor & Director
School of Environmental Studies
University of Victoria
starzom@uvic.ca

January 29, 2021

Dr Adam Monahan
School of Earth and Ocean Sciences
University of Victoria

Dear Dr. Monahan,

With this letter, the School of Public Administration would like to express its support to the B.Sc. in Climate Science, developed as a collaboration between the School of Earth and Ocean Sciences and the Department of Geography. Such a program would adequately prepare undergraduate student to understand and tackle the problems of climate change. Graduates from this program would constitute interesting prospective students to join our Master in Public Administration. I can also imagine a high potential of collaboration with the Chair in Transformative Governance in Planetary Health and its lab, potentially offering opportunities for capstone projects to undergraduate students enrolled in the B.Sc. in Climate Science.

This program would give strong visibility to UVic and show that we are responsive in educating students according to the challenging situation we are starting to experience. It will respond to a need and I am sure many students will want to choose such a program.

Dr. Monahan, I wish you the best with moving this program forward and I will be happy to support your efforts in this sense if any type of collaboration from our part could contribute to making this project alive.

All the best,

Original signed by Astrid Brousselle

Astrid Brousselle
Director, School of Public Administration
University of Victoria

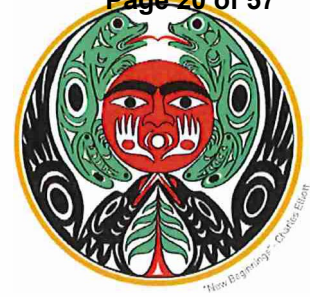




**University
of Victoria**

**Office of Indigenous Academic
and Community Engagement**

First Peoples House
PO Box 1700 STN CSC
Victoria, British Columbia, V8W 2Y2 Canada



Professor David Atkinson
Chair, Department of Geography
University of Victoria
via email

January 11, 2021

Re: Proposed BSc Climate Science program

Tanshi Professor Atkinson,

On behalf of Dr. Robina Thomas, Executive Director, I am writing to offer the support of the Office of Indigenous Academic and Community Engagement for the proposed BSc Climate Science program.

I am grateful for the opportunity to meet with you along with Dr. Monahan and Dr. Feddema to discuss this very exciting proposal, and have had a chance to review the updated version. As it has been designed, this program will offer students innovative opportunities to explore and understand the science of climate change and to put their learning into action in a variety of ways.

In particular, the emphasis on community-based learning and engagement through the capstone course represents a significant innovation and important opportunity to work with Indigenous communities and organizations in addressing climate change through science. Such partnerships will help train a generation of scientists not just to do research but also to engage with and explain their work to wider communities.

Hiy hiy for the opportunity to be part of this process. Best wishes for the proposal at Senate.

Sincerely,

Original signed by Robert Hancock

Robert L. A. Hancock, Ph.D.
Associate Director Academic
iaceadac@uvic.ca / (250) 472-4231

Lydia Toorenburgh
Tri-Faculty Indigenous Resurgence Coordinator
University of Victoria
PO Box 1700 STN CSC
Victoria BC Canada V8W 2Y2
tfirc@uvic.ca

March 1st, 2021

RE: Proposed BSc Climate Science program

To whom it may concern,

I am writing to you today to express my support for the proposed BSc Climate Science program.

This program puts to action the three tenets of the UVic Edge branding. Our *Extraordinary Academic Environment* in large part includes the fantastic ecosystems, lands, waters, and skies surrounding our campus. Not only is this an ideal place to study climate sciences, but it is part of our duty to protect and care for our environment. The work of the faculty members who would contribute to this program already has *Vital Impact*; this program would bring together these faculty and foster further work by instructors and students alike that will address the pressing global climate crisis. Finally, this program provides opportunity to enhance *Dynamic Learning* opportunities in partnership with local organizations, Indigenous communities, as well as rich opportunities to take students off campus and onto the lands and waters. In these ways it is clear that this program is fitting within the image and values of the university.

This program also supports students. As a current UVic student, I am aware of the growing student interest in environmental justice and climate studies and solutions. This program would not only serve current students interest but also attract prospective students. These students would graduate with the knowledge and experience to make them competitive candidates for careers in a field that is increasing in demand. This academically rigours program would also well prepare students to continue into graduate studies.

As the Tri-Faculty Indigenous Resurgence Coordinator, I believe that increasing the number and the quality of relationships between the university and local Indigenous communities is essential. Through the enrichment of these relationships, we can work to fulfil our obligations to the owners of these lands and waters as well as create more opportunities for community-engaged research, coursework, and projects. Indigenous communities are disproportionately effected by climate change but also have essential environmental knowledge and therefore must be respectfully and meaningfully included in this program. Succeeding in this, this program would offer a great opportunity through which to strengthen relationships with local Indigenous communities, help to mentor students in how to respectfully work with Indigenous communities, and continue to build on the excellence in Indigenous and community-engaged research at UVic.

It is my pleasure to express my support for this program and look forward to its further development.

Sincerely,

Lydia Toorenburgh
(she/her and they/them)

Professor David Atkinson
Chair, Department of Geography
University of Victoria
PO Box 1700 STN CSC
Victoria BC Canada V8W 2Y2
datkinso@uvic.ca

March 1, 2021

Re: Proposed BSc Climate Science program

Dear David,

I am writing to express support for the proposed BSc Climate Science program we recently discussed over Zoom and I have reviewed the program proposal you sent as a follow-up.

Climate change poses a challenge of growing urgency. Governments, private organizations, and individuals must not only act to minimize future change but must also adapt to those aspects of change that cannot be avoided. There is a pressing need not only to understand the science of climate change but to translate our understanding of this change into action.

The proposed BSc Climate Science will provide students with a unique skill set to address these needs. The program differs from traditional atmospheric science programs in its emphasis on subjects outside the physical sciences, and from most environmental studies programs in its emphasis on the climate system. Through their exposure to foundational physical science, geographic analysis toolsets, and policy and planning ideas related to social science and engineering, students will be well placed to begin careers helping diverse organizations respond to the climate crisis. Further, the program will include Community-Engaged Learning (CEL) opportunities, and rightly so as CEL brings understanding to action, action to more effective understanding, and so the cycle goes.

I run UVic's Community-Engaged Learning Office in the Division of Learning and Teaching Support and Innovation. Based on this experience and given the community-engaged elements that will weave through the proposed BSc Climate Science, I think this program will fill significant gaps in UVic's current capacity to respond to community requests for student participation in climate science projects. Further, this program responds to students' desires for more applied and experiential learning experiences in climate science. The CEL Office will work closely with program instructors to harness relationships, learning and research that benefit society and our planet. Further, the CEL Office will support the program in scaffolding these experiences over the degree program to achieve the best impact for students and community.

The proposed program is academically rigorous and prepares students for participation in an emerging labour market, in the response to perhaps the most "wicked" problem of our time, and/or in further graduate education. I am happy to support this program.

Best regards,

Original signed by Rhianna Nagel

Rhianna Nagel
CEL Coordinator, CEL Office
Division of Learning and Teaching Support and Innovation
celc1@uvic.ca; 250-472-5667 (office); 250-335-2066 (home)



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Professor David Atkinson
Chair, Department of Geography
University of Victoria
PO Box 1700 STN CSC
Victoria BC Canada V8W 2Y2
datkinso@uvic.ca

December 3, 2020

Re: Proposed BSc Climate Science program

Dear David,

I am writing to express strong support for the proposed BSc Climate Science program here at UVic. I have reviewed the program proposal and believe it is very strong.

Climate change poses a challenge of growing urgency. Governments, private organizations, and individuals must not only act to minimize future change but must also adapt to those aspects of change that cannot be avoided. There is a pressing need not only to understand the science of climate change but to translate our understanding of this change into action.

The proposed BSc Climate Science will provide students with a unique skill set to address these needs. The program differs from traditional atmospheric science programs in its emphasis on subjects outside the physical sciences, and from most environmental studies programs in its emphasis on the climate system. Through their exposure to foundational physical science, geographic analysis toolsets, and policy and planning ideas related to social science and engineering, students will be well placed to begin careers helping diverse organizations respond to the climate crisis.

I have heard from the BC provincial government and the private sector many times over the past 5 years that there is a critical need for students with this background. With the faculty expertise at UVic, we are ideally placed to make a major contribution to that need through this new BSc in Climate Science.

The proposed program is academically rigorous and prepares students either for participation in an emerging labour market or for further graduate education. I am happy to give it my unqualified support.

Best regards,

Original signed by Sybil Seitzinger

Pacific Climate Impacts Consortium
University of Victoria, 118 University House 1
PO Box 1700, STN CSC
Victoria, BC V8W 2Y2
Canada

Francis W. Zwiers
Tel: +1 250 721 7223
E-mail: fwzwiers@uvic.ca

24 November 2020

Professor David Atkinson
Chair, Department of Geography
University of Victoria
PO Box 1700 STN CSC
Victoria BC Canada V8W 2Y2
datkinso@uvic.ca

Re: Proposed BSc Climate Science program

Dear David,

I am writing to express my strong support for the proposed BSc Climate Science program.

Climate change poses a complex set of challenges that we will only be able to meet effectively if we have available a well-educated workforce that has a solid appreciation of their intricacies and interdependent nature. Governments, private organizations, and individuals must not only act to minimize future change, which will require transformative changes to our economy and use of resources, but must also adapt to those aspects of change that cannot be avoided. Adaptation, which will be unavoidable even with deep and immediate emissions reductions, is a complex process that occurs on multiple time scales (some decisions are once in century decisions, while in many other cases there will be opportunities to remake decisions at intervals of a few decades) and in which action to mitigate one kind of risk requires careful consideration of the impacts that mitigation of a particular risk might have on a multitude of other risks to which we are exposed. There is a pressing need not only to understand the science of climate change but to translate our understanding of this change into carefully considered actions.

The proposed BSc Climate Science will provide students with a unique skill set to address these needs. The program differs from traditional atmospheric science programs in its emphasis on subjects outside the physical sciences, and from most environmental studies programs in its emphasis on the climate system. Through their exposure to foundational physical science, geographic analysis toolsets, and

policy and planning ideas related to social science and engineering, students will be well placed to begin careers helping diverse organizations respond to the climate crisis.

The need to develop this body of expertise and increase the labor pool that can work effectively in this complex area is immediate. The evidence that there is a growing need for qualified workers with educational backgrounds of the kind that the BSc would foster includes

- the growth that has taken place at user supported climate service organizations like PCIC, which now has a staff of 31, compared to 13 in 2010,
- the advent of organizations like the federal Canadian Centre for Climate Services (CCCS), which is working to increase the availability and use of climate services for adaptation planning, thereby creating demand but not necessarily the skills and capacity to meet that demand,
- the challenges that we at PCIC and organizations like the CCCS have faced in recruiting suitable staff,
- the increasing level of attention that is being paid to infrastructure design for a changing climate at both the federal and provincial level, such as via the BC Ministry of Transportation and Infrastructure Technical Circulars on climate change, which creates further demand for expertise and services, and
- the sometimes shockingly weak expertise that we encounter in consulting firms that attempt to provide climate services

The proposed program is academically rigorous and prepares students either for participation in an emerging labour market or for further graduate education. I am happy to give it my unqualified support.

Yours sincerely,

Original signed by Francis Zwiers

Francis Zwiers, PhD, FRSC
Director

18 December 2020

Professor David Atkinson
Chair, Department of Geography
University of Victoria
Victoria BC Canada V8W 2Y2
transmitted via email: datkinso@uvic.ca
Re: Proposed BSc in Climate Science



OCEAN
NETWORKS
CANADA

Dear David,

I am writing to support the proposed BSc Climate Science program we recently discussed over Zoom. Thank you for providing the background materials and proposal for which I have reviewed.

As you know well, climate change and its impacts pose many societal challenges, which require increased human capacity to address now and in the future. All sectors must act to limit future climate change through mitigation strategies and adapt to climate change impacts that cannot be avoided. The science of climate change remains important to advance, but it is urgent that we turn this understanding into knowledge for action.

The proposed BSc in Climate Science will provide students with a unique skill set that includes an understanding of climate science as well as the approaches and tools needed to take climate action. The proposed program is unique because it differs from traditional atmospheric and physical science programs in its emphasis on the climate system across multiple disciplines, resulting in students ready to begin climate action careers in this emerging labour market.

Earlier in my career, I taught introduction to ocean engineering and spent the first three lectures describing existing ocean and coastal climate change impacts that were currently occurring and accelerating. After completing the program, many students were appreciative of this information early in their studies because, as they learned about standard engineering practices through their course work, they were able to identify those that could be re-purposed for climate change adaptation and many focused their studies in coastal engineering. Ten years ago, students were craving this information and this desire has only grown.

With this in-depth, rigorous program, the student cohorts that graduate will be extremely well prepared for the many climate change related jobs now emerging, which will urgently be need to be filled.

You have my unequivocal support.

Sincerely yours,



Kate Moran, PhD, PEng
President and CEO

University of Victoria
Queenswood Campus
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@ocean_networks



January 15, 2021

Graham Voss, Acting Dean Social Sciences
Peter Loock, Dean of Science
University of Victoria

Dear Mr. Voss and Mr. Loock,

Re: Proposal “B.Sc. Climate Science”

The BC Ministry of Environment and Climate Change Strategy, Climate Action Secretariat, is pleased to support the above noted proposal that is being submitted by Adam Monahan of the School of Earth and Ocean Sciences and David Atkinson of the Department of Geography.

The proposed program fills a need in the market for graduates with the ability to translate climate information, such as climate change scenarios, into actionable information and recommendations for decision-makers. The second stream of the program, focused on climate impacts and using geospatial tools for analyzing and processing climate information and making it accessible to end users, aligns with the direction of the provincial government’s increasing focus on climate adaptation and would provide valuable and needed skills within the province.

The Climate Action Secretariat would be open to hosting co-op and internship students from the proposed program. We look forward to continued collaboration with the University of Victoria, building on our strong relationships with the Pacific Climate Impacts Consortium and Pacific Institute for Climate Solutions.

Sincerely,

Original signed by Tina Neale

Tina Neale
Director, Climate Risk Management
Climate Action Secretariat

cc. Adam Monahan, University of Victoria
David Atkinson, University of Victoria



Professor David Atkinson
2020
Chair, Department of Geography
University of Victoria
PO Box 1700 STN CSC
Victoria BC Canada V8W 2Y2
datkinso@uvic.ca

November 24,

Re: Proposed BSc Climate Science program

Dear David,

I am writing to express support for the proposed BSc Climate Science program we recently discussed over Zoom and I have reviewed the program proposal you sent as a follow-up.

There is an urgent need to build workforce capacity to address climate change – both through mitigation efforts and adaptation measures. This requires the creation of learning opportunities that support students understanding the science of climate change and developing the skills to translate that knowledge into action.

The proposed BSc Climate Science will provide students with a unique skill set to address these needs. The program differs from traditional atmospheric science programs in its emphasis on subjects outside the physical sciences, and from most environmental studies programs in its emphasis on the climate system. This interdisciplinary approach is, in my estimation, exactly what is needed. The program as described in the provided outline, will provide undergraduate students with an excellent interdisciplinary foundation in physical science, geographic analysis toolsets, and policy and planning ideas related to social science and engineering.

As someone who has recently developed a social-science based Master of Arts program on Climate Action Leadership (MACAL - awaiting approval by DQAB) at Royal Roads University, I see the proposed BSc program at the University of Victoria as an important complimentary offering. Students the MACAL program and other climate change related graduate programs in Canada and elsewhere. The foundation provided in the proposed program will support students beginning careers that help diverse organizations and sectors respond to the climate crisis. This foundation also means that students will have the necessary academic credentials and foundation to support their pursuit of further education and training, should they choose to do this, in programs such as MACAL.

I believe that this kind of laddering opportunity is critical for students as they progress into climate action related careers. Furthermore, based on the background research I undertook for the MACAL program proposal, undergraduate and graduate programs focused on climate change specifically are still quite limited in Canada despite the pressing need.

I am happy to give this proposal my unqualified support.

Best regards,

Original signed by Robin Cox

Dr. Robin S. Cox

Professor Disaster & Emergency Management

Program Head – Graduate programs in Climate Action Leadership

Royal Roads University

T: 250-391-2600, X4855

Robin.cox@royalroads.ca

Re: Proposal for a new BSc program in Climate Science at UVic

Ivanochko, Tara <tivanoch@eoas.ubc.ca>

Wed 2/10/2021 5:02 PM

To: Adam Monahan <monahana@uvic.ca>;

Cc: Tortell, Philippe <ptortell@eoas.ubc.ca>; David Atkinson <datkinso@uvic.ca>; Johannes Feddema <feddema@uvic.ca>;

Thanks Adam,

I do think that this sounds like a great initiative and one that will suit students well. Thanks for your responses, I appreciate the way you are approaching this through consultation with your University supports.

All the best to you and your colleagues. I will look forward to the announcement of this new degree.

Best,
Tara

Dr. Tara Ivanochko
Director, Environmental Science
Department of Earth Ocean and Atmospheric Sciences,
Academic Director, UBC Sustainability Initiative
University of British Columbia
Traditional, Ancestral & Unceded Musqueam Territory
tivanoch@eoas.ubc.ca

On 10 Feb 2021, at 16:21, Adam Monahan <monahana@uvic.ca> wrote:

Dear Tara –

Thanks for reviewing the proposal for the BSc Climate Science program at UVic, and for your thoughtful comments. Our responses follow.

1. *The difference between the Honours and Majors programs seem minimal. You indicate:*

- *Both the Major and Honours programs consist of 60 course units.*
- *BSc Major in Climate Science. Honours program same except 499A/B, 3.0 less electives*

From this I understand that the only difference between the Honours and Majors is that the Honours students do a thesis instead of an elective course. I am more familiar with Honours programs having additional credits (at UBC this is 12 additional credits = 4 courses). If this is not the case at UVic, it should be noted that you are aligning with your institutional practice for Honours.

An Honours program at UVic is defined as “A program which involves a high level of specialization in a discipline and requires 18 or more units in that discipline at the 300 or 400 level.” Both streams of the BSc Honours program require at least 18.0 units of specified upper-level courses. Because the program is designed to be interdisciplinary, and to combine perspectives from science, social science, humanities, and engineering, not all of these courses are offered by the host academic units of the Department of Geography or the School of Earth and Ocean Sciences. Nevertheless, these courses are “in the discipline” and meet the requirements of a UVic Honours program.

2. *Throughout the proposal you assert that students will get exposure to indigenous ways of knowing and develop “Indigenous acumen” (very odd language from my perspective - consider revising), yet it is unclear to know how this will be achieved in the new courses that are proposed. Are these skills already being*

developed in existing courses? It would be helpful to indicate explicitly what courses in the degree will provide this content, exposure and skills development. Right now this seems like lip service.

3. *I applaud the capstone project being applied and in collaboration with the community. It would be good to explain how you intend to support this course. Running a community based research course requires commitment and support beyond a regular class - do you have a unit on campus that will assist you? What resources will you pull on to ensure that this course will be viable when it is scaled up.*

We are working with several units on campus to incorporate this component into our program. The ICAT (Indigenous Cultural Acumen Training: [ICAT Foundation Module - University of Victoria \(uvic.ca\)](#)) is an established program that provides a historical context on settler/Indigenous relationships and information about how to work with indigenous community partners. In discussion with the developers of this program we are working to create a module to be incorporated into one or more of our classes. However, we realize this cannot be a one step process, so we are also working (and coordinating across) with the UVIC Community Engaged Learning (CEL), the Tri-Faculty Indigenous Resurgence Coordinator, and the Department of Geography Map Lab which has traditionally performed a lot of pioneering work on community engagement and mapping to develop labs and course components that incorporate both CEL and Indigenous components. We see incorporating aspects of this type of education as course components (e.g. lectures jointly with representatives from communities, labs and projects that engage students with various partner organizations etc.) so they are prepared for more serious interactions by the time they get to the Capstone course. In addition, in our conversations with the Canadian Centre for Climate Services and the BC Climate Action Secretariat the potential for linkages to Indigenous and disadvantaged communities was specifically discussed as a potential for collaboration should this program be allowed to proceed. At this stage this is still an evolving process, but we believe we have the resources in place to make this work to create enduring and effective community collaborations.

Also, the description of the UBC atmospheric science specialisation is a bit out of date. In recent years the ATSC BSc majors and Honours went through a curriculum review. It is no longer focussed on training meteorologists (jobs that no longer exist) but instead on providing a solid quantitative computational degree for students interested more broadly in atmospheric science and climate. I can get an up to date summary for you from the ATSC group.

Thanks for advising us of the recent changes to the ATSC BSc program, which we reviewed on the UBC website. We have modified the description of the program at UBC accordingly.

Thanks again. If you have any other comments, please don't hesitate to let us know.

Cheers,
Adam.

From: Ivanochko, Tara <tivanoch@eoas.ubc.ca>
Sent: Wednesday, February 3, 2021 9:32 AM
To: Tortell, Philippe
Cc: Adam Monahan; David Atkinson; Johannes Feddema
Subject: Re: Proposal for a new BSc program in Climate Science at UVic

Hi Adam, David and Johannes,

It was a pleasure to review your proposal for a new BSc Major and Honours program in Climate Science. I think that UVic is extremely well positioned to initiate this new degree that will be quite unique in Canada. I see some elements of this proposed major as very innovative and overall I highly support the initiative.

There are some aspects of the proposal however that are unclear to me:

1. The difference between the Honours and Majors programs seem minimal. You indicate:

- Both the Major and Honours programs consist of 60 course units.
- BSc Major in Climate Science. Honours program same except 499A/B, 3.0 less electives

From this I understand that the only difference between the Honours and Majors is that the Honours students do a thesis instead of an elective course. If you are more familiar with Honours programs having additional credits (at UBC this is 12 additional credits = 4 courses). If this is not the case at UVic, it should be noted that you are aligning with your institutional practice for Honours.

2. Throughout the proposal you assert that students will get exposure to indigenous ways of knowing and develop "Indigenous acumen" (very odd language from my perspective - consider revising), yet it is unclear to know how this will be achieved in the new courses that are proposed. Are these skills already being developed in existing courses? It would be helpful to indicate explicitly what courses in the degree will provide this content, exposure and skills development. Right now this seems like lip service.

3. I applaud the capstone project being applied and in collaboration with the community. It would be good to explain how you intend to support this course. Running a community based research course requires commitment and support beyond a regular class - do you have a unit on campus that will assist you? What resources will you pull on to ensure that this course will be viable when it is scaled up.

Also, the description of the UBC atmospheric science specialisation is a bit out of date. In recent years the ATSC BSc majors and Honours went through a curriculum review. It is no longer focussed on training meteorologists (jobs that no longer exist) but instead on providing a solid quantitative computational degree for students interested more broadly in atmospheric science and climate. I can get an up to date summary for you from the ATSC group.

I would like to congratulate you in spearheading this initiative and wish you all the best.

Sincerely,
Tara

Dr. Tara Ivanochko
Director, Environmental Science
Department of Earth Ocean and Atmospheric Sciences,
Academic Director, UBC Sustainability Initiative
University of British Columbia
Traditional, Ancestral & Unceded Musqueam Territory
tivanoch@eoas.ubc.ca

On 2 Feb 2021, at 10:53, Ivanochko, Tara <tivanoch@eoas.ubc.ca> wrote:

Right - Sorry I dropped the ball on this. I'll get to it today.

Tara

On 2 Feb 2021, at 10:42, Tortell, Philippe <ptortell@eoas.ubc.ca> wrote:

Hi Adam et al.

I'm cc'ing Tara on this. I know she's been particularly busy with her duties as the new Academic Director of the University Sustainability Initiative (and also covering Acting Head duties....). But she's definitely the best person to give feedback on this.

pt

On 2021-02-01 10:00 a.m., Adam Monahan wrote:

Hi, Phil -

How's the semester coming along so far?

Have you had any feedback from Tara about the proposal for the BSc in Climate Science that UVic is putting together?

Cheers,
Adam.

From: Tortell, Philippe <ptortell@eoas.ubc.ca>
Sent: Monday, January 11, 2021 5:27 PM
To: Adam Monahan
Cc: David Atkinson
Subject: Re: Proposal for a new BSc program in Climate Science at UVic

ok, I'll pass this on to her and ask for comments by the end of this month.

pt

On 2021-01-11 9:06 a.m., Adam Monahan wrote:

Hi, Phil -

Great, thanks! I look forward to hearing from Tara.

We have sent the proposal to the Head of GEOG at UBC, so they're in the loop. If we could have feedback by the end of January, that would be great.

Cheers,
Adam.

From: Tortell, Philippe <ptortell@eoas.ubc.ca>
Sent: Sunday, January 10, 2021 8:58 AM
To: Adam Monahan
Cc: David Atkinson
Subject: Re: Proposal for a new BSc program in Climate Science at UVic

Hi Adam and David,

Thanks for sharing this, and for the opportunity to comments. I recently heard about this initiative from Sybil S. at PICS. At UBC, EOAS and Geography are working towards developing a 'climate credential' program, so we these ideas are very much top of mind. I'll pass this proposal on to my colleague Tara Ivanochko, who is leading the charge on this initiative. She was the former Dept. Associate Head overseeing the u-grad program, and she's now the academic director of the University Sustainability Initiative. So she'll be able to give you good perspective on this.

Can we share this with others (e.g. in Geography)? When do you need feedback by?

pt

On 2021-01-08 3:28 p.m., Adam Monahan wrote:

Dear Phil -

How are things going? How was your break?

The Department of Geography and the School of Earth and Ocean Sciences at University of Victoria have developed a proposal for a new Climate Science BSc program to be delivered jointly by the two departments. The program is designed to provide students with a fundamental understanding of climate science as well as concepts from data science, scenario development and analytic tools for impacts, adaptation, and mitigation analysis. There are two streams to the program: Physical Climate Science, with a greater focus on the physics and chemistry of the climate system; and Impacts, Adaptation, and Mitigation, with a greater focus on data analysis (particularly geospatial). While the two streams are distinct, students in one stream must take courses from the other. Both streams come together in a final capstone course.

The proposed program has been approved by our respective academic units, and will soon enter the internal UVic new program review process. Because this is a new program, it must be approved by the Ministry of Advanced Education and Skills Training. This approval process involves consultation with departments offering similar programs elsewhere in the province.

Would you be willing to review this proposal and provide us with your feedback? While the proposed program has some similarities to the Atmospheric Science program offered in EOAS, we believe that the proposed program is substantially different from those offered at your institution.

Thanks in advance - and please don't hesitate to get in touch if you have any questions.

Cheers,
Adam

(on behalf of me and David Atkinson, GEOG)

--
Philippe Tortell

Professor and Head,
Dept. of Earth, Ocean and Atmospheric Sciences

Professor,
Dept. of Botany
University of British Columbia
2207 Main Mall, Vancouver
ptortell@eoas.ubc.ca, 604-822-4728

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Philippe Tortell

Professor and Head,
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Re: Proposal for a new BSc program in Climate Science at UVic

Adam Monahan

Mon 2/1/2021 12:37 PM

To: Todd Whitcombe <Todd.Whitcombe@unbc.ca>;

Cc: David Atkinson <datkinso@uvic.ca>; Johannes Feddema <feddema@uvic.ca>;

Hi, Todd -

Great! - thanks, and sorry for not including your Atmospheric Science program in our document. That error will be corrected.

Cheers,
Adam.

From: Todd Whitcombe <Todd.Whitcombe@unbc.ca>**Sent:** Monday, February 1, 2021 12:07 PM**To:** Adam Monahan**Subject:** RE: Proposal for a new BSc program in Climate Science at UVic

Adam,

Thanks for the reminder. I have asked around among the faculty in Environmental Science and only received one written comment. I have included it here:

"UVic is exceptionally well-positioned to offer such a degree, which will include equal participation from the Geography and Ocean & Atmospheric Sciences departments at UVic (6 faculty members each). To me, this seems like a very logical step forward for them, offering an even more comprehensive set of courses in the climate sciences.

"It is interesting though that the link to atmospheric programs they included in their document excludes UNBC. Hopefully they are indeed aware of the programs we offer in the atmospheric sciences as part of the ENSC program. They do focus much more on oceanography than we do, and have major 'players' on campus with ECCC's CCCma, PCIC, PICS, and W-CIRC. On the whole it looks like a good program."

The general sense I got from talking with the Environmental Science faculty members is they think the degree is well-structured and very suitable for the institution. It will enhance the discipline in the province.

Hope this helps and my apologies for the delay in getting back to you.

Cheers, Todd

"Be very, very careful what you put into that head, because you will never, ever get it out." Attributed to Cardinal Wolsey by George WillDr. Todd Whitcombe, Chair,
Chemistry & Biochemistry and Environmental Science
University of Northern British Columbia,
3333 University Way, Prince George, B.C.
V2N 4Z9

250 960 6678

From: Adam Monahan <monahana@uvic.ca>
Sent: Monday, February 01, 2021 10:00 AM
To: Todd Whitcombe <Todd.Whitcombe@unbc.ca>
Cc: David Atkinson <datkinso@uvic.ca>; Johannes Feddema <feddema@uvic.ca>
Subject: Re: Proposal for a new BSc program in Climate Science at UVic

CAUTION: This email is not from UNBC. Avoid links and attachments. Don't buy gift cards.

Dear Dr. Whitcombe -

I am writing to follow up on the email I sent the other week regarding the BSc Climate Science program being proposed at UVic. Would it be possible for provide us with feedback on the proposal? From my understanding of the level of consultation required by the Ministry, your feedback does not need to be extensive.

Thanks,
Adam Monahan

From: Adam Monahan
Sent: Friday, January 8, 2021 3:26 PM
To: todd.whitcombe@unbc.ca
Cc: David Atkinson
Subject: Proposal for a new BSc program in Climate Science at UVic

Dear Dr. Whitcombe,

I hope that the new year finds you well. The Department of Geography and the School of Earth and Ocean Sciences at University of Victoria have developed a proposal for a new Climate Science BSc program to be delivered jointly by the two departments. The program is designed to provide students with a fundamental understanding of climate science as well as concepts from data science, scenario development and analytic tools for impacts, adaptation, and mitigation analysis. There are two streams to the program: Physical Climate Science, with a greater focus on the physics and chemistry of the climate system; and Impacts, Adaptation, and Mitigation, with a greater focus on data analysis (particularly geospatial). While the two streams are distinct, students in one stream must take courses from the other. Both streams come together in a final capstone course.

The proposed program has been approved by our respective academic units, and will soon enter the internal UVic new program review process. Because this is a new program, it must be approved by the Ministry of Advanced Education and Skills Training. This approval process involves consultation with departments offering similar programs elsewhere in the province.

Would you be willing to review this proposal and provide us with your feedback? While the proposed program has some similarities to the BSc in Environmental Science program offered in your department, we believe that the proposed program is substantially different from those offered at your institution.

Thanks in advance - and please don't hesitate to get in touch if you have any questions.

Sincerely,
Adam Monahan (SEOS)
David Atkinson (GEOG)

Re: Proposal for a new BSc program in Climate Science at UVic

Adam Monahan

Mon 1/11/2021 7:57 AM

To: Pratt, Geraldine <gpratt@geog.ubc.ca>; David Atkinson <datkinso@uvic.ca>;

Hi, Geraldine -

Thanks for consulting so quickly with your colleagues. I don't think there is a formal approval form - I think the email you have sent should suffice.

Thanks again,
Cheers,
Adam.

From: Pratt, Geraldine <gpratt@geog.ubc.ca>
Sent: Sunday, January 10, 2021 11:30 AM
To: Adam Monahan
Subject: Re: Proposal for a new BSc program in Climate Science at UVic

Hi Adam:
I'm sorry but I don't see an approval form attached. I have consulted with my colleagues mostly closely associated with what you are proposing and they are supportive and raise no concerns.
Geraldine

Geraldine Pratt
Head, Department of Geography
Professor, Canada Research Chair of Transnationalism and Precarious Labour
1984 West Mall, Faculty of Arts, The University of British Columbia
Vancouver, British Columbia, Canada V6T 1Z2
On the traditional, ancestral and unceded territory of the hə́n̓q̓əmi̓n̓ə́n̓ speaking Musqueam (x̣ʷməθḳʷəy̓əm) people
Phone 604 822 5875
gpratt@geog.ubc.ca
<https://blogs.ubc.ca/gpratt/>



From: Adam Monahan <monahana@uvic.ca>
Date: Friday, January 8, 2021 at 3:19 PM
To: "gpratt@geog.ubc.ca" <gpratt@geog.ubc.ca>
Cc: David Atkinson <datkinso@uvic.ca>
Subject: Proposal for a new BSc program in Climate Science at UVic

[CAUTION: Non-UBC Email]
Dear Dr. Pratt -

I hope that the new year finds you well. The Department of Geography and the School of Earth and Ocean Sciences at University of Victoria have developed a proposal for a new Climate Science BSc program to be delivered jointly by the two departments. The program is designed to provide students with a fundamental understanding of climate science as well as concepts from data science, scenario development and analytic tools for impacts, adaptation, and mitigation analysis. There are two streams to the program: Physical Climate Science, with a greater focus on the physics and chemistry of the climate system; and Impacts, Adaptation, and Mitigation, with a greater focus on data analysis (particularly geospatial). While the two streams are distinct, students in one stream must take courses from the other. Both streams come together in a final capstone course.

The proposed program has been approved by our respective academic units, and will soon enter the internal UVic new program review process. Because this is a new program, it must be approved by the Ministry of Advanced Education and Skills Training. This approval process involves consultation with departments offering similar programs elsewhere in the province.

Would you be willing to review this proposal and provide us with your feedback? While the proposed program has some similarities to the Global Environmental Systems program offered in your department, we believe that the proposed program is substantially different from those offered at your institution.

Thanks in advance - and please don't hesitate to get in touch if you have any questions.

Sincerely,
Adam Monahan (SEOS)
David Atkinson (GEOG)

Re: Proposal for a new BSc program in Climate Science at UVic

Adam Monahan

Fri 2/12/2021 5:30 PM

To: Geoff Mann <geoffm@sfu.ca>;

Cc: Johannes Feddema <feddema@uvic.ca>; David Atkinson <datkinso@uvic.ca>;

Hi, Geoff -

That's great, thanks! - I think that your email is all we need for the proposal.

Best of luck with the new climate and society minor - I would be interested to hear more about it.

Cheers,
Adam.

From: Geoff Mann <geoffm@sfu.ca>**Sent:** Friday, February 12, 2021 2:11 PM**To:** Adam Monahan**Cc:** Johannes Feddema; David Atkinson**Subject:** Re: Proposal for a new BSc program in Climate Science at UVic

Hi Adam

Sorry. As you can imagine, this is a hard one to get folks to prioritize. We discussed it at a UGSC meeting last week, but I have heard nothing since. I think partly we are all feeling a little unclear on precisely what kind of feedback you might need or want from us. Presumably it is more a step to meet the demands of the province. We will soon have a climate and society minor in place here in the department (the notice of intent was very popular with the university), but it is mostly social science oriented, and it is only a minor. Your program looks good and it does not overlap with anything we offer here at the program level. If there is something more specific you need from us please let me know.

Hope all is well

Geoff

Geoff Mann

Chair, Department of Geography

Director, Centre for Global Political Economy

Simon Fraser University

X^wməθkwəy̓əm (Musqueam),

Skwxwú7mesh (Squamish),

& Səlílwətaɬ (Tsleil-Waututh) territory

On February 12, 2021 at 2:06:57 PM, Adam Monahan (monahana@uvic.ca) wrote:

Hi, Geoff -

Have you had any feedback from your colleagues about the UVic Climate Science program proposal? Sorry to bug you again about this, but we're hoping to have our ducks in a row soon to start moving the proposal through the UVic system.

Cheers,
Adam.

From: Geoff Mann <geoffm@sfu.ca>
Sent: Monday, February 1, 2021 2:38 PM
To: Adam Monahan
Cc: Johannes Feddema; David Atkinson
Subject: Re: Proposal for a new BSc program in Climate Science at UVic

Hi Adam

Thanks for the reminder. I sent it to some colleagues who know more about climate science, and will remind them and get back to you soon.

Take care

Geoff

Geoff Mann
Chair, Department of Geography
Director, Centre for Global Political Economy
Simon Fraser University
X^mməθkwəy̓əm (Musqueam),
Skwxwú7mesh (Squamish),
& Səlílwətəl (Tseil-Waututh) territory

On February 1, 2021 at 9:56:41 AM, Adam Monahan (monahana@uvic.ca) wrote:

Hi, Geoff -

I'm writing to follow up on the BSc Climate Science proposal that I sent around the other week. Have you or your colleagues had a chance to look at it?

I hope the semester is going well so far,
Cheers,
Adam.

From: Adam Monahan
Sent: Friday, January 8, 2021 3:23 PM
To: Geoff Mann
Subject: Re: Proposal for a new BSc program in Climate Science at UVic

Hi, Geoff -

Sorry - I forgot to attach the proposal to my email! It's been a long week - here it is.

Cheers, and thanks!

Adam.

From: Geoff Mann <geoffm@sfu.ca>
Sent: Friday, January 8, 2021 3:23 PM
To: Adam Monahan
Subject: Re: Proposal for a new BSc program in Climate Science at UVic

Hi Adam

Happy to take a look. Hope all is well

Geof

Geoff Mann
Chair, Department of Geography
Director, Centre for Global Political Economy
Simon Fraser University
X^wməθkwəy̓əm (Musqueam),
Skwxwú7mesh (Squamish),
& Səlílwəta! (Tsleil-Waututh) territory

On January 8, 2021 at 3:21:47 PM, Adam Monahan (monahana@uvic.ca) wrote:

Dear Dr. Mann,

I hope that the new year finds you well. The Department of Geography and the School of Earth and Ocean Sciences at University of Victoria have developed a proposal for a new Climate Science BSc program to be delivered jointly by the two departments. The program is designed to provide students with a fundamental understanding of climate science as well as concepts from data science, scenario development and analytic tools for impacts, adaptation, and mitigation analysis. There are two streams to the program: Physical Climate Science, with a greater focus on the physics and chemistry of the climate system; and Impacts, Adaptation, and Mitigation, with a greater focus on data analysis (particularly geospatial). While the two streams are distinct, students in one stream must take courses from the other. Both streams come together in a final capstone course.

The proposed program has been approved by our respective academic units, and will soon enter the internal UVic new program review process. Because this is a new program, it must be approved by the Ministry of Advanced Education and Skills Training. This approval process involves consultation with departments offering similar programs elsewhere in the province.

Would you be willing to review this proposal and provide us with your feedback? While the proposed program has some similarities to the Global Environmental Systems program offered in your department, we believe that the proposed program is substantially different from those offered at your institution.

Thanks in advance - and please don't hesitate to get in touch if you have any questions.

Sincerely,
Adam Monahan (SEOS)
David Atkinson (GEOG)

Stage 1 Review for New Degree Proposals

INSTITUTION: University of Victoria

PSIPS PROPOSAL #:

PROPOSED DEGREE: BSc Climate Science

Summary Description of Degree Program: (1 page maximum)

Responding to climate change is one of the largest challenges faced by British Columbia. There is an urgent need to provide educational programs that furnish people with the skills to mitigate human-caused climate change, to adapt to the changes that cannot be avoided, and to project future changes. The purpose of the proposed program is to create a climate science focused degree that can prepare students to participate in a growing job market of people who can help translate climate information into actionable practice in the private, public, and non-governmental sectors; or to continue studies at the graduate level in related disciplines from environmental sciences, planning and engineering. UVic has long had a reputation in climate science, primarily from a research perspective, based on the research programs of individual faculty members and a wide variety of climate related research units collocated on campus (Canadian Centre for Climate Modelling and Analysis, Ocean Networks Canada, Water & Climate Impacts Research Centre, Pacific Climate Impacts Consortium, Pacific Institute for Climate Solutions, Institute for Integrated Energy Systems). However, this reputation is not clearly reflected in our academic programs. While many faculty work on and teach various aspects of climate science across a range of faculties, there is no coordinated program with a direct focus on climate science and climate impacts, mitigation and adaptation.

The proposed program will be a combined degree between the Department of Geography and the School of Earth and Ocean Sciences, each with six associated faculty members. The program will initially be built on existing resources within these two units, with the net addition of three new lower-level courses and one upper-level course. These new offerings will be covered by the existing faculty at no cost to existing programs, while addressing long standing gaps in the offerings of both units (e.g. a broadly-accessible first year course in climate science and a course on data analysis and programming with a focus on environmental datasets). The proposed degree complements the existing combined geoscience degree currently offered by SEOS and Geography.

The proposed program has two streams, each with Major and Honours degrees and a co-op option. One stream, led by SEOS, focuses on the physical climate system including atmospheric physics and chemistry and the role of the oceans in the climate system. The other stream, led by Geography, focuses on climate impacts, adaptation and mitigation, with an emphasis on using geospatial tools for synthesizing, analyzing and processing climate information and making it accessible to potential end users (such as government programs, planners, community organizations and NGOs). Although students will select a specific stream, the program is designed so students have a common foundation and will interact across the programs throughout their studies. A capstone experience will combine students from both streams in a community engaged framework. Beyond the development of technical scientific skills, emphases on quantitative, computational, and communication skills and Indigenous perspectives and ways of knowing will be integrated into courses throughout the program.

The program draws on courses from many academic units at UVic. It is structured so that new courses can easily be added as educational opportunities expand in the areas of climate science, policy, and solutions. Climate change is a multifaceted crisis involving many disciplines. The proposed program emphasizes one of these facets - the foundational science - while providing students with an introduction to other aspects of the climate change challenge, including direct experience applying and communicating this knowledge to those impacted by climate change. As such, the program complements and provides opportunities for interaction with other programs on campus addressing the climate crisis such as Human Dimensions of Climate Change, and others which may be developed in future.

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

Stage 1 Review for New Degree Proposals

How does the proposed program fit within the mandate of the institution?

- The 2020-21 University of Victoria mandate letter states that for BC ‘Two key priorities that will underpin lasting prosperity are advancing reconciliation with Indigenous Peoples and moving towards a low-carbon economy.’ Our program will meet both of these objectives. Our program builds on a strong conceptual framework but also includes a significant experiential training component that will focus on working with community partners to address their climate related issues. Within this context, working with Indigenous partners is a high priority, and we will be including an existing Indigenous Cultural Acumen Training (ICAT) component to our program to improve understanding of, and communication with, Indigenous and other organizations. The core of the program focuses on the climate problem and how to address it, providing our students with the tools to address these questions including how to mitigate climate change and develop low carbon economic strategies at the community level. Through our experiential capstone course (and the background from other courses leading to this capstone project) we will create a mechanism by which we can use University resources (computing and access to scientific data and platforms and student/faculty expertise) to assist disadvantaged communities to enable them to develop climate action plans and potential climate mitigation and adaptation strategies which include solutions related to developing low carbon economies and solutions to existing problems. Attaining the learning objectives of this program will provide a better prepared workforce to work in a wide range of communities and sectors of the economy to help identify climate solutions that build a low carbon future and help close the resource gap to develop such strategies across all types of communities in Canada and globally.
- In addition, the mandate mentions potential benefits of colocation with Canada’s Digital Supercluster. As part of our program, students will be exposed to working with information from some of the world’s most advanced computational modelling programs (Earth System Models), how to manage and analyze large scale datasets and how to work with geospatial data programs (Geographic Information Systems (GIS) and Remote Sensing). This training would be an excellent foundation for working with technological platforms such as Canada’s Digital Supercluster.
- The proposed program also aligns with the specific objectives of “Providing programming that meets local, regional or provincial labour market and economic needs”, “Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health)”, “Increasing co-op and work-integrated learning opportunities”, and “Responding to the reskilling needs of British Columbians to support employment and career transitions”. There is growing demand – but lack of capacity - for

Stage 1 Review for New Degree Proposals

	<p>people who can work at the interface of climate science and policy/planning. The proposed program will provide students with the foundations for working in this area, including students returning to university after pursuing other careers. The co-op and capstone course components of the program will provide experiential education further improving labour market opportunities for graduates.</p>
<p>How does the proposed program support the current academic and strategic plan of the institution?</p>	<p>This program fits extremely well within the UVic strategic plan, the UVic research plan and the plans for both academic units. At the University level, the program would touch on all aspects of the University strategic priorities.</p> <ol style="list-style-type: none"> 1. <i>Cultivate an extraordinary academic environment</i> The proposed UVic program would be unlike any other offered in Canada. As we begin to experience the effects of climate change more acutely, it is becoming evident that solutions to the problems presented by climate change will differ by community and geographic location. There is a pressing need for qualified climate experts who can help communities both prepare for and mitigate climate change through a more structured approach to understanding the problem. This program will provide students with a background to effectively provide these services to the public, private, and non-governmental sectors. 2. <i>Advance research excellence and impact</i> One of the goals of the program is to encourage student co-op experiences and to have a capstone experience that will link students to community partners researching or seeking climate information. Our students will have the tools to participate in a wide variety of research activities on campus (e.g. large dataset processing and manipulation, Geographic Information Systems and remote sensing skills, fundamental understanding of climate processes etc.). By consolidating the multiple forms of expertise on campus, leveraging the expertise and capabilities of the climate research units on campus, and rationalizing the delivery of existing climate science related courses, UVic should quickly play the leading undergraduate educational role in climate science in Canada and consolidate a very strong international reputation in climate science. 3. <i>Intensify dynamic learning</i> The proposed program will have a strong community engaged learning component by having students work with community partners to assist in climate related analyses and solutions. In addition, both units in this program have extensive field school opportunities that would extend to students in this program. Additional dynamic learning opportunities are provided through such efforts as the community mapping laboratory in Geography that provides both opportunities for learning how to develop research activities with community partners and opportunities to implement these ideas with existing partnerships. 4. <i>Foster respect and reconciliation</i> It has been well documented that marginalized communities are some

Stage 1 Review for New Degree Proposals

of the most vulnerable to climate change. One tenet of climate adaptation and mitigation is that it should support the UN sustainable development goals (Intergovernmental Panel on Climate Change, 2014). By connecting students to these goals there will be an emphasis on social inequalities and how these affect specific communities globally and locally. The capstone experience links students to local communities to assist in delivering actionable climate information and solutions. Our goal is that this would focus on marginalized and Indigenous communities, allowing for another important aspect to dynamic learning as students are exposed to Indigenous knowledge and ways of thinking. This experience will provide important insights into communicating effectively and demonstrating effective solutions that fit with local beliefs and circumstances. Furthermore, we will work actively with the Tri-Faculty Resurgence Coordinator and IACE to integrate Indigenous knowledge and perspectives more broadly into the program.

5. *Promote sustainable futures*

Climate change is a central question to any sustainable futures for communities worldwide. Students in this program will be exposed to methods for linking climate information to development plans and to the UN sustainable development goals. This would potential make this program a central piece of any UVic efforts to reaching this strategic priority in an academic context.

6. *Engage locally and globally*

Climate science is inherently integrative and requires a strong global focus to understand the underlying physical processes driving climate change and the role of humans within that system. At the same time, many solutions must be local because they need to be community-specific: they depend on physical location and socioeconomic status, even as they may also depend on other communities, organizations, or levels of government. For example, sea level affects coastal communities but not inland areas, and rural and urban communities require different solutions.

Both departments have worked towards this type of collaboration and the concept of this joint program was a core recommendation arising from external reviews conducted in 2018 (GEOG) and 2020 (SEOS). In both cases reviewers were enthusiastic in their support, and the units stand to gain significant visibility as a result of this combined program. In addition, some of the proposed course additions have been identified as needs within the teaching portfolio of both units. The program will collaborate with a number of other units on campus including the departments of Civil Engineering, the School of Environmental Studies, the School of Public Administration, and the Human Dimensions of Climate Change program. Students coming from this program would be well positioned to enter the new MEng Program in Industrial Ecology, the Master's programs offered by the School of Public Administration, the Graduate Diploma in Climate

Stage 1 Review for New Degree Proposals

	<p>Action Leadership at Royal Roads, or the Master of Community Planning program at Vancouver Island University. It would also pair well with Minor programs in Ocean Science and Public Administration. The program also aims to connect and collaborate with the various climate related research units on campus (Pacific Institute for Climate Solutions, Pacific Climate Impacts Consortium, Canadian Centre for Climate Modelling and Analysis, Water & Climate Impacts Research Centre, Institute for Integrated Energy Systems); in the province with the BC Climate Action Secretariat (CAS); and nationally with the ECCC Canadian Center for Climate Services (CCCS). The development of this program aligns well with the objectives of the Climate and Sustainability Action Plan to broaden and deepen climate-related education offerings at UVic.</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? 	<p>n/a</p>
<p>B. Capacity</p>	
<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 Program is almost entirely built on existing course offerings. It coordinates courses and removes duplication of existing offerings in the Department of Geography and the School of Earth and Ocean Sciences to develop a strong interdisciplinary program across the faculties of Science and Social Sciences. It also makes extensive use of relevant offerings from other programs such as Human Dimensions of Climate Change, Public Administration, Civil Engineering, Environmental Studies, Economics, and Political Science (to the extent permitted by prerequisites) • While we use many existing courses for the new program, some of these courses will be revised to address specific issues that are relevant to the new program. While the topic of climate is discussed in a number of courses, it is not a central focus of either the SEOS or Geography programs. This proposal will make the climate topic a central focus for both units. However, past performance of Geography and SEOS students is available as an indicator of potential program success. Both existing programs have received excellent external academic reviews in the last 3 years. In addition, the Baccalaureate Graduate Survey reports a 4 year average 93% satisfaction rate for Geography graduates and 92% for SEOS graduates. In addition, results from students with co-op opportunities related to climate topics and potential target employers of this program show a high level of employer satisfaction with outcomes.

Stage 1 Review for New Degree Proposals

<p>To what extent has the institution assessed the resources required and identified funding sources needed to implement the program?</p>	<ul style="list-style-type: none"> • The resource needs have been assessed by the Department of Geography and the School of Earth and Ocean Sciences and UVic administrators. Based on their assessment, we do not anticipate significant new resources under the current program structure. Some new Teaching Assistant resources will be required for the laboratory components of the new courses (particularly the introductory first-year Climate Change course). The program is designed to be scalable, so a more diverse set of offerings can easily be added if more resources become available. The program also can easily incorporate new offerings from other academic units on campus (prerequisite structures permitting). The program requires no new library resources. • Based on a survey of student interest that we conducted, and on our discussions with existing students, we expect an initial enrolment of about 10 students in the first year of the program. Within 5 years, we expect the program to graduate 20-40 students each year. While no substantial new resources are required to offer the program, the minimum viable steady-state enrolment is about 10 students per year. Fewer graduating students than this number over a sustained time would result in the required capstone course being impractical to offer. • Consideration of the program by the Faculties of Science and Social Science, will start in the spring of 2021, with the anticipation of approval by May 2021. As no substantial new resources are required to offer the program, enrolment in the program can start in the September following approval (ideally September 2022).
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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	
<p>Is the program focus primarily on meeting social benefit(s) or economic benefit(s)?</p>	<p>The primary focus is on social benefit, as the program is intended to develop graduates to assist communities in planning for climate related issues and develop people prepared to take on climate related research careers. Such planning will however have significant long term economic benefits at the local, provincial and national levels, both through the reduction of risk and the development of new economic activities resulting from decarbonization of the economy. The program also has a strong foundation of transferrable quantitative, computing, and communications skills that students would be able to use in a broad range of labour market settings.</p>

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B. Social Benefit	
What social, cultural, regional, community, environmental, institutional and/or intellectual benefits would the proposed program provide?	The program would provide graduates who are prepared to assist communities from local to the national level with expertise in understanding of climate related topics, including the scientific understanding of the issue, how to identify climate risks and vulnerabilities, and potential climate adaptation and mitigation strategies. In addition, the program will focus on the sustainability of proposed solutions and how solutions could fit in with UN sustainable development goals, include a communications component, and develop a deeper understanding of indigenous and other perspectives. In recognition of the specific climate change challenges faced by Indigenous communities, the program will incorporate a component to educate students on Indigenous perspectives and ways of knowing.
How would the proposed program advance social goods or government priorities?	This program would provide a workforce who can assist in attaining carbon emissions reductions in the long term and to help communities and organizations in the private, public, and non-governmental sectors adapt and adjust to climate change impacts at all geographical scales. Graduates will be prepared to work in many different types of communities and economic sectors.
C. Economic Benefit	
What direct and/or indirect economic, industrial or labour market benefits would the program offer the student, community, region or province?	Development of effective responses to climate change requires an understanding of the fundamental science. A work force trained to develop climate adaptation and mitigation strategies with a fundamental understanding of the climate processes involved (including uncertainties) will lead to better climate mitigation/adaptation strategies that can be applied to all sectors of the economy in both private and government settings.
How would the proposed program support economic growth and/or government economic priorities?	Graduates are ideal candidates for identifying and developing green economic solutions at the community to the national level and can help advance more sound sustainability goals for private, public, or non-governmental bodies. Graduates can also work with communities and organizations to reduce their vulnerability to climate-related risks.
What labour market needs would the proposed program meet for the province? (Please include no more than 5 applicable National Occupational Classification (NOC) codes.)	<ul style="list-style-type: none"> The labour markets targeted include: preparation for advanced degrees in science related fields, and planning-related positions as consultants, in private industry, and in government organizations at all levels of government. In our discussions with several government organization (e.g. Canadian Centre for Climate Services and BC Climate Actions Secretariat) we already know that interns from our programs will be highly valued and that a stronger focus on climate issues is highly desirable from an employer perspective. For example, over the last four

Stage 1 Review for New Degree Proposals

	<p>years the UVic Coop program has placed 9 students in BC agencies, 14 in Environment and Climate Change Canada, 2 in Natural Resources Canada, and 4 in in Research/NGO/private sector all working on climate related topics.</p> <ul style="list-style-type: none"> The most applicable NOC codes are: 0411 Government managers – health and social policy development and program administration 2114 Meteorologists and climatologists 2255 Technical occupations in geomatics and meteorology 4161 Natural and applied science policy researchers, consultants, and program officers
<p>Do potential employers require a degree for graduates to gain employment in the field?</p>	<p>In most instances a BSc or BEng degree would be a requirement and specific training is required in the analytical tools and background scientific concepts.</p>
<p>If the main employer will be government or another public agency, what support does the program have from relevant ministry/public employers?</p>	<p>Although we do not anticipate government as the main employer, we have reached out to both the Canadian Centre for Climate Services and BC Climate Actions Secretariat about our program and both have indicated the great need for the type of program that is proposed; both also expressed interest in hosting co-op and interns and potential graduates as employees.</p>
<p>D. Consultation</p>	
<p>What feedback from relevant community groups, employer groups, and professional organizations was incorporated into the proposed program?</p>	<ul style="list-style-type: none"> We have had discussions with both Canadian Centre for Climate Services and BC Climate Actions Secretariat (about our program). Both units believe there are significant opportunities for internships (they already employ several students from our programs) and believe there will be a healthy job market for students with the proposed skill sets developed in this program (as described in the attached letter of support from CAS). We will be consulting with both units about student opportunities once the program is established. We have also discussed the proposed program with the Executive Director of the Pacific Institute for Climate Solutions; the Director, President, and CEO of the Pacific Climate Impacts Consortium; and the President and CEO of Ocean Networks Canada. All expressed their enthusiasm for the program and agreed that it met both educational and labour market demand (as described in attached letters of support) We expect a wide range of potential incomes, with some graduates going on to graduate (Masters and PhD programs in planning and science). The proposed degree would fall into a Stats Canada STEM classification with overlap between specializations in physical sciences (\$ 55k for women aged 24-35; \$ 63k for men aged 24-35; data from 2015) and computer and information

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	<p>sciences typical salaries (\$ 65k for women aged 24-35; \$ 71k for men aged 24-35) -- Source: www12.statcan.gc.ca/census-recensement/2016/as-sa/98-200-x/2016023/98-200-x2016023-eng.cfm. In addition, a review of potential entry level jobs in ca.indeed.com (access 1 Feb 2021) for our graduates without advanced degrees would include:</p> <ul style="list-style-type: none"> ○ Climate action coordinator (Sidney BC; \$37/hr) ○ Climate strategist (Calgary; \$42 to\$56/hr) ○ Environmental specialist (Montreal; \$63k-89k/yr)
<p>If the program relates to a regulated profession, what feedback did the regulatory or licensing bodies and the responsible Ministry provide?</p>	<p>n/a</p>

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:
<p>A. System Context</p>	
<p>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>	<p>The most closely related programs in British Columbia are</p> <ul style="list-style-type: none"> ● BSc Atmospheric Sciences, UBC (40.0401; 40.0402; 40.0403; 40.0404; 40.0499) ● BSc Geographical Sciences, UBC (40.0401; 40.0402; 45.0701) ● BEnv Global Environmental Systems, SFU (40.0401; 40.0402; 45.0701) ● BSc Environmental Science, UNBC (03.0104; 40.0401; 40.0402) ● Minor in Atmospheric Science, UNBC (40.0401; 40.0402; 40.0499) <p>The proposed program is differentiated from these existing programs by its two-stream structure and its inclusion of fundamental physical science, data analysis, geospatial analysis, and policy/planning content. The existing programs have some but not all of these components.</p> <p>The UBC BSc in Atmospheric Sciences is similar to the Physical Climate Science stream, but with a stronger emphasis on physical science and forecasting, and much less emphasis on geospatial data/social science components. The UBC BSc in Geographical Sciences includes Climatology as one of five breadth requirements but does not offer a specific climate science program.</p>

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	<p>The BSc in Environmental Science at UNBC has similarities to the Impacts, Adaptation, and Mitigation Stream, but covers environmental science more broadly than the focus on climate science in the proposed program. The UNBC Minor in Atmospheric Science offers students an introduction to meteorology and climate science but is not a full BSc program and does not emphasize data science/social science aspects of climate science to the extent of the proposed program.</p> <p>The BEnv in Environmental Systems from SFU is similar to the Impacts, Adaptation, and Mitigation stream of the proposed program, but places considerably less emphasis on foundational physics, chemistry, and mathematics.</p> <p>The proposed undergraduate program connects well with the MEng in Industrial Ecology at UVic, UVic Minor and Masters programs in Public Administration, the Graduate Diploma in Climate Action Leadership offered by Royal Roads University, and the Master of Community Planning program at Vancouver Island University. Graduates will also be well positioned to pursue graduate studies in atmosphere/ocean/climate science at any institution in BC offering these programs.</p>
<p>B. Consultation</p>	
<p>To what extent has the institution consulted other institutions in British Columbia offering similar programs and responded to their feedback?</p>	<p>We have consulted with the departments of Earth, Ocean, and Atmospheric Sciences at UBC; Geography at UBC; Geography at SFU, and Environmental Studies at UNBC (correspondence attached). Our initial oversight in failing to discuss the Atmospheric Science Minor at UNBC has been corrected. As well, an earlier version of our proposal was amended to reflect the recent revisions to the BSc Atmospheric Science program at UBC.</p> <p>We have also consulted with Robin Cox, the Program Head of the Graduate Program in Climate Action Leadership at Royal Roads University. A letter of support for our proposed program is attached.</p>
<p>C. Rationale for Duplication</p>	
<p>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?</p>	<p>The proposed program is not substantially similar to any other offered in BC.</p>
<p>D. Collaboration</p>	
<p>To what extent has the institution explored appropriate ways to collaborate and/or share</p>	<p>It would not be practical to coordinate delivery of the core courses of the program with other academic institutions in BC at the present time. Issues of prerequisite structures and course scheduling posed a substantial</p>

Stage 1 Review for New Degree Proposals

resources with other institutions offering related programs?	challenge in making use of existing resources within UVic; these problems would be compounded when trying to collaborate across institutions. We are interested in exploring the possibility of collaborating with other institutions for upper-level course offerings via the Western Deans' Agreement.
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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:
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A. Student Demand

How robust is the demonstrated potential student demand to sustain the proposed program?	<ul style="list-style-type: none"> We conducted a survey of students in several first and second year Geography and Earth and Ocean Science courses, which represents a segment of students most likely to have an interest in climate science. In total 209 students responded to the survey, with most students expressing an interest in the proposed major (169 responses or 80.6% of all the responses). Analyzing only those students in the units most impacted by this proposal, including Geography (GEOG), Earth and Ocean Sciences (SEOS), Environmental Studies (ES) and 'Other Science Majors,' they demonstrate clear preferences for specific streams. As expected, of the students 'interested in the major,' Social Sciences students (GEOG and ES) prefer the Impacts, Adaptation, and Mitigation stream (58.5% and 91% respectively), and SEOS and 'Other Sciences' students have a slightly stronger/equal preference for the Physical stream relative to the IAM stream (61.5% and 50% respectively). Given these results, we are confident that a number of students will be drawn to this new program and that both streams are viable within the program. In 2020 the Pacific Institute for Climate Solutions (PICS) issued a report describing the results of a survey of UVic students regarding climate solutions engagement opportunities. One of the key findings of this report is that "There is significant need for, and interest in, the creation of further learning opportunities around climate change and climate solutions at UVic." Most of the survey respondents were undergraduate students in Social Science, Science, or Engineering. Students also emphasized interest in opportunities for "increase(d) cross-faculty collaboration (at both the student and faculty level)".
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B. Benefit to Students

Stage 1 Review for New Degree Proposals

<p>To what extent will students be able to transfer to and from other post-secondary institutions in the province?</p>	<p>Students could transfer easily into the program if they follow the prescribed core science courses in the first few years of the program. Most of the courses in the program already exist and transfer equivalences have already been established. Transfer equivalence for the new courses will be determined using the standard articulation process. While we expect some students to transfer into this program from other institutions, we do not anticipate that we will draw on any particular program nor that the transfer rates will be different than those of other B.Sc. programs.</p>
<p>What opportunities are available to program graduates for further study in the field or in professional fields?</p>	<p>Students coming from this program would be well positioned to enter a climate, meteorology or geography graduate program, the UVic MEng Program in Industrial Ecology, the Master’s programs offered by the UVic School of Public Administration, the Graduate Diploma in Climate Action Leadership at Royal Roads, or the Master of Community Planning at Vancouver Island University. It would also pair well with UVic Minor programs in Ocean Science and Public Administration. The program also aims to connect and collaborate with the various climate related research units on campus (Pacific Institute for Climate Solutions, Pacific Climate Impacts Consortium, Canadian Centre for Climate Modelling and Analysis, Water & Climate Impacts Research Centre); in the province with the BC Climate Action Secretariat (CAS); and nationally with the ECCC Canadian Center for Climate Services (CCCS).</p>
<p>What added value will the proposed program offer graduates in terms of employment opportunities?</p>	<p>Based on our discussion with CCCS and CAS we believe there is a pent-up demand for students with the type of background we propose to provide. As the realities of climate change become more apparent, many communities and public or private sector organizations will need help to manage potential impacts and to develop mitigation and adaptation strategies. In many ways, each community and organization is unique when addressing these questions, with multiple factors that need to be considered, e.g. socio-economic structure of the community, the types of agricultural/ocean based activities, economic sector, etc. We anticipate a significant need for analysts with the type of background provided by this program for both the private sector and government.</p>

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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

Stage 1 Review for New Degree Proposals

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 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.

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- 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.



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MEMO

DATE: June 2, 2021
TO: Senate
FROM: Saul Klein, Dean
RE: **Bylaw changes for Senate approval**

Please find attached all the documents corresponding to the approval of changes to our Bylaws at our May 13, 2021 Faculty Council.

The changes are to combine the Undergraduate Faculty Curriculum Committee (UG FCC) and Graduate Faculty Curriculum Committee (GR FCC) together under the umbrella of the newly create Faculty Academic Committee (FAC).

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

Thank you.



I. Faculty Council

1. When a representative ceases to be a member of the constituency, the seat will be declared vacant, and the constituency will be requested by Council to appoint a new representative for the balance of the term.
2. There shall be a minimum of one meeting of the Council scheduled every four month period each year, at a time and form to be stated in the notice calling the meeting.
3. It is the responsibility of all members of Council to attend scheduled meetings of Council.
4. If a member cannot attend a meeting, it is the responsibility of that member to inform Council either directly or through the Dean's Secretary of the intent to be absent.
5. Special meetings of Council may be called by the Chair. At the written request of ten members of Council, special meetings will be called by the Chair within ten days.
6. Emergency meetings of Council may be called by the Chair, in terms of the Emergency Protocol described in the Constitution, with at least three days notice.
7. In the absence of the Chair, one of the Associate Deans will preside over the meeting as appointed by the Dean.
8. No proposal for changes in policy or regulations may be brought for a vote unless the material outlining the proposal has been distributed to members of Council at least one week in advance of the meeting or unless otherwise authorized by the Dean.
9. Notice of meeting, agenda and supporting material shall be distributed at least one week in advance of any meeting unless otherwise authorized by the Dean.
10. Minutes of each Council meeting will be distributed on a pre-adopted basis within ten working days after the meeting, and approved at the next Council meeting.
11. Council may delegate to the Executive Committee the authority to act on behalf of Council on specified matters subject to external approval, as required in the Constitution of the Gustavson School of Business.
12. No proxy voting shall be permitted on motions brought to a vote in meetings of Council or standing committees. Council or its standing committees may, if desired, determine that a particular motion should be voted on by email ballot outside of a Council or standing committee meeting.

II. Faculty Council Ad Hoc Committees

1. The Council may establish ad hoc committees to investigate any matters coming before Council and to report to Council through the Executive Committee on any policy recommendations.
2. All ad hoc committees may appoint sub-committees to investigate and report on any matters relating to the work of those committees.
3. Notice of meetings shall be distributed to all members of each committee.
4. Notices of meetings and agendas shall be distributed at least seven (7) days in advance of the meeting unless otherwise authorized by the Dean.
5. Records of all committee meetings shall summarize the pertinent points discussed and the results of a vote on all motions.
6. Summary records of each meeting will be distributed to members of the committee in pre-adopted form within ten working days after the meeting.
7. A copy of the records of all meetings will reside in the Dean's Office and be made available to members of Council on request or via the Council Connect site (<https://connect.uvic.ca/sites/gustavson/Pages/default.aspx>).
8. Ex-officio members of ad hoc committees shall have the right to vote.
9. The quorum for meetings of ad hoc committees shall be fifty percent (50%) of the members of each committee unless otherwise specified.
10. Membership on Council is not a requirement for eligibility for membership on ad hoc committees.
11. Any member of Council shall have the right to attend any ad hoc committee meeting; however, only committee and ex-officio members shall have voting privileges.

III. Standing Committees

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

- a) Executive Committee
- b) Faculty Academic Committee (FAC)
- c) ~~Undergraduate Faculty Curriculum Committee (UG-FCC)~~
- d) ~~Graduate Faculty Curriculum Committee (GR-FCC)~~
- e) Assurance of Learning (AoL) Committee

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

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

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

1. Executive Committee

a) Membership

- i. Ex-Officio: Dean, Academic Director of Undergraduate Programs, one Director of the Graduate Programs (appointed by the Dean) and either the Gustavson International Director or the Associate Director, Business Co-op and Career (also appointed by the Dean). The Dean can invite other members of the faculty to participate in Executive Committee meetings as deemed necessary, but they cannot vote (e.g. Associate Deans, Program Directors).
 - ii. Three members-at-large of the Gustavson School Executive Committee shall be elected from the two electoral constituencies identified below, based on proportional representation with a minimum of one representative per constituency:
 - a. Faculty holding the rank of Full Professor, Associate Professor, or Assistant Professor in tenured or tenure stream appointments, or with limited term appointments longer than one year.
 - b. Faculty holding the rank of Teaching Professor, Associate Teaching Professor or Assistant Teaching Professor in teaching stream appointments, or with limited term appointments longer than one year.
 - iii. The Dean is not eligible for election and will serve as Chair. The Chair will abstain from voting, except in the case of a tie.
- b) Faculty Members are eligible for election to the Executive Committee if they belong to one of the two electoral constituencies, are not already serving as an ex-officio member of the Executive Committee, and are available for the full two-year term of office. Current members are eligible for re-election. Each year, a list of such eligible members will be circulated.

- c) The election will be held annually by April 15 using an e-mail ballot. Votes will be collected from only those representing the groups in III.1.a.ii.
- d) The term of office for elected members will be two years starting July 1 and ending June 30 after 24 months. The terms of the members-at-large will be staggered, so that at least one member-at-large is elected each year.

e) Meetings

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

f) Quorum

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

g) Responsibilities

- i. To set the agenda for Council meetings.
- ii. To receive and consider reports on all matters that require Council's approval and forward these to Council or return them for further consideration.
- iii. To receive and consider plans and reports of the Dean, including the School of Business budget.
- iv. To collaborate with the Dean and Appointments Committee in determining the hiring priorities and desired qualifications for instructional staff and Directors in the School.
- v. To make decisions on all matters that Council has delegated to the Committee to decide on Council's behalf.
- vi. If considered appropriate, to require the investigation of specific subjects related to any School policy and to review ensuing reports after it has passed through the appropriate committee.
- vii. To receive, consider, and either refer back or forward to Council, proposed changes and amendments to the Constitution and Bylaws of the School. Changes may be proposed by any member or group of members of the Council.

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

2. Faculty Academic Committee (FAC)

a) Membership

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

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

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

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

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

b) Meetings

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

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

c) Quorum

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

d) Responsibilities

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

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

~~Undergraduate Faculty Curriculum Committee (UG-FCC)~~**~~a) Membership~~**

~~At least two Faculty Members from the same electoral constituencies as III.1.a.ii, appointed by the Dean and approved by the Executive Committee, by June 30 of each academic year. In appointing members for a two-year term (July 1 — June 30), the Dean will take into account the need for staggered terms and the willingness of Faculty Members to serve. Also appointed are one member from the Assurance of Learning Committee and one representative from Business Co-op & Career. Ex officio members include the Associate Dean, Programs, the Director of Undergraduate Programs Administration, and one student representative of the Commerce Student Society (normally the elected president for the length of their term). The BCom Academic Director shall set the agenda and serve as Chair.~~

~~b) Responsibilities~~

~~To develop, consider and recommend to Executive Committee undergraduate curriculum and program additions, changes and deletions.~~

~~To determine, monitor and assess grading standards of admission, progress and withdrawal from degree programs.~~

~~To establish, monitor and assess grading standards and procedures and approve international exchange grade interpretation policies.~~

~~To monitor and assess student recruitment and employment procedures and performance.~~

~~To monitor and assess student internship procedures, requirements and performance.~~

~~To receive and consider undergraduate program administrative policies, procedures and guidelines that may affect the effectiveness of the academic program delivery.~~

~~To ensure programs follow best practices for Assurance of Learning.~~

~~e) Limitations~~

~~The UG FCC has no formal decision making authority. Administrative recommendations will ultimately require the approval of the Dean. Academic recommendations will ultimately require approval of Executive Committee and Council.~~

~~d) Quorum~~

~~At least 60% of committee membership including at least one appointed Faculty Members.~~

~~e) Sub-Committees~~

~~May include Business Minor & Option Team and BCOM Team, or others as deemed necessary by the Chair.~~

~~**3. Graduate Faculty Curriculum Committee (GR FCC)**~~

~~a) Membership~~

~~At least two Faculty Members from the same electoral constituencies as III.1.a.ii, appointed by the Dean and approved by the Executive Committee by June 30 of each academic year. In appointing members for a two year term (July 1 – June 30), the Dean will take into account the need for staggered terms and the willingness of faculty members to serve. Also appointed are one member from the Assurance of Learning Committee and one representative from Business Co-op & Career. Ex-officio members include the Director/s, the Associate/Administrative Director/s and Program Managers of all the Graduate Programs (either or both can attend), and at least one Gustavson graduate student representative (for one year July 1 – June 30). The Associate Dean, Programs shall set the agenda and serve as Chair.~~

~~b) Responsibilities~~

~~Select a Business representative (who is a full member of Graduate Studies) to serve on the Faculty of Graduate Studies (FGS) Executive Committee from either the Faculty Members listed in 3.a or a faculty member serving on the PhD Advisory Committee.~~

~~To develop, consider and recommend to Executive Committee the graduate programs' curriculum and program additions, changes and deletions.~~

~~To determine, monitor and assess grading standards of admission, progress and withdrawal from graduate programs.~~

~~To establish, monitor and assess grading standards and procedures and approve international exchange grade interpretation policies.~~

~~To monitor and assess student recruitment and employment procedures and performance.~~

~~To monitor and assess student internship procedures, requirements and performance.~~

~~To receive and consider graduate programs' administrative policies, procedures and guidelines that may affect the effectiveness of the academic program delivery.~~

~~To ensure programs follow best practices for Assurance of Learning.~~

~~c) Limitations~~

~~The GR FCC has no formal decision making authority. Administrative recommendations will ultimately require the approval of the Dean. Academic recommendations will ultimately require approval of Executive Committee, Council, and the Faculty of Graduate Studies.~~

~~d) Quorum~~

~~At least 60% of committee membership including at least one appointed Faculty Members.~~

~~e) Sub Committees~~

~~May include MBA, MGB, MM and PhD Advisory Committees, or others as deemed necessary by the Chair.~~

3. Assurance of Learning Committeea) Membership

Three Faculty Members from the same electoral constituencies as III.1.a.ii will be appointed by the Dean for staggered, two-year terms. One of these three committee members will serve as Chair, one will sit on the Undergraduate Faculty Curriculum Committee, and one will sit on the Graduate Faculty Curriculum Committee.

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

b) Responsibilities

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

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

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

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

To be members of the Undergraduate and Graduate Faculty Curriculum Committees, informing those committees of changes in best practice and school-wide AoL updates.

To report periodically to the Executive Committee on AoL progress.

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

c) Limitations

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

d) Quorum

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

IV. Appointments Committee/s

As per the Collective Agreement (CA), an Appointments Committee is formed by April 30 and procedures developed annually (CA s. 32.1) to meet the specific requirements of screening and conducting interviews of candidates in the disciplinary areas targeted for recruitment. When there are appointments to multiple faculty positions in the same year, multiple Appointments Committee may be formed for appointment recommendations for

the different positions. The School will select one or more structures for making recommendations on appointments for the following Academic Year. A different structure may be chosen for each committee.

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

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

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

- a) Provide a research seminar that demonstrates his or her scholarly capabilities (for research faculty appointments only)
- b) Conduct all or part of a regular class session, subject to availability of a suitable group of students, that demonstrates his or her teaching capabilities
- c) Undergo a formal interview conducted by all members of the Appointments Committee or its relevant sub-committee
- d) Meet with as many Gustavson faculty and staff as possible, particularly those with whom the candidate might work most closely if successfully appointed
- e) Meet with the Dean, or designate, for an informal interview.

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

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

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

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

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

V. Reappointment, Continuing Appointment, Promotion and Tenure Committees

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

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

VI. Academic Administration

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

- a) The duties of the Associate Deans shall include:
 - i. duties as assigned by the Dean.
 - ii. an Associate Dean shall normally act for the Dean in his/her absence.
- b) The appointment shall normally be for a term of three to five years.
- c) The Associate Deans shall be appointed as per the UVic Policy GV0605 – Appointment of the Associate Dean, Faculty of Business.

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

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

- i. responsibility for Master-level education
 - ii. recommending instructors for master courses
 - iii. recommending students for admission
- b) The appointment shall normally be for a term of three years.
- c) The Academic Directors of the Master Programs shall be members of the School as listed in III.1.a.ii.
- d) The Academic Directors shall be appointed by the Dean in collaboration with the members of the Executive Committee.

3. Academic Director of Undergraduate Programs

- a) The duties of the Academic Director of Undergraduate Programs shall include:
 - i. responsibility for Undergraduate education
 - ii. recommending instructors for undergraduate courses
- b) The appointment shall normally be for a term of three years.
- c) The Academic Director of Undergraduate Programs shall be a member of the School as listed in III.1.a.ii.
- d) The Academic Director shall be appointed by the Dean in collaboration with the members of the Executive Committee.

4. Director of the PhD Program

- a) The duties of the Director of the PhD Program shall include:
 - i. responsibility for PhD education
 - ii. recommending instructors for PhD courses
 - iii. managing the support staff assigned to the Doctoral Program
 - iv. recommending students for admission to the PhD Program.
- b) The appointment shall normally be for a term of three years.
- c) The Director of the PhD Program shall be a member of the School as listed in III.1.a.ii.

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

V. Changes to Bylaws

1. All proposed changes in the Bylaws must be considered by the Executive Committee before submission to Council.
2. Notice of a motion to change the Bylaws must be circulated to Council members at least one week in advance of a scheduled meeting unless otherwise authorized by the Dean.
3. Changes in the Bylaws for which adequate notice has been given, require a simple majority vote by the Council at any scheduled meeting.
4. Any matter for which adequate notice has not been given, but which has been authorized by the Dean (see I.7.), will require an affirmative vote of two-thirds of the members present at a scheduled meeting.



I. Faculty Council

1. When a representative ceases to be a member of the constituency, the seat will be declared vacant, and the constituency will be requested by Council to appoint a new representative for the balance of the term.
2. There shall be a minimum of one meeting of the Council scheduled every four month period each year, at a time and form to be stated in the notice calling the meeting.
3. It is the responsibility of all members of Council to attend scheduled meetings of Council.
4. If a member cannot attend a meeting, it is the responsibility of that member to inform Council either directly or through the Dean's Secretary of the intent to be absent.
5. Special meetings of Council may be called by the Chair. At the written request of ten members of Council, special meetings will be called by the Chair within ten days.
6. Emergency meetings of Council may be called by the Chair, in terms of the Emergency Protocol described in the Constitution, with at least three days notice.
7. In the absence of the Chair, one of the Associate Deans will preside over the meeting as appointed by the Dean.
8. No proposal for changes in policy or regulations may be brought for a vote unless the material outlining the proposal has been distributed to members of Council at least one week in advance of the meeting or unless otherwise authorized by the Dean.
9. Notice of meeting, agenda and supporting material shall be distributed at least one week in advance of any meeting unless otherwise authorized by the Dean.
10. Minutes of each Council meeting will be distributed on a pre-adopted basis within ten working days after the meeting, and approved at the next Council meeting.
11. Council may delegate to the Executive Committee the authority to act on behalf of Council on specified matters subject to external approval, as required in the Constitution of the Gustavson School of Business.
12. No proxy voting shall be permitted on motions brought to a vote in meetings of Council or standing committees. Council or its standing committees may, if desired, determine that a particular motion should be voted on by email ballot outside of a Council or standing committee meeting.

II. Faculty Council Ad Hoc Committees

1. The Council may establish ad hoc committees to investigate any matters coming before Council and to report to Council through the Executive Committee on any policy recommendations.
2. All ad hoc committees may appoint sub-committees to investigate and report on any matters relating to the work of those committees.
3. Notice of meetings shall be distributed to all members of each committee.
4. Notices of meetings and agendas shall be distributed at least seven (7) days in advance of the meeting unless otherwise authorized by the Dean.
5. Records of all committee meetings shall summarize the pertinent points discussed and the results of a vote on all motions.
6. Summary records of each meeting will be distributed to members of the committee in pre-adopted form within ten working days after the meeting.
7. A copy of the records of all meetings will reside in the Dean's Office and be made available to members of Council on request or via the Council Connect site (<https://connect.uvic.ca/sites/gustavson/Pages/default.aspx>).
8. Ex-officio members of ad hoc committees shall have the right to vote.
9. The quorum for meetings of ad hoc committees shall be fifty percent (50%) of the members of each committee unless otherwise specified.
10. Membership on Council is not a requirement for eligibility for membership on ad hoc committees.
11. Any member of Council shall have the right to attend any ad hoc committee meeting; however, only committee and ex-officio members shall have voting privileges.

III. Standing Committees

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

- a) Executive Committee
- b) Faculty Academic Committee (FAC)
- c) Assurance of Learning (AoL) Committee

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

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

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

1. Executive Committee

a) Membership

- i. Ex-Officio: Dean, Academic Director of Undergraduate Programs, one Director of the Graduate Programs (appointed by the Dean) and either the Gustavson International Director or the Associate Director, Business Co-op and Career (also appointed by the Dean). The Dean can invite other members of the faculty to participate in Executive Committee meetings as deemed necessary, but they cannot vote (e.g. Associate Deans, Program Directors).
 - ii. Three members-at-large of the Gustavson School Executive Committee shall be elected from the two electoral constituencies identified below, based on proportional representation with a minimum of one representative per constituency:
 - a. Faculty holding the rank of Full Professor, Associate Professor, or Assistant Professor in tenured or tenure stream appointments, or with limited term appointments longer than one year.
 - b. Faculty holding the rank of Teaching Professor, Associate Teaching Professor or Assistant Teaching Professor in teaching stream appointments, or with limited term appointments longer than one year.
 - iii. The Dean is not eligible for election and will serve as Chair. The Chair will abstain from voting, except in the case of a tie.
- b) Faculty Members are eligible for election to the Executive Committee if they belong to one of the two electoral constituencies, are not already serving as an ex-officio member of the Executive Committee, and are available for the full two-year term of office. Current members are eligible for re-election. Each year, a list of such eligible members will be circulated.
- c) The election will be held annually by April 15 using an e-mail ballot. Votes will be collected from only those representing the groups in III.1.a.ii.

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

e) Meetings

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

f) Quorum

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

g) Responsibilities

- i. To set the agenda for Council meetings.
- ii. To receive and consider reports on all matters that require Council's approval and forward these to Council or return them for further consideration.
- iii. To receive and consider plans and reports of the Dean, including the School of Business budget.
- iv. To collaborate with the Dean and Appointments Committee in determining the hiring priorities and desired qualifications for instructional staff and Directors in the School.
- v. To make decisions on all matters that Council has delegated to the Committee to decide on Council's behalf.
- vi. If considered appropriate, to require the investigation of specific subjects related to any School policy and to review ensuing reports after it has passed through the appropriate committee.
- vii. To receive, consider, and either refer back or forward to Council, proposed changes and amendments to the Constitution and Bylaws of the School. Changes may be proposed by any member or group of members of the Council.
- viii. To advise the Dean on other matters as requested.

2. Faculty Academic Committee (FAC)

a) Membership

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

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

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

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

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

b) Meetings

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

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

c) Quorum

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

d) Responsibilities

The FAC is responsible for academic oversight over all degree programs and their alignment with the Gustavson strategic vision and pillars, and focuses on student

learning, retention and success. Its orientation is both proactive (in suggesting changes) and reactive (in evaluating changes proposed by others). Activities of the FAC include:

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

3. Assurance of Learning Committee

a) Membership

Three Faculty Members from the same electoral constituencies as III.1.a.ii will be appointed by the Dean for staggered, two-year terms. One of these three committee members will serve as Chair, one will sit on the Undergraduate Faculty Curriculum Committee, and one will sit on the Graduate Faculty Curriculum Committee.

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

b) Responsibilities

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

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

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

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

To be members of the Undergraduate and Graduate Faculty Curriculum Committees, informing those committees of changes in best practice and school-wide AoL updates.

To report periodically to the Executive Committee on AoL progress.

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

c) Limitations

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

d) Quorum

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

IV. Appointments Committee/s

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

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

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

- a) Provide a research seminar that demonstrates his or her scholarly capabilities (for research faculty appointments only)
- b) Conduct all or part of a regular class session, subject to availability of a suitable group of students, that demonstrates his or her teaching capabilities
- c) Undergo a formal interview conducted by all members of the Appointments Committee or its relevant sub-committee
- d) Meet with as many Gustavson faculty and staff as possible, particularly those with whom the candidate might work most closely if successfully appointed
- e) Meet with the Dean, or designate, for an informal interview.

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

- a) Whether a candidate is acceptable for an offer of appointment; and
- b) If a candidate is considered acceptable, how the candidate is ranked relative to others.

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

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

V. Reappointment, Continuing Appointment, Promotion and Tenure Committees

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

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

VI. Academic Administration

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

- a) The duties of the Associate Deans shall include:
 - i. duties as assigned by the Dean.
 - ii. an Associate Dean shall normally act for the Dean in his/her absence.
- b) The appointment shall normally be for a term of three to five years.
- c) The Associate Deans shall be appointed as per the UVic Policy GV0605 – Appointment of the Associate Dean, Faculty of Business.

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

- a) The duties of the Academic Directors for each of the Master Programs shall include:
 - i. responsibility for Master-level education
 - ii. recommending instructors for master courses
 - iii. recommending students for admission
- b) The appointment shall normally be for a term of three years.
- c) The Academic Directors of the Master Programs shall be members of the School as listed in III.1.a.ii.
- d) The Academic Directors shall be appointed by the Dean in collaboration with the members of the Executive Committee.

3. Academic Director of Undergraduate Programs

- a) The duties of the Academic Director of Undergraduate Programs shall include:
 - i. responsibility for Undergraduate education
 - ii. recommending instructors for undergraduate courses
- b) The appointment shall normally be for a term of three years.

- c) The Academic Director of Undergraduate Programs shall be a member of the School as listed in III.1.a.ii.
- d) The Academic Director shall be appointed by the Dean in collaboration with the members of the Executive Committee.

4. Director of the PhD Program

- a) The duties of the Director of the PhD Program shall include:
 - i. responsibility for PhD education
 - ii. recommending instructors for PhD courses
 - iii. managing the support staff assigned to the Doctoral Program
 - iv. recommending students for admission to the PhD Program.
- b) The appointment shall normally be for a term of three years.
- c) The Director of the PhD Program shall be a member of the School as listed in III.1.a.ii.
- d) The Director shall be appointed by the Dean in collaboration with the members of the Executive Committee.

V. Changes to Bylaws

1. All proposed changes in the Bylaws must be considered by the Executive Committee before submission to Council.
2. Notice of a motion to change the Bylaws must be circulated to Council members at least one week in advance of a scheduled meeting unless otherwise authorized by the Dean.
3. Changes in the Bylaws for which adequate notice has been given, require a simple majority vote by the Council at any scheduled meeting.
4. Any matter for which adequate notice has not been given, but which has been authorized by the Dean (see I.7.), will require an affirmative vote of two-thirds of the members present at a scheduled meeting.



Faculty of Humanities | Dean's Office
PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-472-4677 | F 250-721-7059 | uvic.ca/humanities

MEMO

DATE: September 15, 2021

TO: Senate

FROM: Dr. Annalee Lepp
Dean of Humanities

RE: **Constitution and Operating Structure Changes for Senate Approval**

Please find attached documents corresponding to the approval of the changes to our Constitution and Operating Structure. The following motion was approved unanimously at Faculty Council on September 14, 2021:

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

A handwritten signature in blue ink that reads "A Lepp".

Annalee Lepp
Dean of Humanities



Faculty of Humanities
University of Victoria

Constitution
&
Operating Structure



Approved by Faculty Council: Sept 14, 2021

Vision & Mission Statement

OPEN YOUR MIND, TRANSFORM OUR WORLD.

Vision: What are the Humanities?

The Humanities are concerned with the complex, ever-evolving questions of what it means to be human. They speak to issues of human dignity, creativity, thought, and value amidst myriad peoples and places. Hence, the Humanities build the foundations of freedom, well-being, and justice; they cultivate an ethic of social engagement, intellectual openness, incisive critique, and moral courage.

The Humanities equip us to make critical and difficult choices, to recognize the difference between what is right and what is easy, and to take responsibility for our choices as constitutive of ourselves. The Humanities enable us to reflect on how we are, and how we have been, shaped by our language, our culture, our technology, our environment, and to recognize the richness offered by diversity, difference, distance, and place. They force us to challenge those things that we take for granted. They require disciplined awareness, courageous compassion, and skillful curiosity.

The Humanities are at the foundation of the university's historic mission to make humanity better. They inspire the university to move beyond the provision of instrumental skills, to move beyond the commodification of learning as training, and to embody the highest ideal that education elevates the human condition itself.

Mission: the Humanities at UVic

Enrich Human Dignity

fundamental research and teaching about what it means (and has meant) to be human, and a commitment to enact change to improve conditions for humanity

Provoke Critical Inquiry

fundamental research and teaching about the meaning and methods of reason and critique, including their cultural and historical plurality, and a commitment to uphold these values in society today

Engage Myriad Voices

fundamental research and teaching about the interaction between time, place and knowledge, including its expression through language, and a commitment to a de-colonized and diverse global society

Inspire Innovative Expression

fundamental research and teaching about multifarious modes of human expression, including the full plurality of media, and a commitment to creative interventions in society

Constitution & Operating Structure

A. Faculty Council

The Council of the Faculty of Humanities exercises its powers and duties under the University Act, as amended.

1. The Faculty Council normally convenes once per month, September-May.
2. Quorum for Faculty Council is 15 voting members.
3. *Faculty Board* members of the Council are counted in the quorum and may vote on any motion; the chair does not have a casting vote in case of a tie.

Membership of the Faculty Council includes:

1. The Dean (chair).
2. Associate Deans (chair's ~~designated~~ delegate).
3. Members of the Faculty of Humanities, ~~including~~ consisting of all part- and full-time regular faculty (teaching or research stream) appointed in the Faculty or in a Department of the Faculty, including those on limited-term appointments.
4. In addition, the following groups are invited to provide one (voting) representative to participate in Faculty Council:
 - a. UVSS (the representative ~~shall~~ should be registered as a student in the Faculty of Humanities)

- b. GSS (the representative ~~shall~~ be registered as a student in a programme/department offered in the Faculty of Humanities)
 - c. Staff members (the representative shall be selected through a nomination/voting process conducted via the Dean's Office each September)
 - d. Sessional lecturers/Music Performance Instructors (the representative ~~should~~ be currently employed in the Faculty of Humanities, selected in a manner agreeable to CUPE4163:3).
5. Any other staff or faculty of the university may attend open meetings, but cannot vote.
 6. 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.

Agenda and Motions

1. The agenda of the Faculty Council shall be set by the Dean in consultation with the Faculty Board.
2. The agenda and supporting documents shall normally be distributed ~~one~~ 1 week before the meeting.
3. A call for agenda items shall be sent to members of the Council ~~222~~ weeks in advance of the meeting.
4. Agenda items ~~should~~ shall be: for information; for discussion; proposed motions.
5. Proposed motions ~~should~~ shall already have been discussed in appropriate (sub)committees before reaching the agenda of the Faculty Council.
6. Only those items submitted to the Dean's Office by the appropriate deadline, with all necessary supporting documentation, ~~will~~ shall be eligible for the agenda.
7. A motion must be moved and seconded to pass, and must be approved by a simple majority of members present.
8. All meetings of the Faculty Council shall be conducted in accordance with *Robert's Rules of Order* ~~for meetings~~. New rules of order can be adopted by majority vote.

Other

1. Special meetings of the Faculty Council may be called by the Dean (or delegate).
2. At the written request of 15 voting members, the Dean ~~will~~shall 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~~shall reside in the Dean's Office and be made available to Council members on request or via the Council Connect site.
5. The Council may establish ad hoc or standing (sub)committees to investigate any matters coming before the Council.
 - a. Notice of (sub)committee meetings and their agenda ~~will~~shall normally be made available to members a week in advance of the meeting.
 - b. Minutes of all (sub)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~~shall reside in the Dean's Office and be made available to Council members on request or via the Council Connect site.
 - d. Quorum of the (sub)committee shall be 50% of the membership, unless otherwise specified.
 - e. Membership of Faculty Council is not a necessary condition for eligibility for membership on (sub)committees.
 - f. All (sub)committees shall report their findings to the Council.

B. Standing Committees

The Dean, in consultation with the Chairs & Directors of the Faculty, may establish committees (either ongoing or for limited terms) to deal with business pertaining to the functioning and organization of the Faculty.

The Faculty supports the following standing committees:

- [Academic Equity Advisory Committee](#)
- [Advisory Committee](#)~~Council~~ [to the Associate Dean Academic](#)

- [Advisory Committee](#)~~ouncil~~ to the Associate Dean Research
- [Graduate Steering Committee](#)
- [HUMA Advisory Committee](#)
- [Humanities Curriculum & Academic Standards Committee](#)
- [Salary Advisory Committee](#)
- [Technology & Information Infrastructure Committee](#)

B.1 Academic Equity Advisory Committee

- The Academic Equity Advisory Committee shall have the following membership:
 - 5 or 7 regular faculty members ~~elected~~nominated by members of the Council, normally for a 3-year period. In 2020, 3-4 members shall be appointed for 3 years, 2-3 members for 2 years.
 - ~~to the extent possible, membership shall reflect equity categories recognized by the University of Victoria;~~
 - ~~to the extent possible, membership shall reflect diverse pedagogical and research methodologies;~~
 - ~~to the extent possible, membership shall reflect a diversity of institutional ranks;~~
 - ~~membership shall include no more than 2 from the same academic unit;~~
 - Members of the Council shall submit nominations (humsoffice@uvic.ca); these must be signed by the nominee, indicating that they are prepared to stand. The nominees shall meet and determine among themselves the optimal composition of the committee in relation to the membership criteria below:
 - to the extent possible, membership shall reflect equity categories recognized by the University of Victoria;
 - to the extent possible, membership shall reflect diverse pedagogical and research methodologies;
 - to the extent possible, membership shall reflect a diversity of institutional ranks; and

- membership shall include no more than 2 individuals from the same academic unit.
- The Council Committee may appoint ad-hoc members to assist the AEAC in the performance of its duties.
- ~~The~~ names of the members who agree to serve shall be forwarded to the Dean for appointment, along with a description of how equity categories, pedagogy/methods, and rank are represented.
- The Chair shall be elected by the members of the AEAC and appointed by the Dean.
- The Chair is responsible to the Dean.

Responsibilities:

1. The AEAC shall provide solicited and unsolicited advice to Dean, Associate Deans, and Director of Administration in the following areas:
 - a. Academic equity in the context of structures, policies, and practices, including issues of discrimination and bias, explicit or implicit; and
 - b. Faculty Evaluation Policy and Unit Standards.
2. The AEAC may provide advice, information, and guidance to Faculty Council on issues pertaining to academic equity in the context of structures, policies, and practices, including issues of discrimination and bias, explicit or implicit.
3. ~~The Council may appoint ad-hoc members to assist the AEAC in the performance of its duties.~~ The AEAC shall report to the Faculty Council each April on its activities of the year.

B.2. Advisory ~~Council Committee~~ to the Associate Dean Academic

- The Advisory Committee to the Associate Dean Academic shall have the following members:
 - The Associate Dean Academic (chair);
 - The Director of the Academic & Technical Writing Programme (ATWP); and

- Five members from different departments in the Faculty for a term of ~~two~~2 years.
- Members of the Advisory Committee shall represent a diversity of rank, stream, unit, and EDI principles. To achieve these principles, the process shall be as follows:
 - a. The Faculty Board shall create a shortlist;
 - b. The short list shall be presented to Chairs & Directors for feedback; and
 - c. Committee members shall be finalized based on the feedback.
- Members of the Advisory Council Committee are appointed by the Dean, ~~following consultation with the Chairs & Directors.~~
- When appropriate, Chairs ~~will~~shall nominate new members from their departments; the Associate Dean Academic ~~will~~shall negotiate their agreement to serve.

Responsibilities

1. The Council Committee shall provide solicited and unsolicited advice to the Associate Dean Academic on matters relevant to the Associate Dean Academic's mandate, with a focus on issues surrounding undergraduate teaching and undergraduate culture of the Faculty of Humanities. Such issues may involve (but need not be limited to):
 - a. Selection of annual ~~Faculty Teaching Award~~Award for Teaching Excellence winner and other pertinent awards;
 - b. Monitoring and assessment of undergraduate programmes;
 - c. Monitoring and assessment of standards of admission, progression, and withdrawal;
 - d. Monitoring and assessment of international exchange
 - e. Monitoring and assessment of student recruitment;
 - f. Monitoring and assessment of co-op and internship procedures and performance;
 - g. Monitoring and assessment of guidelines and practices of effective academic programme delivery; and
 - h. Monitoring and assessment of best practice guidelines for assurance of learning.

2. The ~~Council-Committee~~ may appoint ad hoc members to assist the Committee in the performance of its duties. The Committee shall report to the Faculty Council ~~each April on its activities of the year~~ as necessary.

B.3. Advisory ~~Council-Committee~~ to the Associate Dean Research

- The Advisory Committee to the Associate Dean Research shall have the following members:
 - The Associate Dean Research (chair); and
 - Five members from different departments in the Faculty for a term of ~~two~~ 2 years.
- Members of the Advisory Committee shall represent a diversity of rank, stream, unit, and EDI principles. To achieve these principles, the process will shall be as follows:
 - a. The Faculty Board shall create a shortlist;
 - b. The short list shall be presented to Chairs & Directors for feedback; and
 - c. Committee members shall be finalized based on the feedback.
- Members of the Advisory ~~Council-Committee~~ are appointed by the Dean, ~~following consultation with the Chairs & Directors~~.
- When appropriate, Chairs ~~will shall~~ nominate new members from their departments; the Associate Dean ~~Academic-Research will shall~~ negotiate their agreement to serve.

Responsibilities

1. The ~~Council-Committee~~ shall provide solicited and unsolicited advice to the Associate Dean Research on matters relevant to the Associate Dean's mandate, with a focus on issues surrounding graduate teaching and the research culture of the Faculty of Humanities. Such issues may involve (but need not be limited to):
 - a. Selection of annual ~~Faculty Research Award~~ Award for Research Excellence, Engaged Scholar Award, Early Career Excellence in Research Award winners and other pertinent awards;
 - b. Monitoring and assessment of graduate programmes;
 - c. Monitoring and assessment of standards of admission, progression, and

- withdrawal;
 - d. Monitoring and assessment of international exchange where appropriate;
 - e. Monitoring and assessment of student recruitment;
 - f. Monitoring and assessment of guidelines and practices of effective academic programme delivery; and
 - g. Monitoring and assessment of best practice guidelines for assurance of learning.
2. The Council-Committee may appoint ad hoc members to assist the Committee in the performance of its duties. The Committee shall report to the Faculty Council each April on its activities of the year as necessary.

B.4. Graduate Steering Committee

- The Graduate Steering Committee shall have the following members:
 - The Associate Dean Research (cChair); and
 - All Graduate Advisors in the Faculty of Humanities

Responsibilities

1. Exercising collaborative and flexible recommendations regarding the award of BC Graduate ScholarshipsGS, tThe Dean's Dissertation Year Scholarship in the Humanities, the Hugh Campbell and Marion Alice Small Graduate Teaching Fellowship in Scottish Studies, the Murray Dawson Scholarship, the and Falkenstein Sscholarships, and the Hackett Research Travel Award to maximize their impact across the Faculty and ensure they are used effectively and strategically to recruit, retain, and/or support exceptional graduate students;
2. Exercising collaborative and flexible recommendations regarding Faculty TA funds, to ensure they are invested efficiently to support the needs of both Undergraduate and Graduate students in the Faculty of Humanities, and that they are otherwise invested in support of Graduate student research and training;
3. -Exercising collaborative and flexible recommendations regarding FGS base funds when opportunities arise, so as to ensure that the funds are distributed effectively

and strategically within the Faculty in ways that are responsive to need and ~~as~~
~~necessary~~, innovation; and

4. ~~Coordinating~~ graduate content and offerings that can be shared among units in Humanities, as appropriate; in this capacity, it ~~will~~ shall consult and work with the Advisory ~~Council~~ Committee to the Associate Dean Academic, the Advisory ~~Council~~ Committee to the Associate Dean Research, the HUMA Advisory Committee, and the Humanities Curriculum & Academic Standards Committee, as needed.

B.5. HUMA Advisory Committee

- The HUMA Advisory Committee shall have the following members:
 - Associate Dean Academic and Associate Dean Research (~~cCo~~ cChairs);
 - Two faculty members nominated by the HUMA instructors who have taught in the HUMA program in the last 3 years; and
 - Three faculty members ~~nominated by Chairs and Directors.~~
- Members of the Advisory Committee shall serve a term of two years and represent a diversity of rank, stream, unit, and EDI principles. To achieve these principles, the process shall be as follows:
 - a. The Faculty Board shall create a shortlist, giving consideration to the rank, stream, and unit of the HUMA-nominated members;
 - b. The short list shall be presented to Chairs & Directors for feedback; and
 - c. Three cCommittee members shall be finalized based on the feedback.
- Members of the Advisory Committee are appointed by the Dean

Responsibilities

1. Review and approve HUMA special topics course proposals on an annual basis;
- ~~1-2.~~ Review and approve HUMA curriculum program changes;
3. Provide advice on the development of HUMA programming; and
- ~~2-4.~~ Provide advice on the Humanities Scholars Program.

B.6. Humanities Curriculum & Academic Standards Committee

The HCASC functions within UVic policy 2100, Policy on Calendar Submissions.

- It shall have the following voting members:
 - Associate Dean Academic (chair, ex officio), or delegate; and
 - One faculty member from each Department and Programme, as designated within their units to be curriculum coordinators (ex officio);~~;~~
 - ~~○ One UVSS representative (the representative should be registered as a student in the Faculty of Humanities on a full year term, cycles 1 – 3), nominated by UVSS to the chair;~~
 - ~~○ One GSS representative (the representative should be registered as a student in a programme/department offered in the Faculty of Humanities on a full year term, cycles 1 – 3), nominated by GSS to the chair.~~
- It shall have the following non-voting members:
 - Advising Officer from the Academic Advising Centre;
 - Records Officer from the Office of the Registrar;
 - Admissions and Records Officer from Graduate Admissions & Records;
 - A representative from the Library; and-
 - Additional non-voting members may be appointed by the chair as appropriate.
- The chair ~~will~~shall report the membership of the committee to the Dean.

Responsibilities

1. To review Curriculum Submissions from units for consistency with Faculty and University policies and strategic goals, and to approve and recommend those Submissions to the Faculty Council for approval.
2. To determine and announce the deadlines for receipt of curriculum proposals.
3. To review the regulations of the Faculty as published in the Calendar, with a view to recommending any necessary or desirable changes to the Faculty provision.
4. To examine on a continuing basis all of the Calendar entries for the Faculty and all units of the Faculty, with a view to making those entries as clear, consistent and accurate as possible.

5. To consider curricular matters which may be referred to it from time to time by the Vice-President Academic and Provost, the Dean, the Senate, the Faculty Council, the University Secretary, the Registrar, or any Department or Committee of the Faculty.
6. To ~~assess~~ discuss as appropriate the curricular proposals submitted by other Faculties, and to respond to them as appropriate when they affect the Faculty of Humanities.
7. To submit a report at the end of each cycle to the Faculty Council summarizing the volume and character of the changes it approves, including the number of course additions and deletions, any major issues that have arisen and recommending any changes that would make the curriculum change process more effective.

In addition, the Committee may also consider matters related to academic standards and, in particular, it shall:

1. Advise the Faculty Council on matters concerning academic standards, criteria for admission and grading practices.
2. Advise the Faculty Council on matters concerning standards, which are referred to the Faculty by the Senate.

B.7. Salary Advisory Committee

As outlined in the Faculty Evaluation Policy (v.2020-2023), the SAC functions as an advisory to the Dean for the allocation of PPI and (from 1 January 2021) OPR to all members of the Faculty of Humanities (excluding ~~Unit Heads~~ Chairs & Directors).

- The committee shall have the following members:
 - the Dean (chair);
 - one Associate Dean;
 - five faculty members with regular appointments nominated by the chairs and directors and; elected by faculty members with regular appointments.
 - while not representative, the membership shall be attentive to academic diversity, with no more than one member from the same unit

- the SAC may seek advice from beyond its membership, if appropriate.
- If there is need to discuss the allocation of PPI or (after 1 January 2021) OPR for any member of the SAC, that member shall be required to recuse themselves from that discussion.

Responsibilities

1. To provide advice as needed to the Dean on the distribution of PPIs and (after 1 January 2021) OPR, recognizing stream and rank.

B.8. Technology & Information Infrastructure Committee

The TIIC functions as an advisory to the Humanities Computing and Media Centre (HCMC) – an academic support unit – to ensure its centrality and integration into the teaching and research activities of the Faculty.

- The committee shall have the following members:
 - Associate Dean Research (chair), or delegate;
 - Manager of HCMC (ex officio);
 - One representative of the staff of HCMC, selected by the members of HCMC;
 - One faculty member from three different departments and programmes in Humanities; members are selected by the Dean, following consultation with the Chairs & Directors; and
 - One representative of the University Library, selected by the University Librarian.
 - Additional members may be invited as representatives of other programmes or constituencies within the Faculty or elsewhere, as appropriate.
- The chair shall report the membership of the committee to the Dean.

Responsibilities

1. To provide advice and guidance on the effective integration of HCMC into the teaching and research activities of the Faculty of Humanities.

2. To set priorities for teaching and research proposals that seek substantial support from HCMC.
- ~~3.~~ To review teaching and research proposals that seek substantial support (>40 hours of programming time) from HCMC.
- ~~4.~~3.
- ~~5.~~4. To consider and support fundraising opportunities for the work of HCMC.
- ~~6.~~5. To serve as a sounding board for HCMC in consideration of its planning, policy-making, and practices
- ~~7.~~6. To monitor and assess the success of the integration of computing and media technology into the teaching, research, and support activities of the Faculty.
- ~~8.~~7. To ensure that the Dean and Faculty are aware of relevant developments in the technology and information infrastructure of the Faculty of Humanities.
- ~~9.~~8. To support the integration of digital services and infrastructure into other units and projects, as appropriate.

C. Chairs & Directors

The Faculty of Humanities is structured into 10 departments, 2 non-departmental programs, ~~4~~5 non-departmental interdisciplinary programmes, and 1 academic support unit. Departments, led by a Chair, are personnel units; they provide research and teaching capacity for various programmatic components (certificate, minor, major, undergraduate, graduate etc.). Non-departmental programmes, led by a Director, are not normally personnel units; ~~they~~ Those units that are not personnel units draw teaching capacity from the various departments to provide unique, trans-departmental content.

1. The Faculty Board normally meets with the Chairs & Directors once per month.
2. The Chairs & Directors Meeting (CDM) is chaired by the Dean (or delegate).
3. Participation in the CDM is part of the assigned duties of Chairs and Directors; in case of unavoidable absence, a delegate shall attend.
4. CDM is a consultative meeting, assisting in the promotion of communication, transparency, and collegiality between the Faculty Board and the Departments &

Programmes. It plays a formative role in decision-making and policy-making, and enables responsible oversight.

5. A representative from an academic support unit may be invited to participate in CDM.

6. Other members of the Faculty or other guests may be invited to attend specific meetings.

D. Dean's Office & Faculty Board

The mandate for leadership and governance of the Faculty of Humanities resides with the Dean of Humanities. The Dean is the chair of the Faculty under the University Act. The Dean is committed to leadership consistent with the Vision & Mission Statement of the Faculty, as ratified by the Faculty Council.

1. The Dean is assisted in the exercise of this mandate by a Faculty Board.
2. The Faculty Board consists of the Dean (chair), the Associate Dean Academic, the Associate Dean Research, the Associate Dean Advising, the Director of Administration.
3. The Faculty Board is supported by the Dean's Assistant as secretary.
4. Other staff, faculty, and students of Humanities may attend the Board by invitation of the Dean.
5. The Board shall normally hold an open meeting with students once per term.
6. The Board works to support decision-making, implementation, and coordination of the (sub)mandates present in the Dean's Office.
 - a. The Faculty Board is the locus of the sub-mandates of the Associate Deans and Director of Administration, providing a collaborative context for their execution, enabling mutual support and responsible oversight by the Dean.
 - b. The portfolios and responsibilities of the Associate Deans are particular, but also responsive to requests from the Dean. Associate Deans are specific delegates of the Dean.
7. The Faculty Board normally meets once per week. The timetable of meetings shall be made available to the Chairs & Directors and other members of Faculty, for their information.
8. Agenda items for the Board shall be submitted before ~~Friday in the week preceding~~ the Board meeting. Items may be submitted by Board members or any staff, faculty, or students of the Faculty of Humanities. The agenda is set at the discretion of the Dean.
9. Record of the Board meetings are kept in the Dean's Office and made available to Chairs & Directors on the Connect site.

E. Amendment

1. This 'Constitution & Operating Structure' shall be reviewed by Faculty after it has been in effect for 3 academic years.
2. Amendments to the 'Constitution & Operating Structure' shall be made by a vote of 66% of the Faculty Council, followed by approval of the university Senate.
3. The Faculty of Humanities Vision & Mission Statement is a commitment of the Faculty and not formally part of the Operating Structures; it need not be approved by Senate.

Faculty of Humanities
University of Victoria

Constitution
&
Operating Structure



Approved by Faculty Council: Sept 15, 2021

Vision & Mission Statement

OPEN YOUR MIND, TRANSFORM OUR WORLD.

Vision: What are the Humanities?

The Humanities are concerned with the complex, ever-evolving questions of what it means to be human. They speak to issues of human dignity, creativity, thought, and value amidst myriad peoples and places. Hence, the Humanities build the foundations of freedom, well-being, and justice; they cultivate an ethic of social engagement, intellectual openness, incisive critique, and moral courage.

The Humanities equip us to make critical and difficult choices, to recognize the difference between what is right and what is easy, and to take responsibility for our choices as constitutive of ourselves. The Humanities enable us to reflect on how we are, and how we have been, shaped by our language, our culture, our technology, our environment, and to recognize the richness offered by diversity, difference, distance, and place. They force us to challenge those things that we take for granted. They require disciplined awareness, courageous compassion, and skillful curiosity.

The Humanities are at the foundation of the university's historic mission to make humanity better. They inspire the university to move beyond the provision of instrumental skills, to move beyond the commodification of learning as training, and to embody the highest ideal that education elevates the human condition itself.

Mission: the Humanities at UVic

Enrich Human Dignity

fundamental research and teaching about what it means (and has meant) to be human, and a commitment to enact change to improve conditions for humanity

Provoke Critical Inquiry

fundamental research and teaching about the meaning and methods of reason and critique, including their cultural and historical plurality, and a commitment to uphold these values in society today

Engage Myriad Voices

fundamental research and teaching about the interaction between time, place and knowledge, including its expression through language, and a commitment to a de-colonized and diverse global society

Inspire Innovative Expression

fundamental research and teaching about multifarious modes of human expression, including the full plurality of media, and a commitment to creative interventions in society

Constitution & Operating Structure

A. Faculty Council

The Council of the Faculty of Humanities exercises its powers and duties under the University Act, as amended.

1. The Faculty Council normally convenes once per month, September-May.
2. Quorum for Faculty Council is 15 voting members.
3. *Faculty Board* members of the Council are counted in the quorum and may vote on any motion; the chair does not have a casting vote in case of a tie.

Membership of the Faculty Council includes:

1. The Dean (chair).
2. Associate Deans (chair's delegate).
3. Members of the Faculty of Humanities, consisting of all part- and full-time regular faculty (teaching or research stream) appointed in the Faculty or in a Department of the Faculty, including those on limited-term appointments.
4. In addition, the following groups are invited to provide one (voting) representative to participate in Faculty Council:
 - a. UVSS (the representative shall be registered as a student in the Faculty of Humanities)

- b. GSS (the representative shall be registered as a student in a program/department offered in the Faculty of Humanities)
 - c. Staff member (the representative shall be selected through a nomination/voting process conducted via the Dean's Office each September)
 - d. Sessional lecturers/Music Performance Instructors (the representative shall be currently employed in the Faculty of Humanities, selected in a manner agreeable to CUPE4163:3).
5. Any other staff or faculty of the university may attend open meetings, but cannot vote.
 6. 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.

Agenda and Motions

1. The agenda of the Faculty Council shall be set by the Dean in consultation with the Faculty Board.
2. The agenda and supporting documents shall normally be distributed 1 week before the meeting.
3. A call for agenda items shall be sent to members of the Council 2 weeks in advance of the meeting.
4. Agenda items shall be: for information; for discussion; proposed motions.
5. Proposed motions shall already have been discussed in appropriate (sub)committees before reaching the agenda of the Faculty Council.
6. Only those items submitted to the Dean's Office by the appropriate deadline, with all necessary supporting documentation, shall be eligible for the agenda.
7. A motion must be moved and seconded to pass, and must be approved by a simple majority of members present.
8. All meetings of the Faculty Council shall be conducted in accordance with *Robert's Rules of Order*. New rules of order can be adopted by majority vote.

Other

1. Special meetings of the Faculty Council may be called by the Dean (or delegate).
2. At the written request of 15 voting members, the Dean shall 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 shall reside in the Dean's Office and be made available to Council members on request or via the Council Connect site.
5. The Council may establish ad hoc or standing (sub)committees to investigate any matters coming before the Council.
 - a. Notice of (sub)committee meetings and their agenda shall normally be made available to members a week in advance of the meeting.
 - b. Minutes of all (sub)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 shall reside in the Dean's Office and be made available to Council members on request or via the Council Connect site.
 - d. Quorum of the (sub)committee shall be 50% of the membership, unless otherwise specified.
 - e. Membership of Faculty Council is not a necessary condition for eligibility for membership on (sub)committees.
 - f. All (sub)committees shall report their findings to the Council.

B. Standing Committees

The Dean, in consultation with the Chairs & Directors of the Faculty, may establish committees (either ongoing or for limited terms) to deal with business pertaining to the functioning and organization of the Faculty.

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B.1 Academic Equity Advisory Committee

- The Academic Equity Advisory Committee shall have the following membership:
 - 5 or 7 regular faculty members nominated by members of the Council, normally for a 3-year period. In 2020, 3-4 members shall be appointed for 3 years, 2-3 members for 2 years.
- Members of the Council shall submit nominations (humsoffice@uvic.ca); these must be signed by the nominee, indicating that they are prepared to stand. The nominees shall meet and determine among themselves the optimal composition of the committee in relation to the membership criteria below:
 - to the extent possible, membership shall reflect equity categories recognized by the University of Victoria;
 - to the extent possible, membership shall reflect diverse pedagogical and research methodologies;
 - to the extent possible, membership shall reflect a diversity of institutional ranks; and
 - membership shall include no more than 2 individuals from the same academic unit.
- The Committee may appoint ad-hoc members to assist the AEAC in the performance of its duties.
- The names of the members who agree to serve shall be forwarded to the Dean for appointment, along with a description of how equity categories, pedagogy/methods, and rank are represented.

- The Chair shall be elected by the members of the AEAC and appointed by the Dean.
- The Chair is responsible to the Dean.

Responsibilities:

1. The AEAC shall provide solicited and unsolicited advice to Dean, Associate Deans, and Director of Administration in the following areas:
 - a. Academic equity in the context of structures, policies, and practices, including issues of discrimination and bias, explicit or implicit; and
 - b. Faculty Evaluation Policy and Unit Standards.
2. The AEAC may provide advice, information, and guidance to Faculty Council on issues pertaining to academic equity in the context of structures, policies, and practices, including issues of discrimination and bias, explicit or implicit.
3. The AEAC shall report to the Faculty Council each April on its activities of the year.

B.2. Advisory Committee to the Associate Dean Academic

- The Advisory Committee to the Associate Dean Academic shall have the following members:
 - The Associate Dean Academic (chair);
 - The Director of the Academic & Technical Writing Program (ATWP); and
 - Five members from different departments in the Faculty for a term of 2 years.
- Members of the Advisory Committee shall represent a diversity of rank, stream, unit, and EDI principles. To achieve these principles, the process shall be as follows:
 - a. The Faculty Board shall create a shortlist;
 - b. The short list shall be presented to Chairs & Directors for feedback; and
 - c. Committee members shall be finalized based on the feedback.
- Members of the Advisory Committee are appointed by the Dean.
- When appropriate, Chairs shall nominate new members from their departments; the Associate Dean Academic shall negotiate their agreement to serve.

Responsibilities

1. The Committee shall provide solicited and unsolicited advice to the Associate Dean Academic on matters relevant to the Associate Dean Academic's mandate, with a focus on issues surrounding undergraduate teaching and undergraduate culture of the Faculty of Humanities. Such issues may involve (but need not be limited to):
 - a. Selection of annual Award for Teaching Excellence winner and other pertinent awards;
 - b. Monitoring and assessment of undergraduate programs;
 - c. Monitoring and assessment of standards of admission, progression, and withdrawal;
 - d. Monitoring and assessment of international exchange
 - e. Monitoring and assessment of student recruitment;
 - f. Monitoring and assessment of co-op and internship procedures and performance;
 - g. Monitoring and assessment of guidelines and practices of effective academic program delivery; and
 - h. Monitoring and assessment of best practice guidelines for assurance of learning.
2. The Committee may appoint ad hoc members to assist the Committee in the performance of its duties. The Committee shall report to the Faculty Council as necessary.

B.3. Advisory Committee to the Associate Dean Research

- The Advisory Committee to the Associate Dean Research shall have the following members:
 - The Associate Dean Research (chair); and
 - Five members from different departments in the Faculty for a term of 2 years.
- Members of the Advisory Committee shall represent a diversity of rank, stream, unit, and EDI principles. To achieve these principles, the process shall be as follows:
 - a. The Faculty Board shall create a shortlist;

- b. The short list shall be presented to Chairs & Directors for feedback; and
- c. Committee members shall be finalized based on the feedback.
- Members of the Advisory Committee are appointed by the Dean.
- When appropriate, Chairs shall nominate new members from their departments; the Associate Dean Research shall negotiate their agreement to serve.

Responsibilities

1. The Committee shall provide solicited and unsolicited advice to the Associate Dean Research on matters relevant to the Associate Dean's mandate, with a focus on issues surrounding graduate teaching and the research culture of the Faculty of Humanities. Such issues may involve (but need not be limited to):
 - a. Selection of annual Award for Research Excellence, Engaged Scholar Award, Early Career Excellence in Research Award winners and other pertinent awards;
 - b. Monitoring and assessment of graduate programs;
 - c. Monitoring and assessment of standards of admission, progression, and withdrawal;
 - d. Monitoring and assessment of international exchange where appropriate;
 - e. Monitoring and assessment of student recruitment;
 - f. Monitoring and assessment of guidelines and practices of effective academic program delivery; and
 - g. Monitoring and assessment of best practice guidelines for assurance of learning.
2. The Committee may appoint ad hoc members to assist the Committee in the performance of its duties. The Committee shall report to the Faculty Council as necessary.

B.4. Graduate Steering Committee

- The Graduate Steering Committee shall have the following members:
 - The Associate Dean Research (chair); and

- All Graduate Advisors in the Faculty of Humanities

Responsibilities

1. Exercising collaborative and flexible recommendations regarding the award of BC Graduate Scholarships, the Dean's Dissertation Year Scholarship in the Humanities, the Hugh Campbell and Marion Alice Small Graduate Teaching Fellowship in Scottish Studies, the Murray Dawson Scholarship, the Falkenstein Scholarships, and the Hackett Research Travel Award to maximize their impact across the Faculty and ensure they are used effectively and strategically to recruit, retain, and/or support exceptional graduate students;
2. Exercising collaborative and flexible recommendations regarding Faculty TA funds, to ensure they are invested efficiently to support the needs of both Undergraduate and Graduate students in the Faculty of Humanities, and that they are otherwise invested in support of Graduate student research and training;
3. Exercising collaborative and flexible recommendations regarding FGS base funds when opportunities arise, so as to ensure that the funds are distributed effectively and strategically within the Faculty in ways that are responsive to need and innovation; and
4. Coordinating graduate content and offerings that can be shared among units in Humanities, as appropriate; in this capacity, it shall consult and work with the Advisory Committee to the Associate Dean Academic, the Advisory Committee to the Associate Dean Research, the HUMA Advisory Committee, and the Humanities Curriculum & Academic Standards Committee, as needed.

B.5. HUMA Advisory Committee

- The HUMA Advisory Committee shall have the following members:
 - Associate Dean Academic and Associate Dean Research (co-chairs);
 - Two faculty members nominated by the HUMA instructors who have taught in the HUMA program in the last 3 years; and
 - Three faculty members.

- Members of the Advisory Committee shall serve a term of two years and represent a diversity of rank, stream, unit, and EDI principles. To achieve these principles, the process shall be as follows:
 - a. The Faculty Board shall create a shortlist, giving consideration to the rank, stream, and unit of the HUMA-nominated members;
 - b. The short list shall be presented to Chairs & Directors for feedback; and
 - c. Three committee members shall be finalized based on the feedback.
- Members of the Advisory Committee are appointed by the Dean

Responsibilities

1. Review and approve HUMA special topics course proposals on an annual basis;
2. Review and approve HUMA curriculum program changes;
3. Provide advice on the development of HUMA programming; and
4. Provide advice on the Humanities Scholars Program.

B.6. Humanities Curriculum & Academic Standards Committee

The HCASC functions within UVic policy 2100, Policy on Calendar Submissions.

- It shall have the following voting members:
 - Associate Dean Academic (chair, ex officio), or delegate; and
 - One faculty member from each Department and Program, as designated within their units to be curriculum coordinators (ex officio).
- It shall have the following non-voting members:
 - Advising Officer from the Academic Advising Centre;
 - Records Officer from the Office of the Registrar;
 - Admissions and Records Officer from Graduate Admissions & Records;
 - A representative from the Library; and
 - Additional non-voting members may be appointed by the chair as appropriate.
- The chair shall report the membership of the committee to the Dean.

Responsibilities

1. To review Curriculum Submissions from units for consistency with Faculty and University policies and strategic goals, and to approve and recommend those Submissions to the Faculty Council for approval.
2. To determine and announce the deadlines for receipt of curriculum proposals.
3. To review the regulations of the Faculty as published in the Calendar, with a view to recommending any necessary or desirable changes to the Faculty provision.
4. To examine on a continuing basis all of the Calendar entries for the Faculty and all units of the Faculty, with a view to making those entries as clear, consistent and accurate as possible.
5. To consider curricular matters which may be referred to it from time to time by the Vice-President Academic and Provost, the Dean, the Senate, the Faculty Council, the University Secretary, the Registrar, or any Department or Committee of the Faculty.
6. To discuss as appropriate the curricular proposals submitted by other Faculties, and to respond to them as appropriate when they affect the Faculty of Humanities.
7. To submit a report at the end of each cycle to the Faculty Council summarizing the volume and character of the changes it approves, including the number of course additions and deletions, any major issues that have arisen and recommending any changes that would make the curriculum change process more effective.

In addition, the Committee may also consider matters related to academic standards and, in particular, it shall:

1. Advise the Faculty Council on matters concerning academic standards, criteria for admission and grading practices.
2. Advise the Faculty Council on matters concerning standards, which are referred to the Faculty by the Senate.

B.7. Salary Advisory Committee

As outlined in the Faculty Evaluation Policy (v.2020-2023), the SAC functions as an advisory to the Dean for the allocation of PPI and (from 1 January 2021) OPR to all members of the Faculty of Humanities (excluding Chairs & Directors).

- The committee shall have the following members:
 - the Dean (chair);
 - one Associate Dean;
 - five faculty members with regular appointments nominated by the chairs and directors and elected by faculty members with regular appointments.
 - while not representative, the membership shall be attentive to academic diversity, with no more than one member from the same unit
 - the SAC may seek advice from beyond its membership, if appropriate.
- If there is need to discuss the allocation of PPI or (after 1 January 2021) OPR for any member of the SAC, that member shall be required to recuse themselves from that discussion.

Responsibilities

1. To provide advice as needed to the Dean on the distribution of PPIs and (after 1 January 2021) OPR, recognizing stream and rank.

B.8. Technology & Information Infrastructure Committee

The TIIC functions as an advisory to the Humanities Computing and Media Centre (HCMC) – an academic support unit – to ensure its centrality and integration into the teaching and research activities of the Faculty.

- The committee shall have the following members:
 - Associate Dean Research (chair), or delegate;
 - Manager of HCMC (ex officio);
 - One representative of the staff of HCMC, selected by the members of HCMC;
 - One faculty member from three different departments and programs in Humanities; members are selected by the Dean, following consultation with the Chairs & Directors; and

- One representative of the University Library, selected by the University Librarian.
- Additional members may be invited as representatives of other programs or constituencies within the Faculty or elsewhere, as appropriate.
- The chair shall report the membership of the committee to the Dean.

Responsibilities

1. To provide advice and guidance on the effective integration of HCMC into the teaching and research activities of the Faculty of Humanities.
2. To set priorities for teaching and research proposals that seek substantial support from HCMC.
3. To review teaching and research proposals that seek substantial support (>40 hours of programming time) from HCMC.
4. To consider and support fundraising opportunities for the work of HCMC.
5. To serve as a sounding board for HCMC in consideration of its planning, policy-making, and practices
6. To monitor and assess the success of the integration of computing and media technology into the teaching, research, and support activities of the Faculty.
7. To ensure that the Dean and Faculty are aware of relevant developments in the technology and information infrastructure of the Faculty of Humanities.
8. To support the integration of digital services and infrastructure into other units and projects, as appropriate.

C. Chairs & Directors

The Faculty of Humanities is structured into 10 departments, 2 non-departmental programs, 4 non-departmental interdisciplinary programs, and 1 academic support unit. Departments, led by a Chair, are personnel units; they provide research and teaching capacity for various programmatic components (certificate, minor, major, undergraduate, graduate etc.). Non-departmental programs, led by a Director, are not normally personnel units. Those units that

are not personnel units draw teaching capacity from the various departments to provide unique, trans-departmental content.

1. The Faculty Board normally meets with the Chairs & Directors once per month.
2. The Chairs & Directors Meeting (CDM) is chaired by the Dean (or delegate).
3. Participation in the CDM is part of the assigned duties of Chairs and Directors; in case of unavoidable absence, a delegate shall attend.
4. CDM is a consultative meeting, assisting in the promotion of communication, transparency, and collegiality between the Faculty Board and the Departments & Programs. It plays a formative role in decision making and policy making, and enables responsible oversight.
5. A representative from an academic support unit may be invited to participate in CDM.
6. Other members of the Faculty or other guests may be invited to attend specific meetings.

D. Dean's Office & Faculty Board

The mandate for leadership and governance of the Faculty of Humanities resides with the Dean of Humanities. The Dean is the chair of the Faculty under the University Act. The Dean is committed to leadership consistent with the Vision & Mission Statement of the Faculty, as ratified by the Faculty Council.

1. The Dean is assisted in the exercise of this mandate by a Faculty Board.
2. The Faculty Board consists of the Dean (chair), the Associate Dean Academic, the Associate Dean Research, the Associate Dean Advising, the Director of Administration.
3. The Faculty Board is supported by the Dean's Assistant as secretary.
4. Other staff, faculty, and students of Humanities may attend the Board by invitation of the Dean.
5. The Board shall normally hold an open meeting with students once per term.
6. The Board works to support decision-making, implementation, and coordination of the (sub)mandates present in the Dean's Office.

- a. The Faculty Board is the locus of the sub-mandates of the Associate Deans and Director of Administration, providing a collaborative context for their execution, enabling mutual support and responsible oversight by the Dean.
 - b. The portfolios and responsibilities of the Associate Deans are particular, but also responsive to requests from the Dean. Associate Deans are specific delegates of the Dean.
7. The Faculty Board normally meets once per week. The timetable of meetings shall be made available to the Chairs & Directors and other members of Faculty, for their information.
8. Agenda items for the Board shall be submitted before the Board meeting. Items may be submitted by Board members or any staff, faculty, or students of the Faculty of Humanities. The agenda is set at the discretion of the Dean.
9. Record of the Board meetings are kept in the Dean's Office and made available to Chairs & Directors on the Connect site.

E. Amendment

1. This 'Constitution & Operating Structure' shall be reviewed by Faculty after it has been in effect for 3 academic years.
2. Amendments to the 'Constitution & Operating Structure' shall be made by a vote of 66% of the Faculty Council, followed by approval of the university Senate.
3. The Faculty of Humanities Vision & Mission Statement is a commitment of the Faculty and not formally part of the Operating Structures; it need not be approved by Senate.



memo

Date: September 21, 2021
To: Senate
From: Dr. Valerie Kuehne, Vice-President Academic and Provost
Re: **2020/21 Annual Report on the Status of External Reviews**

Under policy AC1145, the Provost reports annually to the Senate Committee on Planning, Senate, and the Board of Governors on the status of external reviews.

UVic's external review process assists academic units in evaluating the quality of their programs and provides for internal and external accountability of academic programs. In 2020/21 the University continued its implementation of recommendations from the fall 2018 Quality Assurance Process Audit (QAOA) conducted by the Degree Quality Assessment Board (DQAB). The assessors' report including recommendations is available [here](#).

Recommendations from the audit led to a broader review of the university's APR policy and associated procedures, AC1145. During Fall 2019 and Spring 2020, consultations on proposed changes to the APR policy and associated procedures, AC1145 were held, and were approved at the October 2, 2020 meeting of Senate.

During spring 2020, VPAC held consultations with a working group of chairs, directors and support staff to review opportunities to improve communication and administration of external reviews. One of the outcomes of these consultations was the recommendation to create a Connect site to increase ease of communication and document sharing. The site was created in fall 2020, and has significantly improved efficiency while reducing paper waste.

In response to the integration of former Interdisciplinary Studies units into faculties, VPAC also created Interdisciplinary resources including [INTD External Review Guidelines](#), [INTD Review Committee Guidelines](#), and an [INTD sample Itinerary template](#) in fall 2020, at the request of Interdisciplinary unit leaders. These documents pair with the existing policy and procedures to guide INTD units through the parts of the self-study and site visit relevant to their unit.

Scheduling of Reviews

The following is a summary of academic units that underwent site visits during the 2020/21 academic year, and academic units up for review in 2021/22. Executive summaries of the assessors' reports may be found on the Quality Assurance website, <https://www.uvic.ca/vpacademic/resources/howto/quality-assurance/>

Due to the impacts of COVID-19, in-person site visits were not scheduled for fall 2020. Reviews were postponed in acknowledgement of the significant impact that COVID-19 has had on unit capacity to undertake reviews. The changes implemented to the AC1145 policy and associated procedures in October 2020 are more flexible and allowed for remote site visits. Due to the lack of site visits in fall 2020, the 2020/21 site visits have been spread out over 2021 to accommodate unit workload capacity. Site visits are conducted via Zoom and materials shared through each unit's Connect sub-site.

Reviews Scheduled/Conducted in 2020/21	Schedule of Reviews to Initiate in 2021/22
Cultural, Social and Political Thought Program	Pacific and Asian Studies
European Studies Program – <i>delayed until 2021/22</i>	Indigenous Nationhood (Graduate Certificate) – Interdisciplinary Program
Department of Greek and Roman Studies	Global Development Studies (Minor) – Interdisciplinary Program
Department of Hispanic and Italian Studies	Neuroscience program
Human Dimensions of Climate Change Program	Environmental Studies
Faculty of Law – <i>delayed until 2021/22</i>	
Medieval Studies Program	
Social Dimensions of Health Program – <i>delayed until 2021/22</i>	
Social Justice Studies Program	
Technology and Society Program – <i>delayed until 2021/22</i>	
Department of Theatre	
Department of Visual Arts – <i>delayed until 2021/22</i>	
Department of Mechanical Engineering – <i>delayed until 2021/22</i>	
Department of Electrical and Computer Engineering – <i>delayed until 2021/22</i>	



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MEMO

Date: September 15, 2021

To: Members of Senate

From: Carrie Andersen
University Secretary

Re: **Academic Important Dates**

Attached for Senate's approval is a revised Academic Important Dates for the period January 2023 through April 2023. The key dates in the attached calendar are drawn from the 10-Year Sessional Calendar previously approved by Senate.

As you may recall, a special meeting of Senate approved changes to the Fall 2021 term course dates and exam schedule due to the National Day for Truth and Reconciliation, September 30, 2021. These changes have been reflected in the attached calendar. Consideration for future years are ongoing and will be brought to Senate for approval.

Recommended motion:

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.

/Attachment



Academic important dates

In recognition of the fact that the University of Victoria is a diverse community, the Office of Equity and Human Rights has compiled a list of [high holy days](#). Faculty and staff may wish to refer to this list in responding to requests from members of religious groups for variations in examination schedules due to religious observances.

Classes are cancelled on all statutory holidays and during reading breaks. Administrative offices and academic departments are closed on statutory holidays. Holidays that fall on a weekend are observed on the next available weekday, normally on a Monday. The UVic Libraries are normally closed on holidays; exceptions are posted in advance.

2021/2022 Official academic year begins

Summer session

See [undergraduate](#) and [graduate](#) Summer Session add and drop dates.

May 2021

May - August courses begin for all faculties

Wednesday, May 5th

Senate meets

Friday, May 7th

May and May-June courses begin

Monday, May 10th

Last day for Faculty of Law course changes

Wednesday, May 12th

For more details regarding Summer 2021 Important Dates, see www.uvic.ca/law/jd/courseregistration/index.php

Last day for graduate students to register in a personal leave in summer

Tuesday, May 18th

Victoria Day

Monday, May 24th

Senate Committee on Academic Standards meets to approve Convocation lists

Thursday, May 27th

Fees deadlines for summer

Monday, May 31st

See [undergraduate](#) and [graduate Add and Drop Dates for Standard Summer Courses](#)

June 2021

May Courses End

Wednesday, June 2nd

June Courses Begin
Thursday, June 3rd

Spring Convocation
Monday, June 7th until Friday, June 11th

May-June and June Courses End
Friday, June 25th

July 2021

Canada Day
Thursday, July 1st

Reading Break May-August sections only
Thursday, July 1st until Friday, July 2nd

July and July-August courses begin
Monday, July 5th

Deadline to apply to graduate for Fall Convocation (all faculties)
Thursday, July 15th

July courses end
Tuesday, July 27th

August courses begin
Wednesday, July 28th

Supplemental and deferred examinations for Winter Session 2020-2021 (except for Business and Law courses)
Wednesday, July 28th until Friday, July 30th

May-August classes end for all faculties
Friday, July 30th

August 2021

British Columbia Day
Monday, August 2nd

May-August examinations begin for all faculties
Tuesday, August 3rd

May-August examinations end for all faculties
Thursday, August 19th

July-August and August courses end
Friday, August 20th

Winter session - first term

September 2021

Labour Day

Monday, September 6th

First year registration and opening assembly for Faculty of Law

Tuesday, September 7th

First term classes begin for all faculties

Wednesday, September 8th

Last day for course changes in Faculty of Law

Thursday, September 16th

Last day for 100% reduction of tuition fees for standard first term and full year courses

Tuesday, September 21st

50% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see [undergraduate](#) and [graduate](#) Course [add and drop dates](#).

Last day for graduate students to register in a personal leave in first term

Tuesday, September 21st

Last day for adding courses that begin in the first term

Friday, September 24th

Last day for paying first term fees without penalty

Thursday, September 30th

October 2021

Senate meets

Friday, October 1st

Thanksgiving Day

Monday, October 11th

Last day for 50% reduction of tuition fees for standard courses

Tuesday, October 12th

100% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see [undergraduate](#) and [graduate](#) Course [add and drop dates](#).

Senate Committee on Academic Standards meets to approve Convocation lists

Wednesday, October 20th

Last day for withdrawing from first term courses without penalty of failure

Sunday, October 31st

November 2021

Senate meets
Friday, November 5th

Fall Convocation
Wednesday, November 10th

Reading Break (except Faculty of Law)
Wednesday, November 10th until Friday, November 12th

Remembrance Day
Thursday, November 11th

Fall Convocation
Friday, November 12th

Faculty of Graduate Studies deadline to apply to graduate for Spring Convocation
Monday, November 15th
Students completing in the Fall term only

December 2021

National Day of Remembrance and Action on Violence Against Women
Friday, December 3rd
Classes and exams cancelled from 11:30 am - 12:30 pm

Senate meets
Friday, December 3rd

Last day of classes in first term for all faculties
Friday, December 3rd

First-term examinations begin for all faculties
Monday, December 6th

Undergraduate deadline to apply to graduate for Spring Convocation
Wednesday, December 15th

First term examinations end for all faculties
Monday, December 20th

Christmas Day
Saturday, December 25th

University closed
Saturday, December 25th until Monday, January 3rd

Boxing Day
Sunday, December 26th

Winter session - second term

January 2022

New Year's Day

Saturday, January 1st

University closed

Saturday, January 1st until Monday, January 3rd

Senate meets

Friday, January 7th

Second term classes begin for all faculties

Monday, January 10th

Last day for course changes in Faculty of Law

Thursday, January 20th

Last day for 100% reduction of second term fees for standard courses

Sunday, January 23rd

50% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see [undergraduate](#) and [graduate](#) Course [add and drop dates](#).

Last day for graduate students to register in a personal leave in second term

Sunday, January 23rd

Last day for adding courses that begin in the second term

Wednesday, January 26th

Last day for paying second term fees without penalty

Monday, January 31st

February 2022

Senate meets

Friday, February 4th

Last day for 50% reduction of tuition fees for standard courses

Sunday, February 13th

100% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see [undergraduate](#) and [graduate](#) Course [add and drop dates](#).

Faculty of Graduate Studies deadline to apply to graduate for Spring Convocation

Sunday, February 15th

Students completing in the Spring term only

Family Day

Monday, February 21st

Reading Break for all faculties

Monday, February 21st until Friday, February 25th

To be approved by Senate February 5, 2021

Last day for withdrawing from full year and second term courses without penalty of failure
Monday, February 28th

March 2022

Senate meets
Friday, March 4th

April 2022

Senate meets
Friday, April 1st

Last day of classes for all faculties
Thursday, April 7th

Examinations begin for all faculties
Monday, April 11th

Good Friday
Friday, April 15th

Easter Monday
Monday, April 18th

Examinations end for all faculties
Friday, April 29th
End of Winter Session

2022/2023 Official academic year begins

Summer session

See [undergraduate](#) and [graduate](#) Summer Session add and drop dates.

May 2022

May - August courses begin for all faculties
Wednesday, May 4th

Senate meets
Friday, May 6th

May and May-June courses begin
Monday, May 9th

Last day for Faculty of Law course changes
Monday, May 16th

For more details regarding Summer 2022 Important Dates, see www.uvic.ca/law/jd/courseregistration/index.php

Last day for graduate students to register in a personal leave in summer
Tuesday, May 17th

Victoria Day
Monday, May 23rd

Senate Committee on Academic Standards meets to approve Convocation lists
Thursday, May 26th

Fees deadlines for summer
Tuesday, May 31st
See [undergraduate](#) and [graduate Add and Drop Dates for Standard Summer Courses](#)

June 2022

May Courses End
Wednesday, June 1st

June Courses Begin
Thursday, June 2nd

Spring Convocation
Monday, June 13th – Friday, June 17th

May-June and June Courses End
Friday, June 24th

Reading Break May-August sections only
Thursday, June 30th

July 2022

Canada Day
Friday, July 1st

Reading Break May-August sections only
Friday, July 1st

July and July-August courses begin
Monday, July 4th

Deadline to apply to graduate for Fall Convocation (all faculties)
Friday, July 15th

July courses end
Tuesday, July 26th

August courses begin
Wednesday, July 27th

Supplemental and deferred examinations for Winter Session 2021-2022 (except for Business and Law courses)
Wednesday, July 27th – Friday, July 29th

May-August classes end for all faculties
Friday, July 29th

August 2022

British Columbia Day
Monday, August 1st

May-August examinations begin for all faculties
Tuesday, August 2nd

May-August examinations end for all faculties
Wednesday, August 17th

July-August and August courses end
Friday, August 19th

Winter session - first term

September 2022

Labour Day
Monday, September 5th

First year and new student welcome and opening day for Faculty of Law
Tuesday, September 6th

First term classes begin for all faculties
Wednesday, September 7th

Last day for course changes in Faculty of Law
Thursday, September 15th

Last day for 100% reduction of tuition fees for standard first term and full year courses
Tuesday, September 20th
50% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see [undergraduate](#) and [graduate](#) Course [add and drop dates](#).

Last day for graduate students to register in a personal leave in first term
Tuesday, September 20th

Last day for adding courses that begin in the first term
Friday, September 23rd

Last day for paying first term fees without penalty
Friday, September 30th

October 2022

Senate meets
Friday, October 7th

Thanksgiving Day
Monday, October 10th

Last day for 50% reduction of tuition fees for standard courses
Tuesday, October 11th
100% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see [undergraduate](#) and [graduate Course add and drop dates](#).

Senate Committee on Academic Standards meets to approve Convocation lists
Wednesday, October 19th

Last day for withdrawing from first term courses without penalty of failure
Monday, October 31st

November 2022

Senate meets
Friday, November 4th

Fall Convocation
Wednesday, November 9th and Thursday November 10th

Reading Break (except Faculty of Law)
Wednesday, November 9th – Friday, November 11th

Remembrance Day
Friday, November 11th

Faculty of Graduate Studies deadline to apply to graduate for Spring Convocation
Tuesday, November 15th
Students completing in the Fall term only

December 2022

National Day of Remembrance and Action on Violence Against Women
Friday, December 2nd
Classes and exams cancelled from 11:30 am - 12:30 pm

Senate meets
Friday, December 2nd

Last day of classes in first term for all faculties
Friday, December 2nd

First-term examinations begin for all faculties
Monday, December 5th

Undergraduate deadline to apply to graduate for Spring Convocation
Thursday, December 15th

First term examinations end for all faculties

Monday, December 19th

Christmas Day

Sunday, December 25th

University closed

Sunday, December 25th until Tuesday, January 3rd

Boxing Day

Monday, December 26th



University
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MEMO

Date: September 15, 2021
To: Members of Senate
From: Carrie Andersen
University Secretary
Re: **2022/2023 Senate Meeting Dates**

As members of Senate are aware, the Academic Important Dates are presented to Senate for approval at its October meeting, which includes future Senate meetings. In this regard, attached for Senate's approval is the dates for the schedule of Senate meetings for 2022/2023, together with due dates for submission of materials for the agenda.

The timely assembly of a docket containing the agenda, correspondence, proposals and reports requires that all items and materials to be considered at a regular meeting reach the Office of the University Secretary by noon, 16 days before the scheduled meeting. Following this deadline due date, the Senate Committee on Agenda and Governance prepares the agenda in accordance with its terms of reference and the Senate Rules and Procedures. The docket is posted on the Senate Connect site six days before the meeting.

Recommended Motion:

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

/Attachment





2022/23 Senate Meetings Dates and Other Important Dates

Agenda Materials due in USEC by 12:00 p.m (Wednesdays)	Senate Committee on Agenda & Governance Meeting 9:30 – 10:30, MWB, boardroom 110 (unless otherwise noted)	Mail Out (Friday)	Meetings will be held at Friday 3:30 p.m. in the Senate and Board Chambers (Room A180, Jamie Cassels Centre unless otherwise noted)
-	-	-	September 23, 2022 Annual Senate Orientation
September 21, 2022	September 23, 2022	September 30, 2022	October 7, 2022
October 19, 2022	October 21, 2022	October 28, 2022	November 4, 2022 Location: TBD
			Joint Senate and Board Retreat Monday, November 28, 2022 - TBC
November 16, 2022	November 18, 2022	November 25, 2022	December 2, 2022
December 14, 2022	December 16, 2022	December 23, 2022	January 6, 2023
January 18, 2023	January 20, 2023	January 27, 2023	February 3, 2023
February 15, 2023	February 17, 2023	February 24, 2023	March 3, 2023
March 29, 2023	March 31, 2023	April 6, 2023	April 14, 2023
April 19, 2023	April 21, 2023	April 28, 2023	May 5, 2023

2022/23 Senate Committee on Academic Standards meetings to approve Convocation lists

Agenda Materials due in USEC by 12:00 pm in order to distribute by end of day	Meeting
Friday, October 14, 2022	Wednesday, October 19, 2022 10:30 a.m. – 12:30 p.m. Location: Michael Williams Building, boardroom 120
Friday, May 19 2023	Thursday, May 25, 2023 10:30 a.m. – 12:30 p.m. Location: Michael Williams Building, boardroom 120

PLEASE RETAIN THIS SCHEDULE FOR FUTURE REFERENCE





University
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MEMO

Date: September 16, 2021
To: Senate
From: Ada Saab, Associate University Secretary
Re: **Vacancies on Senate**

In accordance with the Senate Rules and Procedures, if a vacancy in any position arises on Senate before the next regular election, this information is reported to Senate at its next meeting. If the vacancy is an elected faculty member, professional librarian or continuing sessional, a by-election will be conducted in accordance with the Rules to Govern Elections to the Board of Governors and the Senate.

The following vacant Senate positions were filled in the period since the May 2021 Senate meeting:

May 2021

One member-at-large position for a three-year term: Sean Hier, Faculty of Social Sciences, was acclaimed to the position.

One member-at-large position for the balance of a term due to a resignation (July 2021 – June 2023): Julio Navarro, Faculty of Science, was acclaimed to the position.

June 2021

One member from the Faculty of Science for the balance of a term due to a resignation (July 2021 – June 2023): Alexandre Brolo was acclaimed to the position.

A Senate position for a faculty member from the Faculty of Engineering and Computer Science will become vacant January 2022. A by-election was called to fill this position on September 27, 2021 for the balance of the term until June 2023.



UVic undergraduate program changes: January 2022

Faculty of Engineering and Computer Science

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Faculty of Engineering and Computer Science	UG-EN-REQ	Faculty of Engineering: Requirements	Change in the description of a program or credential not involving any change in program or credential requirements	

 Add new item

UVic undergraduate program changes: January 2022

Faculty of Humanities


Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Linguistics	CERT-ASL*	American Sign Language	Creation	Associate Vice-President Academic Planning (AVPAP), Division of Continuing Studies
Department of Linguistics	BA-LIAH-INLA	Concentration in Indigenous Languages	A modification that significantly changes a program or credential's focus, content, structure, or requirements	Associate Vice-President Academic Planning (AVPAP), Division of Continuing Studies
Department of Linguistics	BA-LIAM-INLA	Concentration in Indigenous Languages	A modification that significantly changes a program or credential's focus, content, structure, or requirements	Associate Vice-President Academic Planning (AVPAP), Division of Continuing Studies
Department of Linguistics	BA-LIAH-LASO	Concentration in Language and Society	A modification that significantly changes a program or credential's focus, content, structure, or requirements	Associate Vice-President Academic Planning (AVPAP), Division of Continuing Studies
Department of Linguistics	BA-LIAM-LASO	Concentration in Language and Society	A modification that significantly changes a program or credential's focus, content, structure, or requirements	Associate Vice-President Academic Planning (AVPAP), Division of Continuing Studies
Department of Linguistics	BA-LIAH-LASP	Concentration in Language and Speech	A modification that significantly changes a program or credential's focus, content, structure, or requirements	Associate Vice-President Academic Planning (AVPAP), Division of Continuing Studies
Department of Linguistics	BA-LIAM-LASP	Concentration in Language and Speech	A modification that significantly changes a program or credential's focus, content, structure, or requirements	Associate Vice-President Academic Planning (AVPAP), Division of Continuing Studies

 Add new item

UVic undergraduate program changes: January 2022

Faculty of Science

Academic unit(s)	Code	Title	Type(s) of change	Consultation
School of Earth and Ocean Sciences	BSC-EOSH	Earth Sciences	A modification that significantly changes a program or credential's focus, content, structure, or requirements	
School of Earth and Ocean Sciences	BSC-EOSM	Earth Sciences	A modification that significantly changes a program or credential's focus, content, structure, or requirements	
Faculty of Engineering and Computer Science	UG-EN-REQ	Faculty of Engineering: Requirements	Change in the description of a program or credential not involving any change in program or credential requirements	
School of Earth and Ocean Sciences	BSC-EOSM-GEOP*	Geology Option	Creation	Associate Vice-President Academic Planning (AVPAP)
School of Earth and Ocean Sciences	BSC-EOSH-GEOP*	Geology Option	Creation	Associate Vice-President Academic Planning (AVPAP)

 Add new item

UVic undergraduate course changes: Jan 2022

Faculty of Social Sciences

Academic unit(s)	Course	Title	Type of change	Consultation
Faculty of Law	LAW395A	Intersocietal Jurisprudence Through Cinema	New	

 Add new item

UVic graduate program changes: Jan 2022

Peter B. Gustavson School of Business

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Peter B. Gustavson School of Business	MGB-GLB	Global Business	Change in the description of a program or credential not involving any change in program or credential requirements	
Peter B. Gustavson School of Business	MM-MGT	Management	Change in the description of a program or credential not involving any change in program or credential requirements	

 Add new item

UVic graduate program changes: Jan 2022

Faculty of Human and Social Development


Academic unit(s)	Code	Title	Type(s) of change	Consultation
Social Dimensions of Health	MSC-HI	Health Informatics - Research Project	Change in name of program or credential, A modification that significantly changes a program or credential's focus, content, structure, or requirements	Associate Vice-President Academic Planning (AVPAP)
Social Dimensions of Health	MSC-HIF	Health Informatics Thesis	Change in name of program or credential, A modification that significantly changes a program or credential's focus, content, structure, or requirements	Associate Vice-President Academic Planning (AVPAP)

+ Add new item

UVic graduate course changes: Jan 2022

Faculty of Engineering and Computer Science

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Mechanical Engineering	MECH535	Computational Fluid Dynamics and Heat Transfer	Cross-listing, Mutually exclusive note (MX)	
Department of Mechanical Engineering	MECH541	Advanced Thermodynamics	Cross-listing, Mutually exclusive note (MX)	
Department of Mechanical Engineering	MECH546	Introduction to Ocean Engineering	Cross-listing, Mutually exclusive note (MX)	
Department of Mechanical Engineering	MECH554	Mechatronics	Cross-listing, Mutually exclusive note (MX)	
Department of Mechanical Engineering	MECH573	Ferrous and Non-Ferrous Metals	Cross-listing, Mutually exclusive note (MX)	
Department of Mechanical Engineering	MECH576	Introduction to Electron Microscopy	Cross-listing, Mutually exclusive note (MX)	
Department of Mechanical Engineering	MECH580	Selected Topics in Mechanical Engineering	Cross-listing, Mutually exclusive note (MX), Supplemental note	

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