



The next open meeting of the Senate of the University of Victoria is scheduled for Friday, December 2, 2022 at 3:30 p.m. in the Senate and Board Chambers, Jamie Cassels Centre, Room A180.

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

1. APPROVAL OF THE AGENDA ACTION
2. MINUTES ACTION
  - a. November 4, 2022 (SEN-DEC 2/22-1)

Motion: That the minutes of the open session of the meeting of the Senate held on November 4, 2022 be approved and that the approved minutes be circulated in the usual way.
3. BUSINESS ARISING FROM THE MINUTES
4. REMARKS FROM THE CHAIR
  - a. President's report INFORMATION
  - b. University rankings INFORMATION

*Dane Berry, AD Research Intelligence, and Kalen Schick, Senior Manager, VPAC Research and Policy have been invited to attend.*
5. CORRESPONDENCE
  - a. Campus Planning Committee – E. Croft and K. Simpson, Co-Chairs
    - i. Semi-annual report to Senate on Campus Development (SEN-DEC 2/22-2) INFORMATION

## 6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

- a. Senate Committee on Academic Standards - Yasmine Kandil, Chair
- i. Revisions to the requirements for concurrent credit in Graduate Certificate and Diploma programs and Graduate Degree programs **(SEN-DEC 2/22-3)** **ACTION**
- Motion: That Senate approve the revisions to the requirements for concurrent credit in Graduate Certificate and Diploma programs and Graduate Degree programs as outlined in the attached proposal.
- ii. Clarification of the transfer of academic credit, and credit granted upon re-admission **(SEN-DEC 2/22-4)** **ACTION**
- Motion: That Senate approve the revisions to the Faculty of Graduate Studies' transfer of academic credit and credit granted upon readmission as outlined in the attached proposal.
- b. Senate Committee on Agenda and Governance - Kevin Hall, Chair
- i. Appointment to the 2022/2023 Senate Committee on Planning **(SEN-DEC 2/22-5)** **ACTION**
- Motion: That Senate approve the appointment to the Senate Committee on Planning for the term indicated in the attached document.
- ii. Appointment to the Joint Senate Board Retreat Committee **(SEN-DEC 2/22-5)** **ACTION**
- Motion: That Senate approve the appointment of Lois Harder (Faculty of Social Sciences), and Erin Kelly (Faculty of Humanities) to the Joint Senate Board Retreat Committee for a term beginning January 1, 2023 and ending on December 31, 2023.
- iii. Proposal for *Ad Hoc* Senate Committee to Review the Convocation Roll Composition **(SEN-DEC 2/22-6)** **ACTION**
- Motion: That Senate approve the composition for the *Ad Hoc* Senate Committee to Review the Convocation Roll Composition.

- iv. Revisions to the Terms of Reference for the Senate Committee on Continuing Studies **(SEN-DEC 2/22-7)** **ACTION**

Motion: That Senate approve the proposed revisions to the Terms of Reference for the Senate Committee on Continuing Studies.

- c. Senate Committee on Awards - Maureen Ryan, Chair

- i. New and Revised Awards **(SEN-DEC 2/22-8)** **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:

- Adeline Julienne Deloume Memorial Scholarship\* (Revised)
- Child & Family Counseling Association of Greater Victoria Scholarship\* (Revised)
- Chuck Curtis Memorial Scholarship\* (Revised)
- COYA Scholarship (New)
- Greater Victoria Chamber 1863 Impact Award\* (New)
- University of Victoria International Entrance Scholarship (Revised)
- Myrna and Terry Daniels Award in Indigenous Education\* (New)
- Stephen and Harriet Wender Scholarship\* (New)
- VIES Leaders' Entrance Award\* (New)
- William and Gladys Partridge Award in Child Care\* (Revised)
- Betty Anne Montgomery Memorial Award (New)
- Jan Huggan Undergraduate Nursing Award (New)
- Jan Huggan Nursing Award for Protected Persons, Refugees & Permanent Residents (New)
- WestGrid Scholarship for Undergraduate Indigenous Students (New)
- WestGrid Scholarship for Graduate Indigenous Students (New)
- John Michael Brownutt Graduate Scholarships\* (Revised)
- Marilyn (Leslie) Kan & John Yau Hang Award for Undergraduate Indigenous Law Students\* (New)
- Ratcliff LLP Indigenous Law Scholar Award (Revised)
- Joyce Family Foundation Award for Indigenous Students\* (Revised)
- Vancouver Security Traders Association (VSTA) Finance Award (Revised)
- Edson-Simpson Award in Nursing (New)

\* Administered by the University of Victoria Foundation

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

- i. Proposed changes to the Major, Honours, and Minor programs in English (**SEN-DEC 2/22-9**) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposed changes to the Major program in English, as described in the document “English Curriculum Revision”.

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposed changes to the Honours program in English, as described in the document “English Curriculum Revision”.

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposed changes to the Minor program in English, as described in the document “English Curriculum Revision”.

- ii. Proposal to add a new stream in Master of Business Administration in Advancing Reconciliation to the existing Master of Business Administration program (**SEN-DEC 2/22-10**) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to add a new stream in Master of Business Administration in Advancing Reconciliation to the existing Master of Business Administration program, as described in the document “Master of Business Administration in Indigenous Reconciliation”, and that this approval be withdrawn should the program not be offered within five years of granting of approval.

- iii. Proposal to make changes to and change the name of the combined Computer Science and Statistics Major and Honours programs to Data Science Program (**SEN-DEC 2/22-11**) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to make changes to and change the name of the combined Computer Science and Statistics Major and Honours programs to Data Science program, as described in the document “Change CSC/STAT combined programs to Data Science”.



- iv. Proposed changed to the Major and Honours degrees in Pacific and Asian Studies (**SEN-DEC 2/22-12**) **ACTION**

Motion: That Senate approve the proposed changes to the Major program in Pacific and Asian Studies, as described in the document “Updating Undergraduate Major & Honours in Pacific and Asian Studies”.

Motion: That Senate approve the proposed changes to the Honours program in Pacific and Asian Studies, as described in the document “Updating Undergraduate Major & Honours in Pacific and Asian Studies”.

- v. Proposal to establish an undergraduate certificate in Media Studies in the Faculty of Humanities (**SEN-DEC 2/22-13**) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish an undergraduate certificate in Media Studies, as described in the document “Media Studies”, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

## **7. PROPOSALS AND REPORTS FROM FACULTIES**

### **a. Faculty of Human and Social Development**

- i. Revisions to the Faculty’s Constitution and Operating Framework (**SEN-DEC2/22-14**) **ACTION**

Motion: That Senate approve the revised Faculty of Human and Social Development Constitution Operating Framework as presented.

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

## **9. OTHER BUSINESS**

## **10. ADJOURNMENT**



**Meeting of Senate  
November 4, 2022**

**MINUTES**

An open meeting of the Senate of the University of Victoria was held on November 4, 2022 at 3:35 p.m. in the Michele Pujol Room, Student Union Building.

Senate Vice-Chair Robin Hicks chaired the meeting. Kevin Hall attended the meeting remotely.

R. Hicks called the meeting to order.

**1. APPROVAL OF THE AGENDA**

Motion: (L. Kalynchuk/M. Garcia-Barrera)  
That the agenda be approved as circulated.

**CARRIED**

**2. MINUTES**

**a. October 7, 2022**

Motion: (R. Hancock/J. Salem)  
That the minutes of the open session of the meeting of the Senate held on October 7, 2022 be approved and that the approved minutes be circulated in the usual way.

**CARRIED**

**3. BUSINESS ARISING FROM THE MINUTES**

There was none.

**4. REMARKS FROM THE CHAIR**

**a. President's Report**

K. Hall thanked R. Hicks for chairing the meeting. He also welcomed the members of Senate, noting his appreciation for new and returning members and their willingness to serve. He also welcomed Elizabeth Croft, Vice-President Academic and Provost, and Helga Hallgrímsdóttir, Acting Deputy Provost, to Senate in their new roles.

K. Hall reported on the most recent Town Hall, reporting that more than 400 staff and faculty members participated. He noted that Elango Elangovan, Associate Vice-President Global Engagement, would provide an update on the Strategic Plan later in the meeting.

K. Hall acknowledged that enrolment was a key topic across the university and that Tony Eder, Executive Director Academic Resource Planning, would provide an update as part of today's meeting.

K. Hall reported that the university's Equity Action Plan had been launched after 18 months of consultation and development with the university community. He expressed his gratitude to all those involved in this challenging work and encouraged Senate members to visit the website. He reminded Senators of the upcoming "5 Days of Action" being held November 14 – 18, 2022.

K. Hall updated Senate on the university's rankings and reputation according to the Times Higher Education Impact Rankings. He reported that the university is ranked twelfth in the world for our overall commitments to advancing the United Nations Sustainable Development Goals and second worldwide for our work in climate action. He also advised that the university was consistently ranked number one in Canada in publicly accessible research, known as Canada's best comprehensive university for preparing students for the global workplace and continues to top the Macleans Magazine rankings.

Finally, K. Hall reminded Senators that next week is the 2022 Fall Convocation Ceremony in which over 1400 degrees, certificates and diplomas will be awarded along with three honorary degrees.

**b. UVic's United Way Campaign**

Mauricio Garcia-Barrera and Trevor Sanderson, co-chairs, presented on the 2022 United Way campaign. Senators were informed on the campaign goals and informed of the upcoming events happening on campus.

**c. Strategic Plan Presentation**

K. Hall thanked those who provided input during the strategic plan process and noted the large amount of feedback received. He said the plan intended to be different from other institutions and build a strategic vision that appealed to the entire UVic community.

E. Elangovan thanked K. Hall for the introduction and began his presentation by outlining the timeline of the process to date, the guiding principles, vision, pledge and over-arching themes.

A question was asked on the inclusion of the academic quality of student work at the University of Victoria. The Senator cited concerns with the writing skills of all current university students. E. Elangovan noted that this would be an essential aspect of the aspirations. K. Hall replied that the plan includes innovation in how we teach and do our research and that implementation will come later in the process after institutional initiatives are identified.

Another Senator asked how the plan would be actioned. K. Hall explained that this would come with budget discussion and investments made in the four themes.

**5. CORRESPONDENCE**

There was none.

## 6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

### a. Senate Committee on Academic Standards

#### i. 2021/2022 Annual Report

Yasmine Kandil, Chair, introduced the report. There were no questions.

### b. Senate Committee on Agenda and Governance

#### i. Appointments to the 2022/2023 Senate standing committees

M. Garcia-Barrera, Chair of the Nominations Sub-committee, introduced the appointments for Senate's consideration. There were no questions.

Motion: (M. Garcia-Barrera/M. Laidlaw)  
That Senate approve the appointments to the 2022/2023 Senate standing committees for the terms indicated in the attached document.

**CARRIED**

### c. Senate Committee on Awards

#### i. 2021/2022 Annual Report

On behalf of the Chair of the Senate Committee on Awards, Maureen Ryan, Rishi Gupta provided members of Senate with a brief overview of the recent changes made to the annual report to come into line with the report as presented to the Board of Governors. There were no questions.

#### ii. New and Revised Awards

R. Gupta introduced the new and revised awards. He reported a correction to the spelling of the Susanne Loven Scholarship. There were no questions.

Motion: (R.Gupta/J. Salem)  
That Senate approve as amended, and recommend to the Board of Governors that it also approve, the new and revised awards set out in the attached document:

- Doreen J. Renton Bursary\* (New)
- G. Neil Perry Award in Public Administration\* (Revised)
- Jacob Kerr Scholarship (Revised)
- Kathleen B. Tobin Memorial Award\* (Revised)
- Pacific Coast Swimming Vikes Women's Swim Award\* (New)
- Steven P. Starkovich Opportunity Entrance Award (Revised)
- Ted L. McDorman Annual Entrance Scholarship in Law (New)
- Madame Berangere Steel Memorial Award\* (Revised)
- Ken Woods Vikes Women's Basketball Award\* (New)
- Graeme Jackson Award (Revised)

- Pratt-Short Memorial Scholarship\* (Revised)
- Bill Buckwold/Jennifer Richardson Award\* (Revised)
- Susanne Loven Scholarship (New)

*\* Administered by the University of Victoria Foundation*

**CARRIED**

**d. Senate Committee on Planning**

**i. Proposal to discontinue the Latin American Literary and Cultural Studies program**

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

Motion: (L. Wilson/A. Lepp)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Latin American Literary and Cultural Studies program, as described in the document "Discontinuation of Latin American Literary and Cultural Studies."

**CARRIED**

**ii. Proposal to change the name of the Latin American Interdisciplinary Studies program to Latin American Studies**

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

Motion: (S. Minshall/M. Garcia-Barrera)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to change the name of the Latin American Interdisciplinary Studies program to Latin American Studies, as described in the document "Title Change to LAS Interdisciplinary Program."

**CARRIED**

**7. PROPOSALS AND REPORTS FROM FACULTIES**

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

**i. Change to Convocation Approval Process**

Jennifer White, Acting Dean of the Faculty of Human and Social Development, introduced the proposed change to the faculty's approval process for graduating students. She noted that this would align with other campus faculty processes. There were no questions.

Motion: (J. White/S. Minshall)

That Senate approve that the convocation lists of graduating students from the Faculty of Human and Social Development be approved by the Dean, or designate, after review and approval by the School Directors.

**CARRIED**

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

### **a. Enrolment update presentation**

Tony Eder, Executive Director, Academic Resource and Planning, provided members of Senate with an update on both domestic and international enrolment.

In response to a question, he noted the enrolment in targeted areas across the campus and the difference between the Summer and Winter Sessions.

A Senator asked if there was a connection between enrolment and admission offers and if the university was providing offers too late. T. Eder replied that he did not believe this was an issue but noted that many areas affect enrolment, such as scholarship offers.

In response to declining enrolment and retention due to the pandemic, T. Eder responded this was not the case as retention rates were growing; however, the number of recent graduating students exceeded the number of admits. In addressing whether increased online course offerings would help enrolment, he noted the improved classroom hybrid technology and course mode delivery, which offered increased flexibility.

T. Eder also addressed questions surrounding diversifying the international student body, issues pertaining to the housing shortage, comparisons to other institutions in BC and elsewhere and the possible untapped potential in older, professional students.

Finally, a question was asked regarding any consideration for adjusting entry requirements. T. Eder replied that any changes would be brought to Senate for approval in this area.

Upon request, T. Eder noted that the presentation slides would be available for Senators.

## **9. OTHER BUSINESS**

There was none.

There being no other business the meeting was adjourned at 5:06 p.m.

Name	In Attendance	Regrets		Page 6 of 7 Position
Adjin-Tetty, Elizabeth	<input checked="" type="checkbox"/>		A/Associate Vice-President Academic Planning	By Invitation
Andersen, Carrie	<input checked="" type="checkbox"/>		University Secretary	Secretary of Senate
Anyaeibunam, Chekwube	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Bhiladvala, Rustom	<input checked="" type="checkbox"/>		Faculty of Engineering and Computer Science	Elected by the faculty members
Bonnieux, Justin	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Brolo, Alexander	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the Faculty
Brown, Hannah	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Buller, Marion	<input checked="" type="checkbox"/>		Chancellor	Ex officio
Campbell, Erin	<input checked="" type="checkbox"/>		Faculty of Fine Arts	Elected by the faculty members
Clarke, JoAnne	<input checked="" type="checkbox"/>		Dean, Division of Continuing Studies	Ex officio
Croft, Elizabeth	<input checked="" type="checkbox"/>		Vice-President Academic and Provost	Ex officio
Curran, Deborah	<input checked="" type="checkbox"/>		Faculty of Law	Elected by the Faculty
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
Dueck, Rebekah	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Dunsdon, Jim	<input checked="" type="checkbox"/>		Associate Vice-President Student Affairs	By Invitation
Friedland, Matsuko	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Garcia-Barrera, Mauricio	<input checked="" type="checkbox"/>		Faculty of Graduate Studies	Elected by the Faculty
Goddard, Lisa	<input checked="" type="checkbox"/>		Acting University Librarian	Ex officio
Grewal, Ashmita	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Gupta, Rishi	<input checked="" type="checkbox"/>		Faculty of Engineering and Computer Science	Elected by the Faculty
Hall, Kevin	<input checked="" type="checkbox"/>		President and Vice-Chancellor	Chair of Senate
Hallgrimsdottir, Helga	<input checked="" type="checkbox"/>		Acting Vice- Provost	By invitation
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
Harding, Catherine	<input checked="" type="checkbox"/>		Faulty of Fine Arts	Elected by the Faculty
Hicks, Robin	<input checked="" type="checkbox"/>		Dean, Faculty of Graduate Studies	Ex officio
Hier, Sean	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Hof, Fraser	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the faculty members
Hoorfar, Mina		<input checked="" type="checkbox"/>	Dean, Faculty of Engineering and Computer Science	Ex officio
Hope Tucker, Nathaniel		<input checked="" type="checkbox"/>	Student Senator	Elected from the student societies
Huang, Li-Shih	<input checked="" type="checkbox"/>		Faculty of Humanities	Elected by the faculty members
Hundal, Navinder			Student Senator	Elected from the student societies
Hundza, Sandra			Faculty of Education	Elected by the Faculty
Itamunoala, Belema		<input checked="" type="checkbox"/>	Student Senator	Elected from the student societies
Jeffery, Donna	<input checked="" type="checkbox"/>		Faculty of Human and Social Development	Elected by the faculty members
Jensen, Alannah	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Kalynchuk, Lisa	<input checked="" type="checkbox"/>		Vice-President Research and Innovation	Ex officio
Kaur, Anureet	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Kelly, Erin	<input checked="" type="checkbox"/>		Faculty of Humanities	Elected by the faculty members
Kerr, Tom			Student Senator	Elected from the student societies
Klein, Saul		<input checked="" type="checkbox"/>	A/Dean, Peter B. Gustavson School of Business	Ex officio
Koch, Matthew			Continuing Sessional	Elected by the Continuing Sessionals
Kuklev, Artem			Student Senator	Elected from the student societies
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
Lepp, Annalee	<input checked="" type="checkbox"/>		Dean, Faculty of Humanities	Ex officio
Lindgren, Allana		<input checked="" type="checkbox"/>	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
McGregor, Catherine	<input checked="" type="checkbox"/>		A/Dean, Faculty of Education	Ex officio
Minshall, Simon	<input checked="" type="checkbox"/>		Faculty of Human and Social Development	Elected by the Faculty
Mucina, Devi	<input checked="" type="checkbox"/>		Faculty of Human and Social Development	Elected by the Faculty
Mukhopadhyaya, Phalguni	<input checked="" type="checkbox"/>		Faculty of Engineering and Computer Science	Elected by the faculty members
Nair, Sudhir	<input checked="" type="checkbox"/>		Peter B. Gustavson School of Business	Elected by the Faculty
Napoleon, Val			A/Dean, Faculty of Law	Ex officio
Navarro, Julio			Faculty of Science	Elected by the faculty members
Newcombe, Andrew	<input checked="" type="checkbox"/>		Faculty of Law	Elected by the Faculty
Peta, Liam	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Raiwal, Joban			Student Senator	Elected by the student societies
Russell, Carolyn			Convocation Senator	Elected by the convocation
Saab, Ada	<input checked="" type="checkbox"/>		Associate University Secretary	By Invitation
Salem, Joseph	<input checked="" type="checkbox"/>		Faculty of Fine Arts	Elected by the Faculty
Shi, Yang	<input checked="" type="checkbox"/>		Faculty of Engineering and Computer Science	Elected by the Faculty
Smith, Brock	<input checked="" type="checkbox"/>		Peter B. Gustavson School of Business	Elected by the Faculty
Stewart, Kenneth	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Stinson, Danu	<input checked="" type="checkbox"/>		Faculty of Graduate Studies	Elected by the Faculty
Taylor, Wendy	<input checked="" type="checkbox"/>		Acting Registrar	By Invitation
Voss, Graham	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Walshaw, Jill			Faulty of Humanities	Elected by the Faculty
Wang, Alivia	<input checked="" type="checkbox"/>		Convocation Senator	Elected by the convocation
Warburton, Rebecca	<input checked="" type="checkbox"/>		Convocation Senator	Elected by the convocation
White, Jennifer	<input checked="" type="checkbox"/>		A/Dean, Faculty of Human and Social Development	Ex officio
Wilson, Lara	<input checked="" type="checkbox"/>		Professional Librarian	Elected by the Professional Librarians
Wright, Bruce	<input checked="" type="checkbox"/>		Head, Division of Medical Sciences	Additional Member
Wu, David	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies

## MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

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

Chancellor: Marion Buller (31/12/24)  
 President and Vice-Chancellor: Kevin Hall, Chair  
 Vice-President Academic & Provost: Elizabeth Croft  
 Vice-President Research and Innovation: Lisa Kalynchuk  
 A/Dean, Peter B. Gustavson School of Business: Saul Klein  
 A/Dean of Education: Catherine McGregor  
 Dean of Engineering: Mina Hoorfar  
 Dean of Continuing Studies: Jo-Anne Clarke  
 Dean of Fine Arts: Allana Lindgren  
 Dean of Graduate Studies: Robin Hicks (Vice-Chair)  
 Dean of Humanities: Annalee Lepp  
 A/Dean of HSD: Jennifer White  
 A/Dean of Law: Val Napoleon  
 Dean of Science: Peter Loock  
 Dean of Social Sciences: Lois Harder  
 A/University Librarian: Lisa Goddard

MEMBERS ELECTED BY THE FACULTIES

- Section 35 (2) (g)

BUSI: Sudhir Nair (30/6/25)  
 Brock Smith (30/6/24)  
 EDUC: Sandra Hundza (30/6/23)  
 Graham McDonough (30/6/25)  
 ENGR: Rishi Gupta (30/6/25)  
 Yang Shi (30/6/23)  
 FINE: Catherine Harding (30/6/25)  
 Joseph Salem (30/6/24)  
 GRAD: Mauricio Garcia-Barrera (30/6/23)  
 Danu Stinson (30/6/25)  
 HSD: Simon Minshall (30/6/25)  
 Devi Mucina (30/6/24)  
 HUMS: Lynne Marks (30/6/24)  
 Jill Walshaw (30/6/25)  
 LAW: Deborah Curran (30/6/25)  
 Andrew Newcombe (30/6/23)  
 SCIE: Alexander 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)  
 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)  
 Donna Jeffery (HSD) (30/6/25)  
 Erin Kelly (HUM) (30/6/24)

MEMBERS ELECTED BY THE FACULTYMEMBERS (continued)

Phalguni Mukhopadhyaya (ENGR) (30/6/25)  
 Julio Navarro (SCIE) (30/6/23)  
 Kenneth Stewart (SOSC) (30/6/23)  
 Graham Voss (SOSC) (30/6/24)

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

Chekwube Anyaegbunam (GRAD) (30/6/23)  
 Justin Bonnieux (SOSC) “  
 Hannah Brown (GRAD) “  
 Rebekah Dueck (EDUC) “  
 Matsuko Friedland (HSD) “  
 Ashmita Grewal (HSD) “  
 Nathaniel Hope Tucker (SOSC) “  
 Navinder Hundal (SCIE) “  
 Tamunobelema Itamunoala (GRAD) “  
 Alannah Jensen (LAW) “  
 Anureet Kaur (HUMS) “  
 Tom Kerr (BUSI) “  
 Artem Kuklev (SOSC) “  
 Liam Peta (SOSC) “  
 Joban Raiwal (ENGR) “  
 David Wu (FINE) “

MEMBERS ELECTED BY THE CONVOCATION

– Section 35 (2) (i)

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

ADDITIONAL MEMBERS - Section 35 (2) (k)

Head, Division of Medical Sciences: Bruce Wright  
 Member elected by the Professional Librarians:  
 Lara Wilson (30/06/24)  
 Continuing Sessional: Matthew Koch (30/06/23)

SECRETARY OF SENATE - Section 64 (2)

University Secretary: Carrie Andersen

BY INVITATION - Seated with specified speaking rights

Acting Deputy Provost: Helga Hallgrímsdóttir  
 Assoc. VP Student Affairs: Jim Dunsdon  
 A/Assoc. VP Academic Planning: Elizabeth Adjin-Tetty  
 A/Registrar: Wendy Taylor  
 Associate University Secretary: Ada Saab





Office of the Vice-President Finance and Operations

MEMO

University  
of Victoria

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**Date:** November 18, 2022

**To:** Carrie Andersen  
University Secretary

**From:** Elizabeth Croft, Vice-President Academic and Provost  
Kristi Simpson, Vice-President Finance and Operations  
Co-Chairs, Campus Planning Committee

**RE: SEMI-ANNUAL REPORT TO SENATE ON CAMPUS DEVELOPMENT**

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Please find attached the semi-annual report to Senate on campus development for its December 2nd, 2022 meeting.

A handwritten signature in blue ink, appearing to read "Elizabeth Croft".

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Elizabeth Croft  
*Vice-President Academic and Provost*

A handwritten signature in black ink, appearing to read "Kristi Simpson".

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Kristi Simpson  
*Vice-President Finance and Operations*



University  
of Victoria

## Semi-Annual Report to Senate on Campus Development

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### Executive Summary

Progress continues on major capital projects on campus. The construction of the Student Housing and Dining Project is progressing well. Building 1 was completed in August and operational for fall 2022, and Building 2 is on target for completion in May with occupancy scheduled for June 2023.

The university is in the tendering process for an addition to the Engineering/Computer Science Building (ECS) and a separate High Bay Research and Structures Laboratory to support the expansion of Faculty of Engineering and Computer Science programs. Broad campus community engagement was completed last year. The District of Oak Bay approved the university's Development Variance Permit application, and funding support has been announced by the BC Government. The project was tendered in the early fall of 2022. The tender was not awarded as the submissions significantly exceeded the budgeted costs for the project. Facilities Management is developing a new project procurement and delivery model to help address construction cost pressures. A new procurement process will be issued in the winter 2023 term.

A start of construction event with government and major donors is being planned for the new National Centre for Indigenous Laws. Broad campus community engagement was completed last year, and a Development Variance Permit application was approved by the District of Oak Bay. Preliminary utility excavation and land-clearing work has commenced around the Fraser Building to ready the site for construction that is scheduled for completion summer of 2024.

Recently completed and operational upgrades to the UVic Transit Exchange in front of the Bookstore include improvements to safety, site circulation, new bus shelters, and the addition of two new bus bays along Finnerty Road. The upgraded UVic Transit Exchange was operational for the start of fall 2022. The West Campus Greenway is nearing completion and is in the final stage of landscaping and seating installation.

### 1.0 Student Housing and Dining Project

The largest capital project in UVic's history is progressing well, with Building 1 completed in August and operational fall 2022 and Building 2 on target for occupancy June 2023. Building 2's structure is topped out, with roof and exterior windows in place. Work is underway on interiors and building cladding. This project includes a total of 783 beds (621 net new) and a new 600-seat dining hall. Two new 225-seat lecture theatres and conference space and an Indigenous student lounge and meeting rooms are also included. In addition to providing much needed student housing, the project also supports the university's sustainability goals. Both buildings are designed to Passive House and LEED Gold standards, which focus on energy and greenhouse gas emission reductions from building operations. Building 1 is a step closer to Passive House certification after passing a building envelope airtightness test by achieving 0.22 air changes per hour at 50 Pa, exceeding the requirement of 0.6. Building 1 is completed and operational and Building 2 is scheduled for completion spring of 2023.

More information: [uvic.ca/new-student-housing](https://uvic.ca/new-student-housing)

## 2.0 West Campus Greenway

The West Campus Greenway, located between Gordon Head Road and Ring Road, has remained open to pedestrians and cyclists while landscape planting, lighting and seating improvements were made over spring and summer 2022. The project is in the final stage of landscaping and seating improvement work. This section of the Campus Greenway implements the Campus Cycling Plan and the Campus Greenway Landscape Plan and Design Guidelines, providing cyclists and pedestrians a safe active transportation corridor, as well as plaza spaces, benches, and other amenities to increase campus vibrancy. The Campus Greenway is planned to be the primary east-west active transportation pathway across the campus between Gordon Head Road and Sinclair Road. This project is being coordinated with the Student Housing and Dining Project landscape improvements to implement the Campus Greenway design directions across campus. Margaret August, a Coast Salish UVic graduate in Fine Arts, created designs for banners and light projectors along the Greenway that were installed from Gordon Head Road to Sinclair Road.

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

## 3.0 Engineering and Computer Science Expansion

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

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

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

Broad campus community engagement was completed last year, and a Development Variance Permit application was approved by the District of Oak Bay. Provincial government funding support toward the project was announced in July. The project was tendered in the early fall of 2022. The tender was not awarded as the submissions significantly exceeded the budgeted costs for the project. Facilities Management is developing a new project procurement and delivery model to help address construction cost pressures. A new procurement process will be issued in the winter 2023 term.

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

## 4.0 National Centre for Indigenous Laws

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

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

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

Broad campus community engagement was completed last year, and a Development Variance Permit application was approved by the District of Oak Bay. The project team is now preparing construction documents. The project has received funding from the federal and provincial governments and the Law Society of British Columbia. Along with ongoing renovations within the Fraser Building, preliminary work is underway for the expansion, including tree removal and excavation for utility lines. A start of construction event with government and donors is planned and the National Centre for Indigenous Laws is scheduled for completion summer 2024.

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

#### 5.0 UVic Transit Exchange

The university, in partnership with BC Transit, completed upgrades to the northwest side of the transit exchange near the Bookstore in August 2022 to be consistent with the 2014 upgrades in front of the Student Union Building. The upgrade refreshed existing bus bays, created two additional bus laybys on Finnerty Road, and updated the existing transit stops on Ring Road to accommodate two buses lengthwise and new bus shelters. The project was supported by the Government of Canada and the Government of British Columbia and supports campus sustainability by enhancing the safety and site circulation of the second-largest transit hub in Victoria.

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



**Date:** November 14, 2022

**To:** Senate

**From:** Senate Committee on Academic Standards

**Re:** **Revisions to the requirements for concurrent credit in Graduate Certificate and Diploma programs and Graduate Degree programs**

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At its meeting on November 8, 2022, the Senate Committee on Academic Standards considered and approved a proposal received from the Faculty of Graduate Studies dated March 24, 2022, on the revisions to the requirements for concurrent credit in Graduate Certificate and Diploma programs and Graduate Degree programs.

**Recommended motion:**

*That Senate approve the revisions to the requirements for concurrent credit in Graduate Certificate and Diploma programs and Graduate Degree programs as outlined in the attached proposal.*

Respectfully submitted,

**2022/2023 Senate Committee on Academic Standards**

Yasmine Kandil (Chair), Faculty of Fine Arts  
Elizabeth Adjin-Tettey, Acting Associate Vice-President Academic and Planning  
Deborah Berman, UVSS representative  
Steve Evans, VPAC's nominee  
Kayleigh Francis, GSS representative  
Matsuko Friedland, Student Senator  
Andrea Giles, Executive Director, Coop Education and Career Services  
Rob Hancock, Faculty of Social Sciences  
Tim Haskett, Faculty of Humanities  
Sabrina Jackson, Associate Registrar  
Artem Kuklev, Student Senator  
Devi Mucina, Faculty of Human and Social Development  
Tania Muir, Division of Continuing Studies  
Julio Navarro, Faculty of Science  
Andrew Newcombe, Faculty of Law  
Sorin Rizeanu, Peter B. Gustavson School of Business  
Tim Pelton, Faculty of Education  
Yang Shi, Faculty of Engineering and Computer Science  
Dani Stinson, Faculty of Graduate Studies  
Wendy Taylor, Acting Registrar  
Diana Varela, Associate Dean, Academic Advising (Faculties of SCIE, SOSC and HUM)  
Alivia Wang, Convocation Senator  
Ada Saab (Secretary), Associate University Secretary

**Revision to the requirements for concurrent credit in  
Graduate Certificate and Diploma programs and Graduate Degree programs  
March 24, 2022**

With the permission of the academic units involved, the Faculty of Graduate Studies allows students registered concurrently in a Graduate Certificate or Graduate Diploma program and a Graduate Degree program to apply eligible course credits to both.

As well, in a process known as “laddering,” the Faculty allows students to apply course credits in a Graduate Certificate or Graduate Diploma toward a future Graduate Degree. Laddering serves two functions. First, it provides a route for applicants who are not otherwise eligible to enter a Graduate Degree program. Second, it allows students who show interest and ability to study at the graduate level an opportunity to upgrade their credential without repeating courses.

Several requests have been made by academic units to permit students enrolled in a Graduate Degree program to register “late” into a Graduate Certificate or Graduate Diploma and include retroactively eligible course work from the concurrent Graduate Degree program. Current Graduate Calendar language would appear to prevent this (Appendix 1, left column).

The Faculty notes, after consultation with the Office of Graduate Admissions and Records, that there is no administrative barrier to such late registrations, but that students concurrently enrolled in a Graduate Certificate or Graduate Diploma program and a Graduate Degree program would normally pay tuition for both.

In order to allow for equitable recognition of the accomplishments of students who take identical course work in a similar time frame but in a different order, the Faculty proposes to amend the language in the Graduate Calendar to allow such late registrations with imposition of a late fee and any associated tuition fee differential (see the third paragraph on the right column of Appendix 1).

Further, the Faculty proposes to retain the current prohibition of applying course credit from a Graduate Degree that has been granted to a subsequent Graduate Certificate or Graduate Diploma. More explicit language to this effect is proposed in the final paragraph in the right column of Appendix 1.

**Appendix 1.** Proposed changes to the Graduate Calendar section on Diploma and Certificate Programs, with existing language on the left and proposed language on the right. Text proposed to be deleted has been crossed out on the left and text proposed to be inserted underlined on the right.

<b>Diploma and Certificate programs</b>	<b>Diploma and Certificate programs</b>
<p><i>In general, Graduate Diplomas and Certificates have a specific target audience and meet a significant and sustained educational need. The intent of these programs is to achieve specialized or advanced knowledge in a particular discipline. With the approval of both the Faculty of Graduate Studies and the academic unit offering the degree, credit courses completed in University of Victoria graduate certificate and diploma programs may be applied to concurrent or subsequent University of Victoria graduate degree programs. <del>The academic units must certify which, if any, eligible courses completed more than ten years from the date of admission are still current (see Tuition Credit for Academic Transfer Credits for Certificates and Diplomas).</del></i></p>	<p><i>In general, Graduate Diplomas and Certificates have a specific target audience and meet a significant and sustained educational need. The intent of these programs is to achieve specialized or advanced knowledge in a particular discipline.</i></p> <p><i>With the approval of both the Faculty of Graduate Studies and the academic unit offering the degree, <u>eligible credit courses in University of Victoria graduate certificate and diploma programs may be applied to a concurrent or subsequent University of Victoria graduate degree program. Academic units must certify which, if any, eligible courses completed more than ten years from the date of admission are still current and may therefore be applied</u> (see Tuition Credit for Academic Transfer Credits for Certificates and Diplomas).</i></p> <p><i><u>Normally, students must enrol in a University of Victoria graduate certificate or diploma program before taking courses for credit in that program; however, with the approval of both the Faculty of Graduate Studies and the academic unit offering the degree, eligible credit courses in a University of Victoria graduate degree program taken prior to registration in the graduate certificate or diploma program may be applied to a concurrent University of Victoria graduate certificate or diploma program. Note that fees for late registration and any tuition differential may be applied.</u></i></p> <p><i><u>To earn dual course credit, the graduate certificate or diploma must be completed before or during the graduate degree program. In no case may credit courses from a completed University of Victoria graduate degree program be applied to a subsequent University of Victoria graduate certificate or diploma program.</u></i></p>



**Date:** November 14, 2022

**To:** Senate

**From:** Senate Committee on Academic Standards

**Re:** **Clarification of the transfer of academic credit and credit granted upon re-admission**

---

At its meeting on November 8, 2022, the Senate Committee on Academic Standards considered and approved a proposal received from the Faculty of Graduate Studies dated March 24, 2022, on the revisions to the transfer of academic credit and credit granted upon re-admission.

**Recommended motion:**

*That Senate approve the revisions to the Faculty of Graduate Studies' transfer of academic credit and credit granted upon readmission as outlined in the attached proposal.*

Respectfully submitted,

**2022/2023 Senate Committee on Academic Standards**

Yasmine Kandil (Chair), Faculty of Fine Arts  
Elizabeth Adjin-Tettey, Acting Associate Vice-President Academic and Planning  
Deborah Berman, UVSS representative  
Steve Evans, VPAC's nominee  
Kayleigh Francis, GSS representative  
Matsuko Friedland, Student Senator  
Andrea Giles, Executive Director, Coop Education and Career Services  
Rob Hancock, Faculty of Social Sciences  
Tim Haskett, Faculty of Humanities  
Sabrina Jackson, Associate Registrar  
Artem Kuklev, Student Senator  
Devi Mucina, Faculty of Human and Social Development  
Tania Muir, Division of Continuing Studies  
Julio Navarro, Faculty of Science  
Andrew Newcombe, Faculty of Law  
Sorin Rizeanu, Peter B. Gustavson School of Business  
Tim Pelton, Faculty of Education  
Yang Shi, Faculty of Engineering and Computer Science  
Dani Stinson, Faculty of Graduate Studies  
Wendy Taylor, Acting Registrar  
Diana Varela, Associate Dean, Academic Advising (Faculties of SCIE, SOSC and HUM)  
Alivia Wang, Convocation Senator  
Ada Saab (Secretary), Associate University Secretary



## Memorandum

**To:** Yasmine Kandil, Chair, Senate Committee on Academic Standards

**From:** Robin Hicks, Dean, Faculty of Graduate Studies

**Re:** Clarification of transfer of academic credit, and credit granted upon readmission

The regulations surrounding the eligibility for transfer credit are designed to safeguard the integrity of the academic credentials offered by the University of Victoria. This memo contains proposed clarifications to sections of the Graduate Calendar dealing with:

1. conditions for transfer of academic credit
2. application of the “10-year rule” to transfer credits
3. application of the “10-year rule” to existing courses for students seeking readmission

### **1. Distinguishing between Transfer of Academic Credit from outside and inside UVic**

Currently, academic units may apply to have graded (*i.e.*, not Pass/Fail) courses taken by a student at another institution transferred for up to 50% of the total course credit of a UVic credential, which ensures that at least half the course work in their UVic credential was assessed by UVic instructors and scholars and found to meet UVic standards. However, as written, the rule is also applied to credit to be “transferred” from courses taken previously at UVic. As all such courses would, by definition, meet UVic standards, the Faculty proposes to introduce language to allow all eligible (*see* Table 1 in the Appendix) courses taken previously at UVic to be applied to a UVic graduate credential.

*The corresponding proposed clarification to the Graduate Calendar appears in the fourth paragraph on the right side of Table 1 of the Appendix.*

- This same section of the Graduate Calendar goes on to exclude explicitly the transfer of Candidacy examinations for transfer credit, again to ensure that the candidate meets the standards set by specific programs at UVic.

For similar reasons, although not stated in the Graduate Calendar, exclusion from transfer credit has traditionally been applied to the Dissertation as well as to the Master’s thesis; however, some ambiguity currently exists regarding the eligibility of the Master’s project for transfer credit.

It is proposed by the Faculty of Graduate Studies that any research-based degree can only be awarded from UVic if the research at its core has been examined by UVic Scholars, that the ineligibility for transfer of the PhD Dissertation or Master’s thesis be codified, and that a Master’s project (or equivalent) from another institution be excluded from eligibility for transfer credit.

*The corresponding proposed clarification to the Graduate Calendar appears in the second paragraph on the right side of Table 1 of the Appendix.*

- This section of the Graduate Calendar goes on to list six further criteria that detail the eligibility of course work to be transferred into a degree program. Point 2 excludes from eligibility any courses which were assessed using a Pass/Fail (or equivalent) method, as the standard applied in other academic institutions in determining Pass/Fail cannot readily be ascertained. However, as

UVic standards have clearly been applied in these UVic courses, it is proposed by the Faculty of Graduate Studies that this restriction should only apply to such courses taken outside UVic.

*Point 2 has been moved above the list of criteria and rephrased so that academic units may request the retention of a Pass/Fail (or equivalent) course taken at UVic. This change appears in the second paragraph (first bullet point) on the right side of Table 1.*

- For consistency, the sentence at the end of this section (the bottom of the left side of Table 1) *“Credit granted at another institution on the basis of “life” or “work” experience is not eligible for transfer credit.”* has been moved to the bottom of the second paragraph (first bullet point) on the right side.
- The language of Point 4 has been revised to make it consistent with that of the other points, and now becomes point 3 on the right side of Table 1, with points 5 and 6 correspondingly renumbered as points 4 and 5.

## **2. Application of the “10-year rule” to transfer and retention credits**

The Faculty of Graduate Studies normally allows Doctoral students 21 terms to complete the credential and Master’s students 15 terms. With the support of the academic unit, the Dean of Graduate Studies may authorize an extension to these time limits for students who have both valid reasons for not completing the degree within the prescribed time limit and may reasonably be expected to complete the degree within a given number of additional terms.

Approved Leaves of Absence, Withdrawals, and Program Extensions lengthen the total period of study. In order to safeguard the integrity of its graduate credentials, upon application for extension the Faculty of Graduate Studies requires academic units to determine if the student must demonstrate “academic currency” for any course work more than 10 years old.

Point 6 of the list of criteria in the section on Transfer of Academic Credit proposes to apply the same standard to transfer credits, which normally may not be more than 10 years old at the time the transfer request is made; however, this 10-year time frame opens the possibility that transferred course work approaching the 10-year mark could become dated early in the resumed course of study.

In order to safeguard the integrity of its credentials, it is further proposed by the Faculty of Graduate Studies that the academic unit must accept the content of the courses recommended for transfer as likely to remain current over the projected completion time for the credential

*The corresponding proposed clarification to the Graduate Calendar appears in point 5 on the right side of Table 1 of the Appendix.*

## **3. Application of the “10-year rule” to students seeking readmission**

Three types of withdrawal are listed in the corresponding section of the Graduate Calendar:

1. *Official Withdrawal*
2. *Withdrawal Without Permission*
3. *Withdrawal for Failing to Meet Academic Standards*

The first two permit readmission upon agreement of the academic unit and permission of the Dean. As part of the readmission process, the 10-year rule is applied, and the sentence, *“Completed courses which are more than 10 years old are considered to be out of date.”* appears in both subsections.

There are two issues. First, long-standing practice currently allows for courses more than 10 years old be accepted for credit with the support of the academic unit and permission of the Dean. Second, as written, the possibility exists that courses approaching 10 years of age could be accepted without appropriate review for credit toward a credential that may not be awarded for a number of years.

To address this, the Faculty of Graduate Studies proposes:

1. That long-standing practice be appropriately reflected Graduate Calendar.
2. Upon readmission, the academic unit must accept the content of all completed courses recommended for readmission as likely to remain current over the projected completion time for the credential.

*The corresponding proposed revisions to the Graduate Calendar appear on the right side of Table 2 of the Appendix at or near the bottom of each of the two sections.*

## Appendix

**Table 1.** Proposed changes to the Graduate Calendar section on Transfer of Academic Credit, with existing language on the left, and proposed language on the right. Text proposed to be deleted has been crossed out on the left and text proposed to be inserted underlined on the right.

<b>Transfer of academic credit</b>	<b><u>Transfer and retention of academic credit</u></b>
<p>On the recommendation of the academic unit concerned, the Faculty of Graduate Studies may accept courses for which credit has been granted at other accredited and recognized post-secondary institutions or at the University of Victoria <del>for inclusion in a graduate program</del>. Transfer credits may account for no more than half of the course work within the prescribed program units earned for a graduate credential at the University of Victoria <del>and may not include the PhD Candidacy Examination (693)</del>.</p> <p><del>In order to qualify for transfer credit, courses must meet all of the following conditions:</del></p> <ol style="list-style-type: none"> <li>1. must be a graduate or senior-level undergraduate course;</li> <li>2. <del>courses graded Pass/Fail or equivalent are not acceptable;</del></li> <li>3. must be completed with a grade of 5.0 (B) or equivalent, as indicated on the official transcript from the issuing institution;</li> <li>4. <del>courses taken to upgrade admissions qualification to meet the minimum admission standards of the Faculty of Graduate Studies will not be accepted for transfer credit into a graduate program;</del></li> <li>5. must not have been used to obtain any degrees; and</li> <li>6. must have been completed within the previous 10 years.</li> </ol> <p>The titles and grades of courses allowed for transfer credit <del>from another institution do not appear on the University of Victoria transcript. Grades for transferred courses will not be used in determining sessional or cumulative grade point averages. Credit granted at another institution on the basis of "life" or "work" experience is not acceptable for transfer credit.</del></p>	<ul style="list-style-type: none"> <li>• On the recommendation of the academic unit concerned, the Faculty of Graduate Studies may accept <u>for credit in a graduate program those eligible courses (see below) for which credit has been granted at other accredited and recognized post-secondary institutions:</u> <ul style="list-style-type: none"> <li>- <u>Transfer credits shall not include the PhD dissertation; PhD Candidacy Examination; Master's thesis or Master's project; credit granted at another institution on the basis of "life" or "work" experience; or courses graded Pass/Fail or equivalent.</u></li> <li>- <u>Transfer credits may account for no more than half of the course work within the prescribed program units earned for a graduate credential at the University of Victoria.</u></li> </ul> </li> <li>• <u>On the recommendation of the academic unit concerned, the Faculty of Graduate Studies may accept for credit in a graduate program any eligible courses (see below) for which credit has been by granted previously by the University of Victoria.</u></li> </ul> <p><u>To be eligible for credit, courses must meet all of the following conditions:</u></p> <ol style="list-style-type: none"> <li>1. must be a graduate or senior-level undergraduate course;</li> <li>2. must be completed with a grade of 5.0 (B) or equivalent, as indicated on the official transcript from the issuing institution;</li> <li>3. <u>must not have been taken for the purpose of upgrading admission qualifications to meet the minimum admission standards of the Faculty of Graduate Studies;</u></li> <li>4. must not have been used to obtain any degrees; and</li> <li>5. must <u>normally</u> have been completed within the previous 10 years <u>and its content accepted by the academic unit as likely to remain current over the projected completion time for the credential.</u></li> </ol> <p><u>The titles and grades of courses allowed for transfer credit will not appear on the University of Victoria transcript.</u></p> <p><u>The titles and grades of courses taken previously at the University of Victoria will appear on the University of Victoria transcript.</u></p> <p><u>Grades for courses taken prior to the current graduate program will not be used in determining sessional or cumulative grade point averages.</u></p>

**Table 2.** Proposed changes to the Graduate Calendar section on Official Withdrawal, with existing language on the left, and proposed language on the right. Text proposed to be deleted has been crossed out on the left and text proposed to be inserted underlined on the right.

<b>Official withdrawal</b>	<b>Official withdrawal</b>
<p>After completion of a minimum of one term, students who wish to withdraw indefinitely from their program in the Faculty of Graduate Studies must submit a written request to the Dean and send the request to the Graduate Admissions and Records Office. A supporting memo from their supervisor (or graduate adviser if there is no supervisor) should accompany the request. The notation "Officially Withdrawn" will be placed on their permanent record. Should a student return to the program, the time spent "Officially Withdrawn" is not counted as part of the normal time allowed for completion of their program (see <a href="#">Time Limits</a>). Students who have outstanding fees cannot be officially withdrawn.</p>	<p>After completion of a minimum of one term, students who wish to withdraw indefinitely from their program in the Faculty of Graduate Studies must submit a written request to the Dean and send the request to the Graduate Admissions and Records Office. A supporting memo from their supervisor (or graduate adviser if there is no supervisor) should accompany the request. The notation "Officially Withdrawn" will be placed on their permanent record. Should a student return to the program, the time spent "Officially Withdrawn" is not counted as part of the normal time allowed for completion of their program (see <a href="#">Time Limits</a>). Students who have outstanding fees cannot be officially withdrawn.</p>
<p>Readmission is not guaranteed and requires the approval of both the academic unit concerned and the Faculty of Graduate Studies. Readmission does not guarantee that any courses or fee installments from the terminated program will be transferred to the reactivated program. Upon readmission, any courses from the abandoned program will be reviewed and may be transferred to the new or reactivated program on the recommendation of the academic unit and approval from the Dean of Graduate Studies.</p>	<p>Readmission is not guaranteed and requires the approval of both the academic unit concerned and the Faculty of Graduate Studies. Readmission does not guarantee that any courses or fee installments from the terminated program will be transferred to the reactivated program. Upon readmission, any courses from the abandoned program will be reviewed and may be transferred to the new or reactivated program on the recommendation of the academic unit and approval from the Dean of Graduate Studies.</p>
<p>The first step in re-establishing a program of study is to examine the work that has been done previously in order to determine whether it still provides a foundation for the research in the field at the time of re-admission and to establish what is needed to ensure currency and comprehensiveness of knowledge. Completed courses which are more than 10 years old are considered to be out of date.</p>	<p>The first step in re-establishing a program of study is to examine the work that has been done previously in order to determine whether it still provides a foundation for the research in the field at the time of re-admission and to establish what is needed to ensure currency and comprehensiveness of knowledge. Completed courses which are more than 10 years old are <u>normally</u> considered to be out of date, <u>but may be retained for credit with the support of the academic unit and permission of the Dean.</u></p>
<p><b>Withdrawal without permission</b></p>	<p><b>Withdrawal without permission</b></p>
<p>Students who withdraw without permission prior to reaching the maximum time limit for their graduate degree program are considered to have abandoned their program. Students who wish to have their abandoned program reactivated must complete an application for reinstatement through the online My UVic Application system. A reinstatement application fee will be assessed.</p>	<p>Students who withdraw without permission prior to reaching the maximum time limit for their graduate degree program are considered to have abandoned their program. Students who wish to have their abandoned program reactivated must complete an application for reinstatement through the online My UVic Application system. A reinstatement application fee will be assessed.</p>
<p>Readmission is not guaranteed and requires the approval of both the academic unit concerned and the Faculty of Graduate Studies. Readmission does not guarantee that any courses or fee installments from the terminated program will be transferred to the reactivated program. Upon readmission, any courses from the abandoned program will be reviewed and may be transferred to the</p>	<p><u>The content of all completed courses recommended for readmission must be accepted by the academic unit as likely to remain current over the projected completion time for the credential.</u></p> <p>Readmission is not guaranteed and requires the approval of both the academic unit concerned and the Faculty of</p>

*new or reactivated program on the recommendation of the academic unit and approval from the Dean of Graduate Studies.*

*The first step in re-establishing a program of study is to examine the work that has been done previously in order to determine whether it still provides a foundation for the research in the field at the time of re-admission and to establish what is needed to ensure currency and comprehensiveness of knowledge. Completed courses which are more than 10 years old are considered to be out of date. In all cases the time spent "Withdrawn Without Permission" will be counted as part of the total allowable time to degree completion.*

*Graduate Studies. Readmission does not guarantee that any courses or fee installments from the terminated program will be transferred to the reactivated program. Upon readmission, any courses from the abandoned program will be reviewed and may be transferred to the new or reactivated program on the recommendation of the academic unit and approval from the Dean of Graduate Studies.*

*The first step in re-establishing a program of study is to examine the work that has been done previously in order to determine whether it still provides a foundation for the research in the field at the time of re-admission and to establish what is needed to ensure currency and comprehensiveness of knowledge. Completed courses which are more than 10 years old are normally considered to be out of date, but may be retained for credit with the support of the academic unit and permission of the Dean. The content of all completed courses recommended for readmission must be accepted by the academic unit as likely to remain current over the projected completion time for the credential. In all cases the time spent "Withdrawn Without Permission" will be counted as part of the total allowable time to degree completion.*



**Date:** November 18, 2022  
**To:** Senate  
**From:** Senate Committee on Agenda and Governance  
**Re:** **Appointments to the 2022/2023 Senate Committee on Planning and the Joint Senate Board Retreat Committee**

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The Senate Committee on Agenda and Governance nominations sub-committee met on November 18, 2022 to consider appointments to the Senate Committee on Planning and the 2023 Joint Senate Board Retreat Committee.

The proposed new appointment to the Senate Committee on Planning is bolded in the attached document.

The Senate Committee on Agenda and Governance recommends the appointment of Lois Harder (Faculty of Social Sciences) to join the Joint Board Senate Retreat Committee for a term beginning January 1, 2023 and ending on December 31, 2023.

**Recommended Motion:**

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

**Recommended Motion:**

*The Senate approve the appointment of Lois Harder (Faculty of Social Sciences), and Erin Kelly (Faculty of Humanities) to the Joint Board Senate Retreat Committee for a term beginning January 1, 2023 and ending on December 31, 2023.*

/Attachment

Respectfully submitted,

**2022/2023 Senate Committee on Agenda and Governance**

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

Robin Hicks (Vice-Chair), Dean, Faculty of Graduate Studies \*

Carrie Andersen, University Secretary

Chekwube Anyaegbunam, Student Senator \*

Elizabeth Croft, Vice-President Academic and Provost

Aaron Devor, Faculty of Social Sciences

Mauricio Garcia-Barrera, Faculty of Graduate Studies \*

Phalguni Mukhopadhyaya, Faculty of Engineering and Computer Science

Carolyn Russell, Convocation Senator

Joseph Salem, Faculty of Fine Arts

Lara Wilson, Libraries \*

Ada Saab (Secretary), Associate University Secretary \*

Kathy MacDonald, (Recording Secretary), Senator Coordinator

\*members of the Nominations Sub-committee

2022- 2023 Senate Committees

Senate Committee on Planning

Name	Faculty or Department	Term
Elizabeth Adjin-Tettey (NS) (Chair)	A/Associate Vice-President Academic Planning	(ex officio)
Jie Zhang (NS)	Peter B. Gustavson School of Business	2024 (2021)
Sandra Hundza (S)	Education	2025 (2022)
Cindy Holder (NS)	Humanities	2025 (2022)
Adam Con (NS)	Fine Arts	2025 (2019)
<b>Maureen Ryan (NS)</b>	<b>Human &amp; Social Development</b>	<b>2025 (2022)</b>
Annalee Lepp (S)	Dean	2025 (2022)
Rustom Bhiladvala (S)	Engineering and Computer Science	2023 (2020)
Michelle Lawrence (NS)	Law	2024 (2021)
Alex Brolo (S)	Science	2024 (2021)
Eva Baboula (NS)	Graduate Studies	2024 (2021)
TBD	Medical Sciences	2025 (2022)
Jo-Anne Clarke (S)	Continuing Studies	2023 (2017)
Nilanjana Roy (NS) <small>(Alexandrine Boudreault-Fournier replacing Nilanjana will she is on leave until Dec 31, 2022)</small>	Social Sciences	2024 (2021)
Hannah Brown (S)	Student Senator	2023 (2022)
Alyssa Jackson (NS)	Student Representative (UVSS)	2023 (2022)
Ulrich Mueller (NS)	President's nominee	(ex officio)
Wendy Taylor (NS)	Acting Registrar	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Kin Fun Li (NS)	Vice-President Academic and Provost's designate	(ex officio)
Cynthia Milton (NS)	Vice-President Research and Innovation's designate	(ex officio)
Robin Hicks (S)	Dean, Faculty of Graduate Studies	(ex officio)
Ada Saab (NS)	Associate University Secretary	(ex officio)
Sandra Duggan (Secretary)	Office of the Vice-President Academic and Provost	

(S) – Senator  
(NS) – non Senator





**Date:** November 16, 2022

**To:** Senate

**From:** Senate Committee on Agenda and Governance

**Re:** **Proposal for *Ad Hoc* Senate Committee to Review the Convocation Roll Composition**

---

The composition of the University's Convocation is set out under the University Act. Meetings of the Convocation occurs at the Convocation ceremonies to confer degrees (including honorary degrees) and award diplomas and certificates. The Convocation may also meet for additional purposes the Senate may specify.

There are four (4) members of Senate elected by and from the Convocation. Elected Senators are required by legislation to be from among the non-faculty members of the Convocation, although faculty members are eligible to participate in the election.

As per Section 5 of the University Act, the composition of the Convocation includes the following:

- a) the Chancellor, who is the Chair
- b) the President
- c) the members of the Senate
- d) all faculty members
- e) all persons who are graduates of the University
- f) all persons who are added to the roll of the Convocation by the Senate (see below)
- g) all persons not previously referred to in this section who are named on the roll of Convocation immediately before July 4, 1974.

Resolutions of Senate as per section f) above were adopted in 1971, 1973, 1975, 1979, and 2000 and add the following categories to the composition:

- i) The Chancellor and President remain automatically on the Roll upon termination of their office.
- ii) Retiring members of Senate remain automatically on the Roll upon termination of their term.
- iii)
  - a. The names of full-time faculty members remain automatically on the Roll when they retire or take long-term disability.
  - b. The names of full-time faculty members are deleted from the Roll when their term of appointment expires, unless they have held a full-time appointment for four years, and they request within 3 months of termination to remain on the Roll.
- iv) All persons who have completed, in satisfactory standing, at least one full year of Victoria College, prior to the founding of the University of Victoria in 1963.
- v) Members of the Board of Governors are added to the Roll and remain on the Roll automatically upon termination of their appointment.

- vi) Employees who are not faculty members, hold a university degree and have been employed on a full-time basis for at least 1 year. The names of such persons are deleted from the Roll when their term of appointment is terminated, unless they have held a full-time appointment for 4 years and request within 3 months of termination to remain on the Roll.

The Office of the University Secretary is responsible for maintaining and updating the Convocation Roll and facilitates the election of Convocation Senators.

Revisions to the categories added to the composition of the Convocation by the Senate occurred last in 2000. The University Secretary is proposing the striking of an *ad hoc* committee to review the segment of the Convocation Roll determined by Senate. The purpose of the committee will be to review the existing categories for relevancy as well as operational considerations and recommend revisions if needed.

The proposed composition of the *ad hoc* committee is:

- Chancellor
- Chair, Convocation Committee
- 1 Convocation Senator
- 1 Senator who is a student
- 1 Senator who is a faculty member
- University Secretary

The committee will be supported by the University Secretary's office.

The committee is proposed to begin meeting in early 2023, with the aim of presenting its recommendations to Senate by the end of the current session.

**Recommended motion:**

That Senate approve the composition for the *Ad Hoc* Senate Committee to Review the Convocation Roll Composition.

Respectfully submitted,

**2022/2023 Senate Committee on Agenda and Governance**

Kevin Hall (Chair), President and Vice-Chancellor

Robin Hicks (Vice-Chair), Dean, Faculty of Graduate Studies

Carrie Andersen, University Secretary

Chekwube Anyaegbunam, Student Senator

Elizabeth Croft, Vice-President Academic and Provost

Aaron Devor, Faculty of Social Sciences

Mauricio Garcia-Barrera, Faculty of Graduate Studies

Phalguni Mukhopadhyaya, Faculty of Engineering and Computer Science

Carolyn Russell, Convocation Senator

Joseph Salem, Faculty of Fine Arts

Lara Wilson, Libraries

Ada Saab (Secretary), Associate University Secretary

Kathy MacDonald, (Recording Secretary), Senator Coordinator



**Date:** November 18, 2022

**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 November 18, 2022, 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.

**Recommended Motion:**

That Senate approve the proposed revisions to the Terms of Reference for the Senate Committee on Continuing Studies.

Respectfully submitted,

**2022/2023 Senate Committee on Agenda and Governance**

Kevin Hall (Chair), President and Vice-Chancellor  
Robin Hicks (Vice-Chair), Dean, Faculty of Graduate Studies  
Carrie Andersen, University Secretary  
Chekwube Anyaegbunam, Student Senator  
Elizabeth Croft, Vice-President Academic and Provost  
Aaron Devor, Faculty of Social Sciences  
Mauricio Garcia-Barrera, Faculty of Graduate Studies  
Phalguni Mukhopadhyaya, Faculty of Engineering and Computer Science  
Carolyn Russell, Convocation Senator  
Joseph Salem, Faculty of Fine Arts  
Lara Wilson, Libraries  
Ada Saab (Secretary), Associate University Secretary  
Kathy MacDonald, (Recording Secretary), Senator Coordinator





University  
of Victoria

Date: October 28, 2022

To: Senate Committee on Agenda and Governance

From: Jo-Anne Clarke, Chair  
Senate Committee on Continuing Studies

Re: Senate Committee on Continuing Studies Terms of Reference

---

At their October meeting, the Senate Committee on Continuing Studies reviewed their terms of reference and recommended revisions to the Senate Committee on Agenda and Governance.

Adjustments have been made to clarify language and the items recommended to the Senate Committee on Planning. Also included is a revision on the length of time between reviews of existing certificates and diploma programs and the acknowledgment that the committee will advise on issues such as regulation and policy matters relevant to the Division of Continuing Studies.

Finally, to align with other Senate Standing committees regarding student representation, the balance of students as a part of the committee composition is proposed to change to two (2) students, including one (1) undergraduate student and one (1) graduate student, at least one of whom must be a student member of Senate (voting).

Encl.  
/kk



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.~~
- ~~23.~~ Review proposals for new Senate-approved programs and for changes to existing Senate-approved Continuing Studies programs and shall, at its discretion, make recommendations respecting such programs to the Senate Committee on Planning.
- ~~34.~~ Review existing certificate and diploma programs at least every ~~three-five~~ years.
- ~~4.~~ Advise Continuing Studies on academic issues as required.

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)
- ~~23~~ students, including ~~1 student member of Senate~~, 1 undergraduate student representative and 1 graduate student, at least one of whom must be a student member of Senate 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 - ~~18-17~~ (~~18-17~~ 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

January 10, 2014

October 1, 2021



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, when such courses or programs are not otherwise administered by the academic departments;
  - b. Non-degree programs and courses.
2. Review proposals for new Senate-approved programs and for changes to existing Senate-approved programs and shall, at its discretion, make recommendations respecting such programs to the Senate Committee on Planning.
3. Review existing certificate and diploma programs at least every five years.
4. Advise Continuing Studies on academic issues as required.

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)
- 2 students, including 1 undergraduate student and 1 graduate student, at least one of whom must be a student member of Senate (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 - 17 (17 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

January 10, 2014

October 1, 2021



**Date:** November 16, 2022  
**To:** Senate  
**From:** Senate Committee on Awards  
**Re:** **New and Revised Awards**

---

The Senate Committee on Awards met on November 7, 2022, and approved a number of new and revised awards for Senate's approval. Terms contained within this document are defined in Appendix 1 and Terms of Reference for these awards are in Appendix 2.

**Recommended Motion:**

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

- Adeline Julienne Deloume Memorial Scholarship\* (Revised)
- Child & Family Counseling Association of Greater Victoria Scholarship\* (Revised)
- Chuck Curtis Memorial Scholarship\* (Revised)
- COYA Scholarship (New)
- Greater Victoria Chamber 1863 Impact Award\* (New)
- University of Victoria International Entrance Scholarship (Revised)
- Myrna and Terry Daniels Award in Indigenous Education\* (New)
- Stephen and Harriet Wender Scholarship\* (New)
- VIES Leaders' Entrance Award\* (New)
- William and Gladys Partridge Award in Child Care\* (Revised)
- Betty Anne Montgomery Memorial Award (New)
- Jan Huggan Undergraduate Nursing Award (New)
- Jan Huggan Nursing Award for Protected Persons, Refugees & Permanent Residents (New)
- WestGrid Scholarship for Undergraduate Indigenous Students (New)
- WestGrid Scholarship for Graduate Indigenous Students (New)
- John Michael Brownutt Graduate Scholarships\* (Revised)
- Marilyn (Leslie) Kan & John Yau Hang Award for Undergraduate Indigenous Law Students\* (New)
- Ratcliff LLP Indigenous Law Scholar Award (Revised)
- Joyce Family Foundation Award for Indigenous Students\* (Revised)
- Vancouver Security Traders Association (VSTA) Finance Award (Revised)
- Edson-Simpson Award in Nursing (New)

\* Administered by the University of Victoria Foundation



Respectfully submitted,

**2022/2023 Senate Committee on Awards**

Maureen Ryan (Chair), Human and Social Development

Justin Bonnieux, Student Senator

John Dower, Faculty of Graduate Studies

Wendy Taylor, Registrar

Lori Nolt, Student Awards and Financial Aid

Donja Roberts, Faculty of Graduate Studies

Nahid Safari, GSS Representative

Sudhir Nair, Peter B. Gustavson School of Business

Linda Welling, Faculty of Social Sciences

Alyssa Manankil-Lakusta, Alumni Association Representative

Rishi Gupta, Faculty of Engineering

Lalita Kines, President's Nominee

Leslee Francis Pelton, Faculty of Graduate Studies

Alexis Ramsdale (Secretary), Student Awards and Financial Aid

## **Appendix 1**

### **Scholarships, fellowships, awards, medals and prizes**

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

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

### **Bursaries**

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

### **Athletic Awards**

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

## Appendix 2

### Terms for New and Revised Awards

Additions are underlined  
Deletions are ~~struck through~~

#### **Adeline Julienne Deloume Memorial Scholarship\* (Revised)**

One or more ~~Two~~ scholarships of ~~\$300~~ each are awarded to academically outstanding undergraduate students of ~~different genders~~ who attain the highest grades in ~~French~~ in their first or second year in French and Francophone Studies courses who are proceeding towards a major or honours degree and who intend to continue studies in French and Francophone Studies. ~~Additional scholarships may be presented to students in the Major and Honours programs up to a total of \$2500.~~ Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of French and Francophone Studies.

#### **Child & Family Counseling Association of Greater Victoria Scholarship\* (Revised)**

One or more scholarships are awarded to academically outstanding undergraduate students in the School of Child and Youth Care. Preference will be given to students who are dedicated to advocacy on behalf of families with children and youth and to those who assist in building capacity at the community level for children and youth in transition in BC. Students may submit a statement (max 350 words) outlining their advocacy or capacity building experience. Applications are submitted through the on-line application via My page under Student Awards and Financial Aid a student's Online Tools

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the School of Child and Youth Care.

#### **Chuck Curtis Memorial Scholarship\* (Revised)**

A scholarship is awarded to an academically outstanding undergraduate student entering third or fourth year of the Child and Youth Care program who shows professional promise as indicated by excellence in Child and Youth Care practice (e.g., high achievement in practica coursework, notable contribution in volunteer/community involvement). Students may must submit a letter of reference (max 350 words) outlining their volunteer/community experience. Applications are submitted through the on-line application via My page under Student Awards and Financial Aid scholarship application accessed via a student's Online Tools.

Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School of Child and Youth Care, ~~and the B.C. Child and Youth Care Services Association's Victoria Region Executive.~~

#### **COYA Scholarship (New)**

A scholarship is awarded to an academically outstanding Indigenous undergraduate student born on Turtle Island (North America, including all areas from Mexico to Alaska) entering the Faculty of Education who has demonstrated financial need. Applications are submitted through the on-line scholarship application accessed via a student's Online Tools.

**Greater Victoria Chamber 1863 Impact Award\* (New)**

One or more awards of \$2,000 each are given to undergraduate students entering the University of Victoria from a Canadian secondary school, college or university who have demonstrated financial need. Preference will be given in the following priority:

1. Student(s) who are dependants of members of the Greater Victoria Chamber of Commerce
2. Student(s) who self-identify as members of groups with historical and/or current barriers to equity, including, but not limited to:
  - Canadian-born First Nations, Métis and Inuit peoples, and all other Canadian-born Indigenous peoples;
  - members of groups that commonly experience discrimination due to race, ancestry, colour, religion and/or spiritual beliefs or place of origin;
  - persons with visible and/or invisible (physical and/or mental) disabilities; and
  - persons of marginalized sexual orientations, gender identities and gender expressions.
3. Students who demonstrate financial need.

**University of Victoria International Entrance Scholarship (Revised)**

One or more 20 scholarships with a value of at least \$5,000 of \$10,000 are awarded to academically outstanding international students entering the first year of an undergraduate degree program at the University of Victoria.

**Myrna and Terry Daniels Award in Indigenous Education\* (New)**

One or more awards of \$2,000 each are given to Canadian-born Indigenous undergraduate students in the Faculty of Education entering or continuing in the Bachelor of Education in Indigenous Language Revitalization (BEd ILR) program. Applicants must submit a statement (a maximum of 500 words) describing their interest in/aspiration to become a K-12 teacher. Part-time students (registered in a minimum of 6.0 units for credit in two terms) are eligible. Preference will be given to students with demonstrated financial need. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Education.

**Stephen and Harriet Wender Scholarship\* (New)**

One scholarship is awarded to an academically outstanding graduate student in the Faculty of Humanities, with a preference for a student with demonstrated financial need. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Humanities.

**VIES Leaders' Entrance Award\* (New)**

One or more awards of at least \$2,000 each, if allowed by the available endowment funding, are given to undergraduate students who:

- Are entering the Faculty of Engineering and Computer Science,
- have graduated from a Canadian high school and,
- have demonstrated academic merit (weighted at 75% of the adjudication) and extra-curricular accomplishments (weighted at 25% of the adjudication) in one or more of the following areas: engineering or software design, fine arts, athletics, leadership or entrepreneurship.

Applicants must submit a summary describing their accomplishments (maximum 300 words), and a letter of reference from someone not related to them, who can attest to the aforementioned activity.

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

**William and Gladys Partridge Award in Child Care\* (Revised)**

An award is given to the undergraduate student in the School of Child and Youth Care who has the highest grade in CYC 423 or equivalent course 24. This award may go to a graduating student. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School of Child and Youth Care.

**Betty Anne Montgomery Memorial Award (New)**

One or more awards of at least \$1,000 each are given to entering, transferring or continuing undergraduate students with a visual impairment and demonstrated financial need, with a preference for a mature student.

**Jan Huggan Undergraduate Nursing Award (New)**

One or more awards are given to women undergraduate students in the School of Nursing who are single parents. Preference is for students with demonstrated financial need. Students registered in at least 4.5 units per term are eligible for this award. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the School of Nursing.

**Jan Huggan Nursing Award for Protected Persons, Refugees & Permanent Residents (New)**

One or more awards are given to undergraduate students in the School of Nursing. Preference will be given in the following order:

- students who have protected person or refugee status, with preference for students who have financial need
- students who have Canadian permanent residency status, with preference for students who have financial need
- all other students, with preference for students who have financial need

Applicants meeting preference #1 must submit a letter from the Manager, International Student Advising that confirms protected person or refugee status.

Students in nursing registered in at least 4.5 units per term are eligible for this award. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the School of Nursing.

**WestGrid Scholarship for Undergraduate Indigenous Students (New)**

A scholarship of at least \$10,000 is awarded to an academically outstanding Canadian-born Indigenous undergraduate student entering the University of Victoria.

**WestGrid Scholarship for Graduate Indigenous Students (New)**

A scholarship of at least \$10,000 is awarded to an academically outstanding Canadian-born Indigenous graduate student entering the University of Victoria.

**John Michael Brownutt Graduate Scholarships\* (Revised)**

One or more scholarships are awarded to academically outstanding Indigenous Aboriginal (First Nation, Status, Non-Status, Inuit and Metis) graduate students at the University of Victoria. Students must have demonstrated community involvement. Applications may be obtained from The Faculty of Graduate Studies, Office of the Dean Office of Indigenous Academic and Community Engagement (IACE) and must be submitted to that office by July September 15th. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee, upon the recommendation of the Office of Indigenous Academic and Community Engagement (IACE).

**Marilyn (Leslie) Kan & John Yau Hang Award for Undergraduate Indigenous Law Students\* (New)**

An award is given to a Canadian-born Indigenous undergraduate student entering or continuing in the JD/JID program who has demonstrated financial need and who has a dependant child/children living at home. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

**Ratcliff LLP Indigenous Law Scholar Award (Revised)**

Two awards of at least \$5,000 are given to Canadian-born Indigenous undergraduate students entering or continuing in the JD/JID program or to Indigenous students enrolling in the JD program of the Faculty of Law who have demonstrated academic ability together with determination, resilience, contribution and compassion in areas of life such as prior work experience, graduate study, community service, family care or disability. Approval of the recipients will be made by the Senate Committee on Awards upon recommendation of the Faculty of Law.

**Joyce Family Foundation Award for Indigenous Students\* (Revised)**

One or more awards of at least \$5,000 each and not more than to \$8,000 each are given to continuing Indigenous undergraduate students entering UVic and who:

- are Canadian citizens ~~were born in~~ or are permanent residents of Canada,
- have lived in B.C. for at least 3 years, and
- have demonstrated financial need,
- submit a letter of reference (max 350 words) from an individual not related to the applicant who is aware of the student's personal circumstances and can speak to their resilience in the face of adversity and potential for success in their post-secondary studies, and
- are committed to working with a mentor during the time they are a student at UVic. Examples of mentorship can include, but not be limited to: participating in First Peoples House programs and activities, attending community and cultural events, learning from Elders.

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

To be automatically renewed a student must have completed a total of 12.0 or more graded units in any two terms of study between May and April and maintained a GPA of 3.0/9.0 or higher and be working with a mentor. The award is automatically renewed for each year of the student's study until completion of a first undergraduate degree or for a maximum of three years, whichever is the shorter period.

Students registered in a co-op or work experience work term will automatically be renewed when they next complete 12.0 or more graded units in two terms, provided they have maintained a GPA of a minimum of 3.0/9.0. Any student who takes neither a co-op, work experience work term, nor academic units for more than one term may forfeit their award.

**Vancouver Security Traders Association (VSTA) Finance Award Scholarship (Revised)**

One or more awards are given scholarships are awarded to academically outstanding undergraduate students continuing in the Peter B. Gustavson School of Business who have an interest in pursuing a career in the financial industry. Students must be enrolled in, or have taken, the Applied Investment Management (AIMC) course. Preference is given to students who are members of groups with historical and/or current barriers to equality including, but not limited to,

- First Nations, Métis and Inuit peoples, and all other Indigenous peoples;
- members of groups that commonly experience discrimination due to race, ancestry, colour, religion and/or spiritual beliefs, or place of origin;
- persons with visible and/or invisible (physical and/or mental) disabilities;
- persons who identify as women; and
- persons of marginalized sexual orientations, gender identities, and gender expressions.

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

**Edson-Simpson Award in Nursing (New)**

Up to three awards of \$10,000 each are given to entering or continuing undergraduate or graduate students in the School of Nursing. Preference will be given in the following order:

1. students who have protected person or refugee status
2. students who have Canadian permanent residency status
3. students who are planning to work in the field of nursing in the refugee or immigrant context

If there are no eligible applicants, the award will not be disbursed in that academic year.

Applicants meeting preference #1 must submit a letter from the Manager, International Student Advising, that confirms protected person or refugee status.

Undergraduate students in nursing registered in at least 4.5 units per term are eligible for this award. Undergraduate students apply via the online application by May 31. For graduate students, applications must be submitted to the School of Nursing department office by August 31.

Approval of the recipients will be made by the Senate Committee on Awards or the Faculty of Graduate Studies Graduate Awards Committee upon recommendation of the School of Nursing.



**Date:** November 16, 2022  
**To:** Senate  
**From:** Senate Committee on Planning  
**Re:** **Proposed changes to the Major, Honours, and Minor programs in English**

---

At its meeting on October 5, 2022, the Senate Committee on Planning considered the proposed changes to the Major, Honours, and Minor programs in English.

The English Department's disciplinary investment in the imaginative, aesthetic, and persuasive uses of language across time and place makes it inherently pluralistic and open to innovation and the challenges, possibilities, and experiences of our particular time and place. Incremental changes over the past 30 years have resulted in an unwieldy course roster that has lost its structural integrity.

In order to update the English curriculum to keep pace with the state of the field and reflect what instructors actually teach, the Department proposes a revision that includes a new course roster, revised program requirements, and a new course code.

**The following motions are recommended:**

Motion: that Senate approve, and recommend to the Board of Governors that it also approve, the proposed changes to the Major program in English, as described in the document "English Curriculum Revision".

Motion: that Senate approve, and recommend to the Board of Governors that it also approve, the proposed changes to the Honours program in English, as described in the document "English Curriculum Revision".

Motion: that Senate approve, and recommend to the Board of Governors that it also approve, the proposed changes to the Minor program in English, as described in the document "English Curriculum Revision".

Respectfully submitted,

**2022-2023 Senate Committee on Planning**

Dr. Elizabeth Adjin-Tettey, Chair	Ms. Alyssa Jackson
Dr. Evanthia Baboula	Dr. Michelle Lawrence
Dr. Rustom Bhiladvala	Dr. Annalee Lepp
Dr. Alexandrine Boudreault-Fournier	Dr. Kin Fun Li
Dr. Alexandre Brolo	Dr. Cynthia Milton
Dr. Jo-Anne Clarke	Dr. Ulrich Mueller
Dr. Adam Con	Dr. Joban Raiwal
Ms. Andrea Giles	Ms. Ada Saab
Dr. Robin Hicks	Ms. Wendy Taylor
Dr. Cindy Holder	Dr. Jie Zhang



Dr. Sandra Hundza

Ms. Sandra Duggan (Secretary)

UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

*English Curriculum Revision*

<b>Submitted by:</b>	<b>Name and title</b>	<b>Email</b>
Contact person	Luke Carson, Chair of English	englchr@uvic.ca
Dean or designate	Lisa Surridge, Humanities Associate Dean, Academic	humsada@uvic.ca

***Please provide dates of all approvals***

<b>Required approvals</b>	<b>Date</b>
Pre-consultation with AVPAP (by contact person and Dean/designate)	October 3, 2022
Departmental approval	May 2, 2022
Faculty Curriculum Committee approval (HCASC)	Sept. 13, 2022
Faculty Council* approval <i>*or equivalent Faculty voting body</i>	Sept. 20, 2022

***Please complete all rows with date or N/A***

<b>Consultations</b> (as applicable; see notes below) <i>*supporting documentation required for all consultations</i>	<b>Date</b> (or N/A)
Libraries	June 6, 2022
Executive Director, Co-operative Education and Career Services	June 7, 2022
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	August 19, 2022
Indigenous Academic and Community Engagement	September 6, 2022

***Other relevant information***

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

## English Curriculum Revision

Please complete all sections or indicate N/A

### PROPOSAL (up to 4,000 words plus appendices)

#### A. Identification of the change

Name, Location, Academic units (Faculties, departments, or schools)	Major, Honours, Minor Programs in English (ENSH) Faculty of Humanities, Department of English, Clearihue Building
Anticipated implementation date of change	May 2023
Name, title, phone number and e-mail address of contact person	Luke Carson, Department Chair Tel. 7235; e-mail: <a href="mailto:englchr@uvic.ca">englchr@uvic.ca</a>

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

##### Summary of Objectives and Major Changes:

##### Objectives:

- To expose students to a wider range of global English-language literatures, cultures and histories (such as Indigenous, Caribbean, African and Indian) than our current curriculum and program requirements, which rest solidly on the British literary tradition, permit.
- To prepare our students with the analytical, argumentative and writing skills necessary to the careers that, as English Majors or Honours students, they are likely to pursue in communications, teaching, editing, public writing, and librarianship, among other areas.
- To maintain excellence in preparing students for post-graduate studies in literature and associated fields as graduate programs in literature departments continue to broaden their offerings to include digital, media, genre and cultural studies.
- To follow through on the English Department's 2018 Academic Program Review recommendation that "first- and second-year offerings need to be reconfigured in order to lead students logically to the English major or minor."
- To ensure student success and retention by scaffolding skills development in writing, analysis and argumentation from year to year through the degree.
- To align the curriculum and future hiring with the Faculty of Humanities' and the University's commitment to decolonization and indigenization and to EDI goals.

##### These objectives require that we:

- de-emphasize the centrality of the British literary tradition (which begins with literature in Old English in the 7<sup>th</sup> century C.E.) by balancing it with global literatures written in English (such as Indigenous, Caribbean, African and Indian literatures).
- balance courses based on narrow distinctions of national and historical areas and genres (for example, ENGL429A: 20th-Century American Fiction to World War II) with courses that can range geographically and temporally among literary genres, forms, and themes. For example, ENSH 223: Narrative Worldmaking, as a formal and thematic

- course, need not be confined to a national literature, a particular historical moment, a single genre, or one medium.
- develop a range of courses in genre, form and theme at the 200- and 300-levels that will require students to analyze a variety of literary and cultural materials using different methodologies and different modes of argumentation and persuasion.
  - distinguish our 300- from our 400-level courses as different in kind; until this revision they were only distinct in terms of chronology, with 400-level tending to be courses in literature after 1900.
  - scaffold the program from 1<sup>st</sup> year to 4<sup>th</sup> beginning with three new requirements for the Major and Honours programs: i) students must complete AWR as a pre- or co-requisite to 200-level courses; ii) they must take ENSH 200: Foundations of Writing Literary Criticism; iii) Majors are required to take one 400-level capstone seminar in a research topic and Honours students are required to take two.
  - open our courses more generously to the literary dimensions of other traditional and digital media such as film, television and gaming in order to equip students with the analytical, argumentative and writing abilities they will require as they pursue employment in fields served by a solid foundation in the skill sets that are the focus of the literary study and of the Humanities.

**Affected Programs:** The English Department currently offers the following programs: PhD, MA, BA Major, BA Honours, BA Minor, and BA Minor in Professional Communications. This program change focuses on the BA Major, BA Honours, and BA Minor programs and is related to the graduate program change detailed in a separate proposal. We will be submitting separate course changes for our Professional Communications Minor in a subsequent cycle because the newly-hired Adviser for the program was only appointed in July 2022.

**History:** Since the founding of the University of Victoria, the Department of English has offered an excellent education in the study of literature in English. The Department's disciplinary investment in the imaginative, aesthetic, and persuasive uses of language across time and place makes it inherently pluralistic and open to innovation and the challenges, possibilities, and experiences of our particular time and place. When the Department expanded in the early 1970s it decisively embraced the emergent study of African, Caribbean and Indian literatures of the postcolonial moment. In the late 1980s and early 1990s, the Department turned also to the interdisciplinary study of culture envisioned by the discipline of Cultural Studies. In the past twenty years, our courses have increasingly included Indigenous literatures. More recently, the Department has also promoted the study of media and rhetoric more broadly. The record of the Department's responsiveness to developments in the discipline testifies to its understanding of its mission to transmit the reading, writing, speaking, and critical-thinking skills that are vital attributes of democratic citizenship.

**Rationale:** Despite serving UVic undergraduates for almost 60 years, the Department has not undergone a wholesale curriculum revision since 1992. In the intervening 30 years, the Department has added a Professional Communications Program, substantially revised our first year offerings, added new courses as the discipline changed, new faculty joined the department and current faculty developed new expertise, and it has retired courses as required by the Calendar guidelines. While these additions have been positive, these incremental changes have resulted in an unwieldy course roster that, like a house that has been remodelled too many times, has lost its structural integrity. For instance, many of the most popular courses that reflect recent trends in the field are taught under the Special Topics rubrics such as of ENGL 230: Literature and Culture I or ENGL 330: Literature and Culture II. In addition, some course offerings have become so granular that students might lose sight of the bigger literary historical picture (for instance ENGL 382: The Romantic Period I and ENGL 383: The Romantic Period II). More importantly, the current curriculum's emphasis on literary history does not reflect the state of the field, which values approaching literature and culture from different formal, theoretical and thematic perspectives in addition to historical ones. While English instructors already incorporate these cutting-edge approaches into their individual classes, the course roster and program requirements do not sufficiently reflect our current practices. In order to update the English curriculum to keep pace with the state of the field and reflect what instructors actually teach, the Department proposes a revision that includes a new course roster, revised program requirements, and a new course code (changes outlined below).

**Value:** The proposed curriculum will support the University's strategic frameworks and plans (as detailed in "Alignment"). In particular the new curriculum will 1) cultivate an extraordinary academic environment by updating the English program to accord with the latest approaches to literary studies; 2) work towards decolonization and pave the way for

Indigenization by complementing our emphasis on national literary histories with a core of courses organized around theme, form, and genre, since such courses allow for more diverse comparative, international and cross-cultural content than the national-historical model; 3) intensify dynamic learning by creating experiential, research-intensive capstone courses at the 400-level; and 4) recruit students to the major by offering pathways through the program that prepare the way for a variety of career possibilities.

**Proposed Changes:** The proposed course roster features two major changes from the current course list. First, the new roster differentiates the 300-level courses from the 400-level courses, which allows for the experiential, research-rich senior seminars. Second, the new course roster supplements the department's existing commitment to literary history with an additional set of courses organized around theme, form, and genre. These two changes involve reducing the number and broadening the content of traditional literary historical courses currently offered. Existing granular courses have been consolidated under more capacious course rubrics that will enable students to navigate the curriculum easily.

The proposed program requirements for Majors feature three significant changes. First, the proposed program requires Majors to take a 200-level foundational course on writing literary criticism which will prepare them for success in upper-division English courses. In response to recommendations from external reviews, we have offered this course with great success for a number of years although it has not been required. Second, the proposed program requires Majors to take a capstone seminar that will provide them with a research-intensive and experiential learning opportunity. Third, the proposed program requirements eliminate breadth requirements in favor of breadth recommendations. While the current program requires majors to take 7.5 units in certain periods of literary history, the proposed program allows students to choose the courses that appeal most to them as well as to focus on approaches to literature other than the traditional national-historical ones. Such courses will engage literature in relation to settler-colonialism, global migration, social justice, as well as other topics.

The proposed program requirements for Honours students shift slightly from the current requirements. First, the proposed program requires Honours students to take the 200-level foundations course and maintains the requirement that Honours students take the two-semester 300-level methodologies course. Second, Honours students will be required to take two capstone seminars. Third, the proposed program requirements feature a honed version of breadth requirements for Honours students (1.5 units prior to 1660, 1.5 units between 1660-1900, 1.5 units after 1900, 1.5 units of American, Canadian, Indigenous or World Literature, 1.5 units of genre, form, or themed courses). The proposed program has no changes in requirements for the Minor program.

The proposed curriculum will require changing the course code from ENGL to ENSH. This change is necessary because ENGL course code has already used 74 numbers at the 300-level and 117 numbers at the 400-level (including letters such as 414A: American Film to 1945 and 414B: American Film since 1945) and the Calendar rules prohibit re-using numbers. Switching to ENSH also allows us to lay out the new curriculum in a way that makes progression through the program coherent to students (see appendix).

**Impact on Students:** We anticipate that the proposed curriculum will recruit new students to the Major and encourage others outside the Department and even the Faculty of Humanities to take more English courses as electives. Students interested in pursuing graduate school in English will still be able to study the historical development of the discipline, but students interested in different career possibilities can tailor the program to their interests and discover new interests along the way. Students outside the faculty may be interested in taking an elective in Young Adult Literature, Speculative Fiction, or another of our new courses organized around theme, form, or genre. The proposed curriculum will not interfere with the progression of current students through our programs because, in all cases, the requirements have been expanded, so all current courses will count toward the revised program requirements.

Recognizing the importance of a communications strategy for these changes, the Dean of Humanities has provided a course release to the Chair of the English Department Curriculum Committee to establish a plan to communicate closely with Advising as well as to communicate the changes directly to students on the departmental website and on social media as well as in face-to-face as well as Zoom information meetings and events. We will also be working with the Humanities Communications Officer to ensure that the changes are broadcast to all affected units and students.

**Alignment:** English's curricular reform is keyed to UVic's Strategic Framework. The new curriculum will:

- *Cultivate an extraordinary academic environment* by updating the English program to accord with the latest approaches to literary studies.

- *Advance research excellence and impact* by highlighting the research strengths of the English department and giving students the opportunity to take classes organized around current faculty research projects.
- *Intensify dynamic learning* by creating a research-intensive and experiential capstone requirement for students in their fourth year. These courses will give students the opportunity to design and implement their own research projects, pursue community-engaged research, participate in field schools, and/or work in archives.
- *Foster and respect reconciliation* by adding a core of courses organized around theme, form, or genre which offers students an alternative to the traditional literary historical curriculum (a suite that follows the chronology of colonization). This creates an opportunity to bring Indigenous and BIPOC authors into courses in a variety of ways that avoid tokenization. The new curriculum offers two courses specifically on Indigenous content (ENSH 255: Indigenous Literatures and ENSH 395: Topics in Indigenous Literatures). Our departmental priority for many years now has been the preferential hire of a tenure-track Indigenous faculty member, and if we are eventually successful in doing so, they can teach these two courses and also design courses under the suite of numbers reserved for Indigenous literature (ENSH 395-399).
- *Promote sustainable futures* by creating exciting opportunities for professors to create eco-critical and environmental-themed courses in the core of courses organized around theme, form, and genre. For instance, ENSH 484: Field School in Literary and Cultural Studies will allow for courses that focus explicitly on the relationship between literature and the environmental concerns of a particular place.
- *Engage locally and globally* by adding new courses that might be organized in trans-geographical and trans-historical ways. This will alert students to the interconnections and diversity among different contexts.

The proposed curriculum also accords with the Faculty of Humanities Mission and Values. The new curriculum will:

- *Enrich Human Dignity* by providing students the opportunity to explore “what it means (and has meant) to be human” in a variety of different historical contexts and literary moments.
- *Provoke Critical Inquiry* by engaging students in the practice of close and critical reading and rational debate and equipping them with research and argumentation skills.
- *Engage Myriad Voices* by expanding the scope of what students might study and bringing diverse authors into conversation with one another in innovative ways. Every course will focus on “the interaction between time, place and knowledge, including its expression through language” in a way that works towards “a de-colonized and diverse global society.”
- *Inspire Innovative Expression* by exposing students to many forms, genres, and examples of human expression from a wide array of cultural sources and inviting them to respond in the form of traditional essays and un-essays (assignments that allow students to make arguments and demonstrate mastery of course skills/ material in various formats such as podcasts, video essays, artistic creations, etc.).

**C. Indicators of labour market and student demand.**

An undergraduate degree in English literature can be the foundation of a successful career, not only in academia, but also in administration, arts, community organizing, counselling, journalism, media, professional communication, publishing, teaching, writing, and more. Our current program is focused almost exclusively on preparing students to pursue higher education in English because it is organized on the basis of literary history. Our proposed program complements that emphasis with courses organized around theme, genre, form, and media, which will allow students to focus on the affordances of literature that are most relevant to them. We designed the curriculum to expose students to a wide variety of types and approaches to literature and equip them with writing, speaking, and critical thinking skills that will be able to transfer to many different professions. During our consultations with students, they advocated for such an approach. We consulted with students in small focus group meetings (with 10-15 participants) and a large survey that solicited 128 responses.

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

We designed the revised program with our current faculty complement in mind (please see Appendix D).

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

The proposed change does not have an impact on current policies.

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

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

Please see Appendix A for course roster and Appendix B for program requirements.

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

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

All of the capstone courses we have designed for students to take at the 400-level will be experiential learning courses because they will offer students a research-intensive experience in a small class. Those courses are ENSH 480: Advanced Theories and Methods; ENSH 481: Advanced Special Topics Seminar; ENSH 482: Community-Engaged Learning and Public Humanities; ENSH 483: In the Archives; and ENSH 484: Field School in Literary and Cultural Studies. In each of these classes, students will design their own research project and conduct their own research in the library and/or community. The small class size will allow students to work as a cohort and allow instructors to support each student's project.

ENSH 482: Community Engaged Learning and Public Humanities will provide students with experiential learning in an applied situation with an emphasis on public-facing literary or cultural writing in various digital and/or print media. In this course, students will apply their research and writing skills in a community setting. Possible engagements include working with local literacy initiatives, independent theatre, or social justice organizations.

All the capstone courses will allow instructors to design syllabi in areas adjacent to their current research projects, which will lead to research-enriched learning experiences. This will expose students to cutting-edge literary research and invite them to participate and design their own projects in related areas.

The addition of more thematic courses at the 200- and 300-levels will also allow instructors to tailor courses to their current research projects and interests, which will expose students to current literary research projects at multiple stages of the program. This will help students get involved as research assistants and help to inspire their own research questions.



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

This program change does not include a shift in delivery modes.

Identify the program learning outcomes.

Please see Appendix C.

Provide anticipated times to completion.

Students will be able to complete the program in the same timeframe as they do now.

Describe any plans for international or indigenous opportunities or perspectives.

We see this curriculum reform as one step in what the HUMS Indigenous Implementation Strategy calls our “shared responsibility for decolonization” (1). Our current curriculum can be described as colonial insofar as the chronological progression of periods follows the history of the British empire. While individual instructors incorporate Indigenous and anti-colonial literature and adopt decolonial and anti-racist methodologies in teaching and research, this is not explicitly reflected in the course roster. By adding many courses organized around theme, genre, and form that could be easily framed around decolonial and anti-racist topics, we will be able to “integrat[e] international, intercultural, and global dimensions and perspectives” (International Plan, 7) more clearly into our curriculum. We believe that these courses will help “increase recruitment, retention and success of Indigenous students” who will now be able to select courses that engage their interests and values (Indigenous Plan, 14). We hope that such an openness in the curriculum and diversity of courses will contribute to “creat[ing] a warm, welcoming and respectful learning environment and sense of place” (Indigenous Plan, 14).

Further, the new literary-historical suite includes courses in Indigenous Literatures and World Literatures at both the 200- and 300-levels. We have left space in the Calendar numerical system so that new colleagues in these areas can design and implement new courses in these fields. This will help “increase the recruitment, retention and success of Indigenous faculty” because they will have exciting courses to teach upon being hired (in both the literary historical and themed suites) and the opportunity to design new courses (Indigenous Plan, 18).

Plans for integration of teaching and research.

The addition of courses organized around theme, genre, and form will encourage instructors to tailor courses to their current research projects. The experiential, research-intensive capstone courses at the fourth-year level, will also allow instructors to design courses around and include students in their current research.

**G. Anticipated enrolment and student financial support plan.**

English currently serves an average of 3277 undergraduate students. We have completed calculations (see appendix X) to ensure that the proposed curriculum will serve the same number of students. In addition, we have changed the course caps at the 200-, 300-, and 400-levels, which will create room for more students to join the program either as majors or to take our classes as electives.

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

We do not require any additional resources to operate this program. However, we have designed the program with the Indigenous Strategic Plan and the International Plan in mind and believe that the proposed program will help to recruit scholars in Indigenous literatures and African, Caribbean, or Afro-Diasporic literatures.

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

Our proposed curriculum is structured similarly to UBC and SFU. Both of their course rosters are balanced between 40% that focus on literary history and 60% that focus on other topics (theme, form, genre, media, writing, etc.). Our new curriculum will be balanced 50%/50%.

Like that of UBC, our program will require a 200-level Foundations course that will acquaint students with the norms and standards of the discipline (UBC's is titled Principles of Literary Studies). Like UBC, we will also require a 400-level capstone seminar that will be research-intensive and experiential. While UBC has breadth requirements (6 literary historical courses), we have opted to have no breadth requirements for majors. In this sense, the program is more like that of SFU, which also has an open curriculum aside from requiring one course in Canadian or Indigenous literature. We do retain the following breadth requirements for Honours students: 1.5 units prior to 1660 (ENSH 346—ENSH 358); 1.5 units between 1660-1900 (ENSH 359—ENSH 368); 1.5 units after 1900 (ENSH 369—ENSH 376, ENSH 384); 1.5 units of American, Canadian, Indigenous or World Literature (ENSH 376—399); and 1.5 units of genre, form, or themed courses (ENSH 310— ENSH 345).

For more information on the relationship between the proposed curriculum and peer institutions please see Appendix E.

**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).**

Please see Appendix F.



## English Curriculum Revision Attachment

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## Appendix A: Course Roster

Numbering Key:

Course Numbers	Type of Course	Course Numbers	Type of Course
200-209	Writing (Foundations of Writing Literary Criticism, Writing with Style, Professional Communications courses)	300-309	Writing (Practical Criticism for Majors, Practical Criticism for Honours, Professional Communications courses)
210-219	Major Genres (How Poetry Works, How Fiction Works, How Drama Works, How Popular Genres Work)	310-319	Types and Sub-Genres (Speculative Fiction, Crime and Detective Fiction, Horror, Children’s Literatures, YA Fiction, Coming-of-Age-Novels, Creative Non-Fiction)
220-229	Types and Sub Genres (Cultural Studies, Women’s Writing, Erotic Literature, Narrative Worldmaking, Literary Modernism)	320-329	Media (Narrative and Film, Authors on Screen, Shakespeare on Screen, Media and Popular Culture, Comics and Graphic Novels, Games and Interactive Fiction)
230-239	Literature and... (Self and Society, Psychology, Myth, Bible as Literature)	330-339	Literature and... (the Bible, Epic Imagination, Home and Away, Trans-Atlantic Lit, Love, Social Justice)
240-249	Major Author	340-344	Major Author and Topics (Special Topic: Major Author, Special Topic: Theories and Methods, Special Topic: Studies in a Genre, Movement of Theme)
		345-350	Medieval (3 total)
250-259	Literary Historical Courses	351-358	Renaissance (5 or 6 total)
		359-363	18 <sup>th</sup> – Century (2 or 3 total)
		364-368	19 <sup>th</sup> – Century (3 total)
		369-375	20 <sup>th</sup> - 21 <sup>st</sup> Century British and Irish (4 total)
		376-382	Canadian (5 total)
		383-389	American (4 total)
		390-394	World (1 total)
		395-399	Indigenous (1 total)

<p>400-410 Professional Communication Courses</p> <p>480-489 Capstone Seminars</p> <p>490-499 Directed Reading and Honours</p>
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### 100-Level Courses:

#### ENSH 101– Themes in Literature (AWR)

Description: Introduces literary criticism through particular themes and a wide study of literary forms (may include short story, novel, drama, and poetry). Develops skills for writing about literature and making research-based academic arguments in any discipline.  
*Note(s): Credit will be granted for only one of ENSH 101, ENGL 146, ENGL 121, ENGL 122, ENGL 125*

#### ENSH 102– Literature in Action (AWR)

Description: Introduces literary and cultural criticism through a focused study of a small set of texts. Combines an examination of the influences at work on literary texts with a study of how those texts are then circulated and interpreted. Develops skills for writing about literature and making research-based academic arguments in any discipline.  
*Note(s): Credit will be granted for only one of ENSH 102, ENGL 147, ENGL 116, ENGL 121, ENGL 122, ENGL 145*

### 200-Level Courses:

#### ENSH 200– Foundations of Writing Literary Criticism

Description: Introduces basic categories and problems of literary criticism. Skills include close reading, using critical vocabulary, using textual evidence and contextual information, and writing confidently about literature.  
*Priority will be given to English Majors and Honours students.*  
*Prerequisite: any one of ENSH 101, ENSH 102, ENGL 146, ENGL 147.*  
*Formerly ENGL 209*  
*Note(s): Credit will be granted for only one of ENSH 200 and ENGL 209*

#### ENSH 201– Writing with Style

Description: An intermediate writing course designed to improve student command of the styles and methods of nonfiction prose. Combines the style of popular writing techniques with a practical focus on student writing.  
*Formerly ENGL 215*  
*Note(s): Credit will be granted for only one of ENSH 201 and ENGL 215*

#### ENSH 202– Technical Communications: Written and Verbal

Description: Intended to assist students who plan careers in business, government, public service and research institutions. Designed to improve written and oral communication skills in a work environment. Its practical basis, which requires the preparation of business letters, internal memoranda and reports, is supplemented by a theoretical outline of basic communication within an organizational structure. Offers experience of both individual and group problem-solving.  
*Formerly ENGL 225*

*Note(s): Credit will be granted for only one of ENSH 202 and ENGL 225*

#### ENSH 210– How Poetry Works \*NEW\*

Description: Surveys poems in English from different periods and places, in various genres and styles, with a focus on the pleasurable uses of poetic language and meaning and the core concepts and common vocabulary used to discuss poetry.

ENSH 211– How Fiction Works \*NEW\*

Description: Surveys a selection of stories and novels in English with a focus on the ways in which fiction explores human experience. Includes core concepts and a common vocabulary for discussing fiction.

ENSH 212– How Drama Works \*NEW\*

Description: Surveys plays in English from different periods and places, in various genres and styles, with a focus on the core concepts and common vocabulary used to discuss drama.

ENSH 213– How Popular Genres Work \*NEW\*

Description: Surveys literature in English in relation to popular genres (such as science fiction, fantasy, romance, mystery, horror, and historical fiction) across books, film, television, and more. Includes core concepts and a common vocabulary for discussing popular genres.

ENSH 220– Cultural Studies

Description: Introduces students to different ways of studying popular culture, including forms and content, definitions and genres, audiences, power, production, and transmission.

*Formerly ENGL 207*

*Note(s): Credit will be granted for only one of ENSH 220 and ENGL 207*

ENSH 221– Women’s Writing

Description: A study of literature by women in English; texts from one or more traditions, genres, or periods considered from a variety of approaches, or a special focus on one woman writer.

*Formerly ENGL 208*

*Note(s): Credit will be granted for only one of ENSH 221 and ENGL 208.*

ENSH 222– Erotic Literature

Description: Studies erotic writing in English or within Anglophone traditions of Britain and Ireland; may include comparative analysis of ancient and non-Anglophone texts and traditions in translation. Focuses on what counted as erotic in different historical contexts and how different sexualities are represented.

*Formerly ENGL 230 if taken 201909, 202101, 202201, 202301*

*Note(s): Credit will be granted for only one of ENSH 222 and ENGL 230 if taken 201909, 202101, 202201, 202301*

ENSH 223– Narrative Worldmaking \*NEW\*

Description: Surveys how stories make and remake imaginative worlds, focussing on speculative genres that include fantasy, dystopian, and sci fi in various media.

ENSH 224– Literary Modernism

Description: Surveys major works of fiction, poetry and drama from the modernist period (roughly 1900-45), with emphasis on the dynamic relation between revolutions in aesthetic form and social, psychological and intellectual developments that marked the early 20th century.

*Formerly ENGL 201*

*Note(s): Credit will be granted for only one of ENSH 224, ENGL 201.*



ENSH 230– Literature, Self and Society

Description: A theme-based analysis of literature from various places and times focusing on broad but limited questions of the relations between self and society. Specific iterations may include discussions of power and authority, love, history, religion, race, gender, sexuality, and more.

*Formerly ENGL 262*

*Note(s): Credit will only be granted for one of ENSH 230, ENGL 262*

ENSH 231– Literature and Psychology \*NEW\*

Description: Literature in relation to a selection of influential psychological theories, concepts, and issues. May include study of literature's influence on psychological theory as well as how and why psychological theories help inform a number of literary works.

ENSH 232–Literature and Myth

Description: A study of selected narratives in English in relation to their mythological sources and contexts.

Formerly ENGL 393

*Note(s): Credit will be granted for only one of ENSH 232, ENGL 393.*

ENSH 233– The Bible as Literature

Description: Surveys basic stories and books in the Old and New Testaments with a focus on their literary features. Familiarizes students with important biblical stories, genres, and references in literature and religious discourse.

*Formerly ENGL 260 and RCS 260*

*Note(s): Credit will be granted for only one of ENSH 233, ENGL 260, ENGL 365 (if taken prior to December 1983), ENGL 409, RCS 260, RS 260.*

ENSH 240– Special Topic: Introduction to a Major Author \*NEW\*

Description: Focuses on several works by a single major author.

*May be taken more than once for credit in different topics to a maximum of 3 units.*

ENSH 250– British Literature to 1660

Description: A survey of selected literary works in Britain up to the Restoration, in some combination of poetry, prose, and drama. May be organized around some prominent themes.

*Notes: Formerly ENGL 200A*

*Credit will be granted for only one of ENSH 250, ENGL 200A, ENGL 150, ENGL 200.*

ENSH 251– British Literature 1660-1945

Description: A survey of selected literary works in Britain from the Restoration to the end of World War II, in some combination of poetry, prose, and drama. May be organized around some prominent themes.

*Notes: Formerly ENGL 200B and ENGL 200C*

*Credit will be granted for only one of ENSH 251, ENGL 200B, ENGL 200C, ENGL 151, ENGL 200.*

ENSH 252– World Literatures

Description: A survey of literatures in English from Southeast Asia, the Caribbean, Africa, and Australasia, among other places, in some combination of poetry, prose, and drama; may include comparative analysis of non-Anglophone texts in translation..

*Formerly ENGL 263*

*Note(s): Credit will be granted for only one of ENSH 252, ENGL 263.*

ENSH 253– Canadian Literature

Description: A survey of Canadian literature in some combination of poetry, prose, and drama.

*Formerly ENGL 202*

*Note(s): Credit will be granted for only one of ENSH 253, ENGL 202.*

ENSH 254– American Literature

Description: A survey of American literature in some combination of poetry, prose, and drama.

*Formerly ENGL 203*

*Note(s): Credit will be granted for only one of ENSH 254, ENGL 203.*

ENSH 255– Indigenous Literatures

Description: A survey of Indigenous literatures.

300-Level Courses:

ENSH 300– Practical Criticism (Majors)

\*NEW\*

Description: Advanced instruction in writing literary criticism focused on developing close reading skills, selecting textual evidence and contextual information, learning and applying a literary critical vocabulary, and enhancing research skills.

*Note: ENSH 200 is a prerequisite for this course*

ENSH 301– Practical Criticism (Honours)

Description: A two-semester seminar designed to extend awareness of how style and form contribute to meaning in literary works; poetic, narrative and dramatic technique; representative theoretical approaches and their application; the interdependency of literary technique and critical interpretation. Prospective Honours students are strongly advised to take this course in their second year. Students are allowed to select this course only if they have the approval of the Honours Adviser.

*Formerly ENGL 310*

*Note(s): Credit will be granted for only one of ENSH 301, ENGL 310.*

ENSH 302– Copy Editing

Description: Introduction to the principal tasks of copy editing non-fiction print and electronic manuscripts to ensure they are correct, consistent, coherent and concise. Topics include the copyeditor's role, spelling, punctuation, editorial style features, usage and writing style. Practice in the skills of the professional copy editor, including using manual editing marks, copy editing manuscripts drawn from a variety of non-fiction sources and preparing an editorial style sheet.

*Formerly ENGL 303*

*Note(s): Credit will be granted for only one of ENSH 302, ENGL 303.*

ENSH 303– Writing for Business and the Private Sector

Description: Essential skills of modern technical and business writing, particularly usability, style and structure. Technology as part of the research, writing, revision and presentation processes. Proposals, reports, descriptions, writing for general audiences.

*Formerly ENGL 301*

*Note(s): Credit will be granted for only one of ENSH 303, ENGL 301.*

ENSH 304– Writing for Government and the Public Sector

Description: Introduction to the essential skills of writing effectively for government and public sector organizations. Develops skills in focusing on a purpose, writing for different audiences, structuring information effectively and writing clear, concise and correct English. Taught in a computer lab and features extensive practice in writing briefing notes, memos, correspondence and reports.

*Formerly ENGL 302*

*Note(s): Credit will be granted for only one of ENSH 304, ENGL 302.*

ENSH 305– Visual Rhetoric for Professional Writers

Description: Introduction to visual rhetoric as applied to the design of documents. Covers the fundamental concepts and practices of visual design in professional communications for both digital and print media. Using MS-Word and the Adobe Creative Suite, students experiment with text styles and document structure, HTML and CSS, typography, composition, colour and digital image editing in support of effective communication.

*Formerly ENGL 305*

*Note(s): Credit will be granted for only one of ENSH 305, ENGL 305.*

ENSH 310– Speculative Fiction \*NEW\*

Description: Study of fiction that imagines alternate histories, futures, or worlds (such as science fiction, fantasy, utopian, dystopian, and post-apocalyptic).

ENSH 311– Crime and Detective Fiction \*NEW\*

Description: Study of crime fiction and detective fiction. May include short stories, novels, film, or other genres.

ENSH 312– Horror

Description: Study of horror, textual and visual; the evolution of horror tropes and their adaptation to anxieties about social change, shifting ideas of race and gender, technological advancement, and political impotence; horror as cultural commentary. May include short stories, novels, film, or other genres.

*Formerly 330 [if taken certain terms]*

*Note(s): Credit will be granted for only one of ENSH 312, ENGL 330 if taken ...*

ENSH 313– Children’s Literatures

Description: Study of literature written for child readers (and adults who read literature to children).

*Formerly ENGL 402, ENGL 479, ENGL 385 (if taken in Sep 2011 - Apr 2014).*

*Note(s): Credit will be granted for only one of ENSH 313, ENGL 402, ENGL 479, ENGL 385 (if taken in Sep 2011 - Apr 2014)*

ENSH 314– Young Adult Fiction

Description: Study of fiction created for young adult readers.

*Formerly ENGL 230 if taken 202001*

*Note(s): Credit will only be granted for one of ENSH 314, ENGL 230 if taken 20201.*

ENSH 315– Coming-of-Age Novels \*NEW\*

Description: Study of novels depicting the shift from childhood to adulthood.

ENSH 316– Creative Non-Fiction \*NEW\*

Description: Study of literary non-fiction (such as essays, biography, life writing, investigative journalism, and memoirs).

ENSH 320– Special Topic: Narrative and Film \*NEW\*

Description: A study of how a select number of films tell stories.

*May be taken more than once for credit in different topics to a maximum of 3 units.*

- ENSH 321– Special Topic: Authors on Screen \*NEW\*  
Description: Study of screen adaptations of a particular author’s or set of authors’ works.  
*May be taken more than once for credit in different topics to a maximum of 3 units.*
- ENSH 322– Shakespeare on Screen  
Description: A study of Shakespeare’s texts adapted for film and television.  
*Formerly ENGL 360 if taken 201909, 202101, 202201*  
*Note(s): Credit will only be granted for one of ENSH 322, ENGL 360 if taken 201909, 202101, 202201*
- ENSH 323– Special Topic: Media and Popular Culture \*NEW\*  
Description: A study of popular media and culture. May include novels, television, film, radio, music, magazines, games, comics, criticism, adaptations and more; may focus on one or more historical moments.  
*May be taken more than once for credit in different topics to a maximum of 3 units.*
- ENSH 324– Comics and Graphic Novels  
Description: Study of literature that combines text and image, from comics to graphic novels.
- ENSH 325– Games and Interactive Fiction \*NEW\*  
Description: A study of games and interaction in the context of fiction. Topics may include play and affect, branching narratives, worldbuilding, fandom, predictability and uncertainty, and values in design.  
*Notes: no credit if taken 202301*
- ENSH 330– The Bible and Literature  
Description: The relationship between the Bible and literature in English, and especially intertextual relationships between biblical and literary texts. Topics include the history of biblical translation, the Bible and popular culture, the combination of biblical and classical mythologies in the creation of Western cultural ideals, the impact of biblical interpretation on literary theory.  
*Formerly ENGL 464 and RCS 464*  
*Note(s): Credit will be granted for only one of ENSH 330, ENGL 464, ENGL 365 (if taken prior to December 1983), ENGL 409, RCS 464, RS 464.*
- ENSH 331– Epic Imagination \*NEW\*  
Description: Study of epic in English or within Anglophone traditions of Britain and Ireland across multiple genres and literary periods.
- ENSH 332– Special Topic: Literature, Home and Away \*NEW\*  
Description: Study of literary representations of home and away, including such issues as migration, belonging, and place.  
*May be taken more than once for credit in different topics to a maximum of 3 units.*
- ENSH 333– Trans-Atlantic Literature \*NEW\*  
Description: A comparative study of literatures from both sides of the Atlantic, for example British, Canadian, American, Caribbean. May be organized around a specific theme, topic, or cluster of authors.
- ENSH 334: Special Topics: Literature and Love \*NEW\*  
Description: Study of literary representations of love—idealized, erotic and sexual, or socially transgressive—in poetry, fiction, drama, or nonfiction prose.  
*Formerly ENGL 391 if taken 202101, 202201.*  
*May be taken more than once for credit in different topics to a maximum of 3 units.*

- ENSH 335: Special Topic: Literature and Social Justice \*NEW\*  
Description: Study of literature's representation of and/or engagement with social justice issues (such as legal and political oppression, environmental destruction, activism, race relations, and gender relations).  
*May be taken more than once for credit in different topics to a maximum of 3 units.*
- ENSH 340– Special Topic: Studies in a Major Author  
Description: In-depth study of the works of a single major author.  
*Formerly ENGL392*  
*May be taken more than once for credit in different topics to a maximum of 3 units.*
- ENSH 341– Special Topic: Theories and Methods \*NEW\*  
Description: Study of specific critical theories, methods, and methodologies for literary studies.  
*May be taken more than once for credit in different topics to a maximum of 3 units.*
- ENSH 342– Special Topic: Studies in a Genre, Movement, or Theme \*NEW\*  
Description: Study of a specific genre (such as the novel, drama, poetry) or subgenre (such as illustrated fiction, periodical poetry, erotic literature), movement or theme.  
*May be taken more than once for credit in different topics to a maximum of 3 units.*
- ENSH 346: Old English Language and Literature  
Description: An introduction to the English language, its literature, including *Beowulf*, and its cultural contexts to about 1100. May be organized around a specific theme, topic, or cluster of authors.  
*Formerly ENGL 340 and ENGL 341*  
*Note(s): Credit will be granted for only one of ENSH 346, ENGL 340, ENGL 341*
- ENSH 347: Major Figures or Movements in Medieval Literature \*NEW\*  
Description: Study of the literatures, languages, and cultures of medieval Britain, normally with a focus on Middle English, from the 11<sup>th</sup> through 15<sup>th</sup> centuries, covering some combination of poetry, prose, and/or drama, organized around one or more major figures or movements (e.g., Chaucer; dream visions).  
*Note(s): Credit will be granted for only one of ENSH 347, ENGL 344A (if taken in the same topic), ENGL 344B (if taken in the same topic)*
- ENSH 348: Themes in Medieval Literature \*NEW\*  
Description: Study of the literatures, languages, and cultures of medieval Britain, through to the 15th century, covering some combination of poetry, prose, and/or drama, organized around a specific theme or topic; materials may be taught in translation.
- ENSH 351: Renaissance Literature  
Description: A study of 16<sup>th</sup>- and early 17<sup>th</sup>- century British literature with an emphasis on poetry and prose. May be organized around a specific theme, topic, or cluster of authors.  
*Formerly ENGL 359, ENGL 365*  
*Note(s): Credit will be granted for only one of ENSH 351, ENGL 359, ENGL 365.*
- ENSH 352: Renaissance Drama  
Description: A study of non-Shakespearean Drama.  
*Formerly ENGL 364*  
*Note(s): Credit will be granted for only one of ENSH 352, ENGL 364*
- ENSH 353: Shakespeare: Histories and Tragedies  
Description: A study of selected history plays and tragedies.

*Formerly ENGL 366B*

*Note(s) Credit will be granted for only one of ENSH 353, ENGL 366B, ENGL 366, ENGL 366A, ENGL 366D*

ENSH 354: Shakespeare: Comedies and Romances

Description: A study of selected comedies and late romances.

*Formerly ENGL 366C*

*Note(s): Credit will be granted for only one of ENSH 354, ENGL 366C, ENGL 366, ENGL 366A, ENGL 366E*

ENSH 355: Milton

Description: A study of *Paradise Lost*, as well as other major poems and selected prose.

*Formerly ENGL 369*

*Note(s): Credit will be granted for only one of ENSH 355, ENGL 369*

ENSH 359– British Literature 1660-1750

Description: A study of Restoration and early eighteenth-century literature, including poetry, prose and drama. May be organized around a specific theme, topic, or cluster of authors.

*Formerly ENGL 373, ENGL 374*

*Note(s): Credit will be granted for only one of ENSH 359, ENGL 373, ENGL 374*

ENSH 360– British Literature 1750-1800

Description: A study of the literature of the later eighteenth century, including poetry, prose and drama. May be organized around a specific theme, topic, or cluster of authors.

*Note: formerly ENGL 375*

*Credit will be granted for only one of ENSH 360, ENGL 375.*

ENSH 364– 19<sup>th</sup> Century British Fiction

Description: A study of Romantic and/or Victorian period fiction. May include the novel, the novella and short stories.

*Note: formerly ENGL 379, ENGL 380.*

*Credit will be granted for only one of ENSH 364, ENGL 379, ENGL 380, ENGL 384.*

ENSH 365– Romantic Period Poetry

Description: A study of Romantic period poetry.

*Formerly ENGL 382, ENGL 383.*

*Note(s): Credit will be granted for only one of ENSH 365, ENGL 382, ENGL 383.*

ENSH 366– Victorian Period Poetry

Description: Achievements of Victorian poets examined in relation to 19<sup>th</sup>-century theories of aesthetics and poetics, with emphasis on topics such as historiography, medievalism, imperialism, orientalism, decadence, construction of gender, the relations between the sexes, the rise of science and the decline of faith.

*Formerly ENGL 386*

*Note(s): Credit will be granted for only one of ENSH 366, ENGL 386.*

ENSH 369– 20<sup>th</sup>-Century Poetry in Britain and/ or Ireland

Description: A study of modern British or Irish poetry (or some combination). May be organized around a specific theme, topic, or cluster of authors.

*Formerly ENGL 433A, ENGL 434A*

*Note(s): Credit will be granted for only one of ENSH 369, ENGL 433A, ENGL 434A, ENGL 433, ENGL 434.*

ENSH 370– 20<sup>th</sup>-Century Drama in Britain and/ or Ireland \*NEW\*

- Description: A study of modern British or Irish drama (or some combination). May be organized around a specific theme, topic, or cluster of authors.
- ENSH 371– 20<sup>th</sup>-Century Fiction in Britain and/ or Ireland
- Description: A study of modern British or Irish fiction (or some combination). May be organized around a specific theme, topic, or cluster of authors.
- Formerly ENGL 433A, ENGL 436A*
- Note(s): Credit will be granted for only one of ENSH 371, ENGL 433A, ENGL 436A, ENGL 433, ENGL 436.*
- ENSH 372– Contemporary Literature in Britain and/ or Ireland
- Description: A study of British or Irish literature (or some combination) from the late 20<sup>th</sup> century up to the present focused on either poetry, fiction, or drama, or some combination of genres. May be organized around a specific theme, topic, or cluster of authors.
- Formerly ENGL 433B, ENGL 436B*
- Note(s): Credit will be granted for only one of ENSH 372, ENGL 433B, ENGL 436B, ENGL 433, ENGL 436.*
- ENSH 376– Literature in Canada to 1900
- Description: A study of pre-20<sup>th</sup> century Canadian literature in some combination of poetry, prose, and drama. May be organized around a specific theme, topic, or cluster of authors.
- Formerly ENGL 459*
- Note(s): Credit will be granted for only one of ENSH 376, ENGL 459.*
- ENSH 377– 20<sup>th</sup>-Century Literature in Canada
- Description: A study of modern Canadian literature focused on either poetry, fiction, or drama, or some combination of genres. May be organized around a specific theme, topic, or cluster of authors.
- Formerly ENGL 450, ENGL 452.*
- Note(s): Credit will be granted for only one of ENSH 377, ENGL 450, ENGL 452, ENGL 397.*
- ENSH 378– Contemporary Literature in Canada
- Description: A study of Canadian literature from the late twentieth century up to the present focused on either poetry, fiction, or drama, or some combination of genres. May be organized around a specific theme, topic, or cluster of authors.
- Formerly ENGL 451, ENGL 453.*
- Note(s): Credit will be granted for only one of ENSH 378, ENGL 451, ENGL 453, ENGL 397.*
- ENSH 379– Critiquing Settler-Colonialism in Canadian Literature \*NEW\*
- Description: A critical study of literature by settler writers.
- ENSH 380– Margaret Atwood
- Description: A study of major novels and other selected writings.
- Note(s): Credit will be granted for only one of ENSH 380 and ENGL 448 if taken Fall 2018.*
- ENSH 383– American Poetry
- Description: A study of American poetry, primarily focused on the 20<sup>th</sup> century. May be organized around a specific theme, topic, or cluster of authors.

*Formerly ENGL 431A, ENGL 431B, ENGL 432A, ENGL 432B*

*Note(s): Credit will be granted for only one of ENSH 383, ENGL 431A, ENGL 431B, ENGL 432A, ENGL 432B, ENGL 431, ENGL 432.*

ENSH 384–Literature in the United States to 1900

Description: A study of pre-20<sup>th</sup>-century American literature in some combination of poetry, prose, and drama. May be organized around a specific theme, topic, or cluster of authors.

*Formerly ENGL 427, ENGL 428A, ENGL 428B*

*Note(s): Credit will be granted for only one of ENSH 384, ENGL 427, ENGL 428A, ENGL 428B, ENGL 428.*

ENSH 385–Fiction in the United States 1900-1970

Description: A study of modern American fiction. May be organized around a specific theme, topic, or cluster of authors.

*Formerly ENGL 429A, ENGL 429B.*

*Note(s): Credit will be granted for only one of ENSH 385, ENGL 429A, ENGL 429B, ENGL 429.*

ENSH 386– Fiction in the United States 1970-present

Description: A study of contemporary American fiction from the late twentieth century up to the present. May be organized around a specific theme, topic, or cluster of authors.

*Formerly ENGL 429B, ENGL 429C.*

*Note(s): Credit will be granted for only one of ENSH 386, ENGL 429B, ENGL 429C, ENGL 429.*

ENSH 390– Comparative World Literatures

Description: Study of literatures in English from Southeast Asia, the Caribbean, Africa, and Australasia, among other places. May address a theme, topic, or cluster of authors; may include comparative analysis of non-Anglophone texts in translation.

*Formerly ENGL 439B*

*Note(s): Credit will be granted for only one of ENSH 390, ENGL 439B.*

ENSH 395– Topics in Indigenous Literatures

A study of Indigenous literature that may be organized around particular themes, genres or authors.

## 400-Level Courses

ENSH 400– Technical Communication

Description: Communicating scientific and technical information to subject matter experts, managers, technicians and non-specialists using print and digital media.

Technical reports, manuals, user guides.

*Formerly ENGL 306*

*Note(s): Credit will be granted for only one of ENSH 400, ENGL 306. May not be counted toward upper-level requirements in Honours, Major, General or Minor Literature Programs in English.*

ENSH 401– Web Design

Description: Introduction to technologies and writing skills required to produce websites in HTML5, CSS3 and WordPress. Cross-platform tools, terms, processes and standards. Emphasis on open-source tools and best practices for design and implementation.



*Formerly ENGL 401*

*Note(s): Credit will be granted for only one of ENSH 401, ENGL 401. May not be counted toward upper-level requirements in Honours, Major, General or Minor Literature Programs in English.*

ENSH 402– Special Topics in Professional Communication

Description: A study of special topics in Professional Communication.

*Formerly ENGL 406. May not be counted toward upper-level requirements in Honours, Major, General or Minor Literature Programs in English.*

ENSH 403– Digital Communication and Social Media

Description: Cultural, social and economic processes underlying digital media, particularly social media. Skills may be developed in, but are not limited to, collaborative and document authoring applications, podcasting, digital writing, digital video production and blogging, which may be applied via community-engaged learning.

*Formerly ENGL 407*

*Note(s): Credit will be granted for only one of ENSH 403, ENGL 407. May not be counted toward upper-level requirements in Honours, Major, General or Minor Literature Programs in English.*

ENSH 404– Research for Professional Writers

Description: An introduction to the research skills, tasks and tools of professional writers. Practice in developing research questions and identifying and evaluating information sources; using search engines, databases, indexes and other electronic sources to gather information; developing research proposals; creating electronic research notebooks and annotated bibliographies; interpreting and reporting data.

*Formerly ENGL 412*

*Note(s): Credit will be granted for only one of ENSH 404, ENGL 412. May not be counted toward upper-level requirements in Honours, Major, General or Minor Literature Programs in English.*

ENSH 405– Print Media Genres and Techniques for Professional Communication

Description: Introduction to print-based genres associated with professional writing, including media kits, news releases, bios, speeches, op-ed writing and organizational newsletters.

*Formerly ENGL 418*

*Note(s): Credit will be granted for only one of ENSH 405, ENGL 418. May not be counted toward upper-level requirements in Honours, Major, General or Minor Literature Programs in English.*

ENSH 480– Advanced Theories and Methods

Description: A capstone course offering intensive training in various methods of interpretation and theoretical approaches to literature, culture, and media. May include experiential learning in Special Collections or a computer lab.

*Note(s): May be offered as a joint undergraduate and graduate class; ENSH 200 is a prerequisite for this course, except by permission of the instructor.*

ENSH 481– Advanced Special Topics Seminar

Description: A capstone course on advanced variable topics course in a focused area of literary or cultural analysis (could focus on a specific author).

*Note(s): May be offered as a joint undergraduate and graduate class; ENSH 200 is a prerequisite for this course, except by permission of the instructor.*

*May be taken more than once for credit in different topics to a maximum of 3 units.*

ENSH 482– Community-Engaged Learning and Public Humanities

Description: A capstone course organized around opportunities for community engagement and experiential learning in an applied situation with an emphasis on public-facing literary or cultural writing in various digital and/or print media. Students apply their research and writing skills in a community setting. Possible engagements include working with local literacy initiatives, independent theatre, or social justice organizations.

*Note(s): May be offered as a joint undergraduate and graduate class; ENSH 200 is a prerequisite for this course, except by permission of the instructor.*

ENSH 483– In the Archives

Description: A hands-on variable content course conducted largely in Special Collections.

*Formerly ENGL 481.*

*Note(s): Credit will be granted for only one of ENSH 483, ENGL 353 (if taken in Jan-Apr 2015, Sep-Dec 2015, or Sep-Dec 2016), ENGL 481 (if taken in the same topic), MEDI 451 (if taken in the same topic).*

*May be offered as a joint undergraduate and graduate class; ENSH 200 is a prerequisite for this course, except by permission of the instructor.*

ENSH 484– Field School in Literary and Cultural Studies

Description: Connects the study of literature, culture, or media to a particular place.

Notes: May be offered as a joint undergraduate and graduate class; ENSH 200 is a prerequisite for this course, except by permission of the instructor.

ENSH 490– Directed Reading

Description: A specified reading project for Honours students determined by the student and the instructor; written assignments are required.

*Formerly ENGL 490.*

*Note(s): Credit will be granted for only one of ENSH 490, ENGL 490.*

ENSH 492– Directed Reading in Advanced Topics in Professional Communication

Description: A specific writing project in some area of Professional Communication to be determined by the student and the instructor. Students must have the approval of the instructor, the Director of the Professional Communication Program, and the department Chair.

*Formerly ENGL 492*

*Note(s): Credit will be granted for only one of ENSH 492, ENGL 492.*

ENSH 493– Directed Reading in Advanced Topics in Literary Study

Description: Supervised study in some area of English literature; written assignments required.

*Formerly ENGL 493*

*Note(s): Credit will be granted for only one of ENSH 493, ENGL 493*

ENSH 499– Honours Graduating Essay

Description: The graduating essay is written under the guidance of an individual instructor, usually in the Honours student's final year.

*Formerly ENGL 499.*

*Note(s): Credit will be granted for only one of ENSH 499, ENGL 499.*

## Appendix B: Program Requirements

### Program Requirements for MAJORS (21 units)

- 1.5 units of 100-level courses
- 4.5 units of 100- and 200-level courses, including ENSH 200
- 13.5 units of upper-level courses. ENSH 493 may count towards this unit value.
  - Prerequisite: AWR + second year standing
  - Breadth recommendations:
    - 1.5 units prior to 1660 (ENSH 346-ENSH 358)
    - 1.5 units between 1660-1900 (ENSH 359- ENSH 368)
    - 1.5 units after 1900 (ENSH 369-ENSH 376, ENSH 384)
    - 1.5 units of American, Canadian, Indigenous or World Literature (ENSH 376-399)
    - 1.5 units of genre, form, or themed courses (310-345)
- 1.5 units of capstone courses (ENSH 480-484)
  - Prerequisite: AWR, ENSH 200, + third year standing; these courses are limited to Majors and Honours students, except by permission of the instructor.

### Program Requirements for HONOURS (30 units)

- 1.5 units of 100-level courses
- 4.5 units of 100- and 200-level courses, including ENSH 200
- 3.0 units of ENSH 301
- 16.5 units of upper-level courses including the breath requirements listed below. ENSH 490 may count towards this unit value.
  - Prerequisite: AWR + second-year standing
  - Breadth requirements:
    - 1.5 units prior to 1660 (ENSH 346-ENSH 358)
    - 1.5 units between 1660-1900 (ENSH 359- ENSH 368)
    - 1.5 units after 1900 (ENSH 369-ENSH 376, ENSH 384)
    - 1.5 units of American, Canadian, Indigenous or World Literature (ENSH 376-399)
    - 1.5 units of genre, form, or themed courses (310-345)
- 3.0 units of capstone courses (ENSH 480-484)
  - Prerequisite: AWR, ENSH 200, + third-year standing; these courses are limited to Majors and Honours students, except by permission of the instructor.
- 1.5 units of Graduating Honours Essay (must earn a minimum of B- for Honours)

### Program Requirements for MINORS (15 units)

- 1.5 units of 100-level ENSH courses or ATWP 135
- 4.5 units of 100- and 200-level courses
- 9.0 units of 300-level courses
  - Prerequisite: AWR + second-year standing

## Appendix C: Program Learning Outcomes

### Cultural Competencies

- Develop the cognitive flexibility required to connect disparate ideas and apply them in novel ways
- understand, articulate, and embrace the role that literature, storytelling, and other modes of aesthetic creation play in human societies
- demonstrate a clear understanding of and capacity to explain primary literary texts and a familiarity with the culture, genre, and place in literary history from which they come
- engage with and make judgments about the ethical, aesthetic, and historical dimensions of literature
- recognize and distinguish major modes, genres, and subgenres of literature across a range of cultural and socio-historical contexts

### Linguistic Competencies

- develop skills in reading English across historical periods
- gain insight into a variety of societies as they are constructed through literary language
- appreciate the ways literature can make and re-make language

### Analytical and Research Skills

- demonstrate understanding of and skills in literary critical, textual critical, and research methods
- recognize and respond to cues of language, genre, and context and how they mediate understanding, emotion, perception etc.
- demonstrate a working vocabulary of literary and critical terminology
- analyze a literary text in a way that reflects an awareness of literary form, aesthetic values, and socio-historical context
- locate, critically evaluate, and engage with secondary criticism about literature

### Oral and Written Communication Skills

- write clear and persuasive literary analysis, with a focus on close reading and contextual analysis, shaping and editing it for a range of audiences and in a range of forms (from print to digital to multimodal)
- summarize and present evidence in speech and writing in a variety of forms

### Leadership and Interpersonal Skills

- develop the capability to work independently and collaboratively
- gain problem-solving strategies and interpersonal skills for working collaboratively with others

### Engaged Citizenship and Lifelong Learning

- acquire the knowledge and skill to explain the work that literature does in the world
- recognize the role literature can play in understanding the self and society
- learn how to learn about literature and how to connect literature to big ideas and other disciplines

## Appendix D: Feasibility of the New Program

According to our calculations the proposed curriculum can serve the same number of students as our current curriculum (Table 1). We created a four-year mock course allocation using the proposed courses to ensure that students can progress through the program (Table 2) and that all instructors will have courses to teach (Table 3).

### A. The Proposed Curriculum Will Serve the Same Number of Students

Table 2 below illustrates how many students we have taught per level for the past five years.<sup>1</sup> We used the five-year average to anticipate how many students we expect to teach in the new curriculum. Because our new curriculum clearly differentiates between the 300- and 400-levels, most of what we teach now will be taught at the 300-level. We used the following formulas to determine the projected numbers: # of 300-level students =  $.9 * (805 + 614.4)$  and # of 400-level students =  $.1 * (805 + 614.4)$ . In order to determine how many courses we will need to teach at each level, we divided the projected enrollment by the expected initial enrollment, which is 2-10 below the course cap.

The calculations assume that majors will be required to take ENSH 200: Foundations of Writing Literary Criticism (currently ENGL 209). Therefore, we will need to offer enough sections of 209 so our average of 109 majors can take it before they graduate. In order to accommodate all majors and potential majors, we will raise the cap from 20 to 22 and add 4 sections. We would reduce the number of 300-level courses by 2 to “pay” for those additional courses, so the projected numbers at the 200-level include 60 additional students not accounted for in the current numbers; the other 70 come from 300-level courses.

We propose that the new curriculum’s program will require majors but not minors to take one 400-level capstone seminar. we have 109 majors on average, so 8 sections of the 400-level courses will be enough.

Finally, we anticipate that some courses will become quite popular among students: “YA Fiction,” “Narrative Worldmaking,” “Science Fiction,” etc. As these and other courses become successful, we plan on raising their caps from 60 or 40 to 80 or 60. This will allow us to increase our EETS while maintaining small classes at the 400-level.

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<sup>1</sup> The following courses were excluded from these calculations: 209, 215, 225, Honours Seminars (310, 467), 480, individual supervisions (490, 493, 499), Professional Communications courses, 478 (Summer Bamfield course), and WSA section of 146.

Table 1: Number of Students Served, 2017-2022

Current Curriculum											
	100-level		200-level		300-level		400-level		Totals		Average class size
	# of students	# of sections	# of students	# of sections	# of students	# of sections	# of students	# of sections	# of students	# of sections	
2017- 18	1172	32	697	17	694	21	713	26	3276	96	34.13
2018- 19	1134	32	532	16	762	25	741	31	3169	104	30.47
2019- 20	1128	35	544	11	860	27	599	26	3131	99	31.63
2020- 21	1342	40	623	13	958	30	556	21	3479	104	33.45
2021-22	1366	42	692	14	751	26	463	18	3272	100	32.72
5-year Average	1228.4	36.5	619.5	14	805	25.8	614.4	22.75	3276.8	99.05	33.08
New Curriculum											
Cap	30		60		40		20				
Expected Initial Enrollment	28		50		35		17				
Projected	1228.4	43.87	619.5	12.39	1277.46	36.5	141.94	8.35			
<b>Projected # of Sections</b>	<b>1228.4</b>	<b>44</b>	<b>679.5</b>	<b>18 (12+ 6 209s)</b>	<b>1081.2</b>	<b>37 (37+ 2 310s - 2)</b>	<b>121.4</b>	<b>8</b>	<b>3327.3</b>	<b>107</b>	<b>31.06</b>

B. Our Faculty Complement is Adequate for the New Curriculum

We used the projected number of sections to create a mock course allocation for four years with the proposed curriculum. Using the course allocations from 2019-2020, 2020-2021, and 2021-2022, we assigned everyone at least one course per year that is similar to what they currently teach. To match courses with instructor preferences, we referred to a summer 2021 survey that asked faculty to indicate courses they would be interested and willing to teach.

We tried to account for all research, teaching, and continuing sessional instructors, and we conclude that everyone who is currently employed as an instructor in our department will still be teaching for us under the new curriculum. While we did not include non-continuing sessional instructors in the mock allocations, they will continue to have courses because we are normally short about eight instructors for the forty-four 100-level sections.

Below, you will find two tables. Table 1 represents a student’s view of four years in the new curriculum, showing what particular courses could be offered at each level and the total number of sections offered in each year. We assigned every faculty member a leave but did not assign all the service-related course releases. Our projections anticipate additional leaves and course releases (Chair, Graduate Advisor, Undergraduate Advisor, Directors of various programs such as ATWP, MDIA, MEDI, and other service obligations).

Table 2 is a sample course allocation for four years in the new curriculum. Our intention is to start the new curriculum with a lean suite of offerings. As we get accustomed to the new curriculum, we can add new courses and sections. Please note that this mock-up was created before we finalized the numbering system and course names. While the projected TAP demonstrates the feasibility of our program, it does not match, in every case, the propose course names and numbers.

Table 2: Sample Offerings for Four Years

Year 1		Year 2		Year 3		Year 4	
100-Level Courses							
While we assigned instructors 100-level courses, we did not yet assign “Literature in Action” or “Themes in Literature.” The numbers below indicate how many regular faculty we assigned 100-level courses in each year.							
100	35	35	35	39	39	38	38
200-Level Courses							
201	Foundations	201	Foundations	201	Foundations	201	Foundations
201	Foundations	201	Foundations	201	Foundations	201	Foundations
201	Foundations	201	Foundations	201	Foundations	201	Foundations
201	Foundations	201	Foundations	201	Foundations	201	Foundations
201	Foundations	201	Foundations	201	Foundations	201	Foundations
201	Foundations	201	Foundations	201	Foundations	201	Foundations
203	How Poetry Works	203	How Poetry Works	201	Foundations	201	Foundations
205	Popular Genres	204	How Fiction Works	203	How Poetry Works	203	How Poetry Works
208	Narrative Worldmaking	206	How Drama Works	203	How Fiction Works	204	How Fiction Works
209	Women's Writing	207	Cultural Studies	205	Popular Genres	205	Popular Genres
210	Literature, Self and Society	208	Narrative Worldmaking	208	Narrative Worldmaking	206	How Drama Works
212	Literature and Psychology	209	Women's Writing	209	Women's Writing	207	Cultural Studies
214	Bible as Literature	210	Literature, Self, and Society	212	Literature and Psychology	207	Adaptations of Literature
215	Myth and Literature	212	Lit and Psychology	214	Bible as Literature	210	Literature, Self, and Society

216	British Lit 1	215	Myth and Lit	215	Myth and Literature	212	Lit and Psychology
252	World Lit	216	British Lit 1	216	British Lit 1	214	The Bible as Literature
219	Canadian	252	World Lit	252	World Lit	216	British Lit 1
220	American	219	Canadian	219	Canadian	220	American
223	Intro to Major Author	220	American	220	American		
Total Number of 200-Level Courses							
	19		19		19		18
300-Level Courses							
301	Practical Crit.	301	Practical Crit.	301	Practical Crit.	301	Practical Crit.
302	Topics in Specul. Fiction	302	Science Fiction	303	Detective Fiction	302	Science Fiction
304	Horror	303	Detective Fiction	304	Horror	303	Detective Fiction
305	Children's Fiction	305	Children's Literature	305	Coming of Age Novels	305	Children's Lit
306	YA Fiction	306	YA Fiction	305	Children's Literature	307	Coming of Age Novels
307	Coming of Age Novels	307	Coming of Age Novels	308	Literature and Love	308	Literature and Love
308	Lit & Love	308	Lit and Love	310	Games and Interactive Fiction	309	Comics
309	Comics and Graphic Novels	308	Literature and Love	311	Narrative on Film	310	Games
310	Games & Interactive Fiction	309	Comics	313	Media and Popular Culture	311	Narrative on Film
311	Narrative and Film	310	Games	315	Authors on Screen	312	Creative Non-Fiction
313	Media and Popular Culture	312	Creative Non-Fiction	316	The Bible and Literature	313	Media and Popular Culture
313	Media and Popular Culture	313	Media and Popular culture	317	Topics in Social Justice	314	Studies in a Genre
314	Studies in Genre	314	Studies in a Genre (Utopian)	317	Literature and Social Justice	316	The Bible and Literature
315	Authors on Screen	315	Authors on Screen	319	Theories and Methods	317	Social Justice
315	Authors on Screen	316	The Bible and Literature	320	Literature Home and Away	319	Theories and Methods
316	Literature and the Bible	317	Social Justice	321	Literature and the Epic Imagination	320	Literature Home and Away
319	Theories and Methods	320	Literature Home and Away	323	Major Author	321	Narrative and the Epic Imagination
320	Literature Home and Away	321	Epic Imagination	324	Old English	322	Trans-Atlantic
321	Literature and the Epic Imag.	322	Trans-Atlantic	325	Medieval Lit	323	Major Author
323	Major Author	323	Major Author	326	Topics in Medieval	324	Old English
325	Medieval Lit	324	Old English	327	Renaissance Lit	325	Medieval Lit



326	Medieval Lit Topics	325	Medieval Lit	328	Shakespeare Tragedies	326	Themes in Medieval Lit
327	Renaissance Lit	326	Themes in Medieval Lit	328	Shakespeare Tragedies	327	Renaissance Lit
328	Shakespeare Tragedies	327	Renaissance	329	Shakespeare Comedies	328	Shakespeare Tragedies
329	Shakespeare Comedies	329	Shakespeare Comedies	332	Restoration and 18 <sup>th</sup>	329	Shakespeare Comedies
331	Milton	330	17 <sup>th</sup> Century Lit	333	19 <sup>th</sup> Century Fiction	330	17 <sup>th</sup> Century Lit
332	Restoration and 18 <sup>th</sup>	331	Milton	334	Romantic Poetry	332	18 <sup>th</sup> Century Lit
333	19 <sup>th</sup> C Fiction	332	18 <sup>th</sup> Century Lit	335	Victorian Poetry	334	Romantic
334	Romantic Lit	335	Victorian Poetry	338	20 <sup>th</sup> -century Fiction in the UK	335	Victorian Poetry
335	Victorian Poetry	336	20 <sup>th</sup> Century UK Poetry	341	American Poetry	336	20 <sup>th</sup> Century Poetry in UK
336	20 <sup>th</sup> Century Poetry in UK	337	20 <sup>th</sup> Century Drama	344	American Fiction 1970-present	337	20 <sup>th</sup> Century Drama
337	20 <sup>th</sup> Century Drama in UK	341	American Poetry	346	20 <sup>th</sup> Century Canadian	341	American Fiction to 1900
338	20 <sup>th</sup> Century Fiction in UK	390	World Lit	347	Contemporary Canadian Lit	342	Shakespeare Comedies
344	American Lit 1970-present	395	Indigenous Lit.	348	Settler-Colonialism	346	20 <sup>th</sup> Century Canadian Lit
346	20 <sup>th</sup> Century Canadian Lit					347	Contemporary Canadian
348	Settler-Colonialism					348	Settler-Colonialism
349	Atwood					349	Atwood
390	World Lit					390	World Lit
395	Indigenous Lit.						
Total Number of 300-Level Courses							
	40		35		35		39
400-Level Courses							
While we assigned everyone 400-level courses, we did not yet distinguish between the options. The numbers below indicate how many 400-level courses we assigned in each year							
	9		8		9		9
500-Level Courses							
We assigned people to graduate courses, but did not specify which graduate course. The numbers below indicate how many 500-level courses we assigned in each year.							
	12		11		11		11

Table 3: Sample Course Allocations for Four Years

	Year 1		Year 2		Year 3		Year 4	
Bancroft, Corinne	100		100		100		100	
Bancroft, Corinne	201	Foundations	201	Foundations	201	Foundations	317	Social Justice
Bancroft, Corinne	208	Narrative Worldmaking	208	Narrative Worldmaking	220	American	Leave	
Bancroft, Corinne	500	grad seminar	317	Social Justice	500		Leave	
Blank, Kim	100		207	Cultural Studies	100		100	
Blank, Kim	334	Romantic Lit	500		321	Literature and the Epic Imagination	207	Cultural Studies
Blank, Kim	400		Leave		334	Romantic Poetry	334	Romantic
Blank, Kim	500	grad seminar	Leave		400		500	
Boyarin, Shamma	100		100		100		100	
Boyarin, Shamma	313	Media and Popular Culture	316	The Bible and Literature	325	Medieval Lit	214	The Bible as Literature
Boyarin, Shamma	316	Literature and the Bible	325	Medieval Lit	Leave		313	Media and Popular Culture
Boyarin, Shamma	325	Medieval Lit	500		Leave		325	Medieval Lit
Bradley, Nick	100		323	Major Author	100		301	Foundations
Bradley, Nick	400	Advanced Spec. Topics	400		301	Foundations	301	Foundations
Bradley, Nick	Leave		500		347	Contemp. Canadian Lit	346	20th Century Canadian Lit
Bradley, Nick	Leave		100		301	Foundations	400	
Carson, Luke	100		308	Lit and Love	100		100	
Carson, Luke	220	American	341	American Poetry	308	Literature and Love	220	American
Carson, Luke	308	Lit & Love	Leave		341	American Poetry	400	
Carson, Luke	500	grad seminar	Leave		400		500	
Chalykoff, Lisa	100		100		100		100	
Chalykoff, Lisa	100		100		346	20th Century Canadian	100	
Chalykoff, Lisa	320	Literature Home and Away	312	Creative Non-Fiction	Leave		312	Creative Non-Fiction
Chalykoff, Lisa	348	Settler-Colonialism	no course		Leave		348	Settler-Colonialism

Chapman, Alison	100		100		100		100	
Chapman, Alison	335	Victorian Poetry	203	How Poetry Works	203	How Poetry Works	335	Victorian Poetry
Chapman, Alison	400	In the Archives	335	Victorian Poetry	209	Women's Writing	Leave	
Chapman, Alison	500	grad seminar	500		335	Victorian Poetry	Leave	
Dean, Misao	219	Canadian	100		100		322	Trans-Atlantic
Dean, Misao	100		219	Canadian	317	Topics in Social Justice	349	Atwood
Dean, Misao	349	Atwood	322	Trans-Atlantic	400		Leave	
Dean, Misao	500	grad seminar	400		500		Leave	
Dopp, Jamie	100		100		100		100	
Dopp, Jamie	346	20th Century Canadian Literature	307	Coming of Age	219	Canadian	203	How Poetry Works
Dopp, Jamie	Leave		Leave		348	Settler-Colonialism	307	Coming of Age
Dopp, Jamie	Leave		Leave		400		347	Contemporary Canadian
Douglas, Christopher	100		302	Science Fiction	100		100	
Douglas, Christopher	214	Bible as Literature	400		214	Bible as Literature	302	Science Fiction
Douglas, Christopher	302	Topics in Speculative Fiction	leave		316	The Bible and Literature	316	The Bible and Literature
Douglas, Christopher	344	American Literature 1970-present	leave		344	American Fiction 1970-present	400	
Ellerbeck, Erin	400	Advanced Spec. Topics	201	Foundations	100		100	
Ellerbeck, Erin	500	grad seminar	315	Authors on Screen	201	Foundations	207	Adaptations of Literature
Ellerbeck, Erin	Leave		Leave		315	Authors on Screen	342	Shakespeare Comedies
Ellerbeck, Erin	Leave		Leave		500		500	
Gagan, Rebecca	201	Foundations	100		100		100	
Gagan, Rebecca	201	Foundations	100		100		100	
Gagan, Rebecca	404	Community Engaged Learning	100		100		100	
Gagan, Rebecca	Leave		100		100		201	Foundations
Gagan, Rebecca	Leave		100		100		201	Foundations
Gagan, Rebecca	Leave		201	Foundations	201	Foundations	201	Foundations

Gagan, Rebecca	Leave		201	Foundations	201	Foundations	404	Community Engaged Learning
Grossi, Joseph	321	Epic Imagination	100		Leave		100	
Grossi, Joseph	100		324	Old English	Leave		324	Old English
Grossi, Joseph	500	grad seminar	Italian		Leave		Italian	
Hawkes, Joel	100		100		100		100	
Hawkes, Joel	100		100		100		100	
Hawkes, Joel	100		100		100		100	
Hawkes, Joel	Leave		100		100		100	
Hawkes, Joel	Leave		100		100		100	
Hawkes, Joel	Leave		100		100		100	
Hawkes, Joel	Leave		100		Leave		100	
Henry, Sean	100		100		Leave		100	
Henry, Sean	100		100		Leave		100	
Higgins, Iain	Malahat		Malahat		Malahat		Malahat	
Jenstad, Janelle	100		201	Foundations	100		100	
Jenstad, Janelle	310	Games and Interactive Fiction	500		310	Games and Interactive Fiction	201	Foundations
Jenstad, Janelle	329	Shakespeare Comedies	Leave		327	Renaissance Lit	206	How Drama Works
Jenstad, Janelle	500	grad seminar	Leave		400		500	
Kay, Magda	100		100		100		100	
Kay, Magda	203	How Poetry Works	209	Women's Writing	500		336	20th Century Poetry in UK
Kay, Magdalena	307	Coming of Age Novels	336	20th Century UK Poetry	Leave		400	
Kay, Magdalena	336	20th Century Poetry in the UK	400		Leave		500	
Kelly, Erin	100		206	How Drama Works	100		Leave	
Kelly, Erin	223	Intro to Major Author	306	YA Fiction	329	Shakespeare Comedies	Leave	
Kelly, Erin	306	YA Fiction	500		400		Leave	
Kelly, Erin	Release		Release		500		Leave	
Kuchar, Gary	100		100		100		100	
Kuchar, Gary	212	Literature and Psychology	212	Lit and Psychology	216	Brit Lit 1	212	Lit and Psychology
Kuchar, Gary	331	Milton	330	17th century lit	Leave		330	17th Century Lit
Kuchar, Gary	500	grad seminar	403		Leave		500	

Leighton, Mary Elizabeth	201	Foundations	201	Foundations	201	Foundations	100	
Leighton, Mary Elizabeth	301	Practical Crit	301	Practical Criticism	203	How Fiction Works	400	
Leighton, Mary Elizabeth	301	Practical Crit	301	Practical Criticism	100		Leave	
Leighton, Mary Elizabeth	333	19th C Fiction	500		333	19th Century Fiction	Leave	
McLean-Fiander, Kim	100		100		100		100	
McLean-Fiander, Kim	100		100		100		100	
McLean-Fiander, Kim	201	Foundations	100		100		201	Foundations
McLean-Fiander, Kim	201	Foundations	Leave		201	Foundations	201	Foundations
McLean-Fiander, Kim	327	Renaissance Lit	Leave		201	Foundations	201	Foundations
McLean-Fiander, Kim	500	grad seminar	Leave		305	Coming of Age Novels	327	Renaissance Lit
Miller, Eric	100		100		100		323	Major Author
Miller, Eric	215	Myth and Literature	215	Myth and Literature	215	Myth and Literature	332	18th Century Lit
Miller, Eric	323	Major Author	321	Epic Imagination	332	Restoration and 18th Century Literature	Leave	
Miller, Eric	332	Restoration and 18th Century	332	18th century lit	500		Leave	
Mitchell, Allan	100		400		100		100	
Mitchell, Allan	216	Brit Lit 1	Leave		305	Children's Literature	216	BritLit1
Mitchell, Allan	326	Medieval Lit Topics	Leave		326	Topics in Medeival	320	Literature Home and Away
Mitchell, Allan	403	Advanced Spec. Topics	Release		500		500	
Nowlin, Michael	100		100		Leave		100	
Nowlin, Michael	210	Literature, Self and Society	220	American	Leave		210	Literature, Self, and Society
Nowlin, Michael	400	Advanced Research Essay Writ.	308	Literature and Love	Leave		308	Literature and Love
Nowlin, Michael	Release		Release		Leave		341	American Fiction to 1900

Rabillard, Sheila	100		100		100		100	
Rabillard, Sheila	209	Women's Writing	303	Detective Fiction	Grad		303	Detective Fiction
Rabillard, Sheila	337	20th Century Drama in the UK	337	20th Century Drama	Leave		337	20th Century Drama
Rabillard, Sheila	400	Advanced Spec. Topics	395	Indigenous Literature	Leave		400	
Ross, Stephen	100		204	How Fiction Works	100		100	
Ross, Stephen	338	20th Century Fiction in the UK	402	Theories and Methods	313	Media and Popular Culture	204	How Fiction Works
Ross, Stephen	500	grad seminar	Leave		338	20th-century Fiction in the UK	321	Narrative and the Epic Imagination
Ross, Stephen	Release		Leave		500		402	Theories and Methods
Sayers, Jentery	205	Popular Genres	309	Comics	100		100	
Sayers, Jentery	309	Comics and Graphic Novels	310	Games	205	Popular Genres	309	Comics
Sayers, Jentery	Leave		313	Media and Popular culture	400		310	Games
Sayers, Jentery	Leave		release		500		500	
Shlensky, Lincoln	100		390	World Lit	100		100	
Shlensky, Lincoln	311	Narrative and Film	500		252	World Lit	311	Narrative on Film
Shlensky, Lincoln	315	Authors on Screen	Leave		311	Narrative on Film	390	World Lit
Shlensky, Lincoln	390	World Lit	Leave		400		500	
Shukin, Nicole	100		320	Literature Home and Away	323	Major Author	319	Theories and Methods
Shukin, Nicole	395	Indigenous Literature	500		500		Leave	
Surrige, Lisa	305	Children's Fiction	305	Children's Literature	303	Detective Fiction	305	Children's Lit
van Oort, Richard	100		100		100		100	
van Oort, Richard	314	Studies in Genre	210	Literature, Self, and Society	212	Literature and Psychology	328	Shakespeare Tragedies
van Oort, Richard	Leave		327	Renaissance	319	Theories and Methods	329	Shakespeare Comedies
van Oort, Richard	Leave		400		328	Shakespeare Tragedies	500	

Williams Boyarin, Adrienne	100		100		100		100	
Williams Boyarin, Adrienne	313	Media and Popular Culture	500		324	Old English	326	Themes in Medieval Lit
Williams Boyarin, Adrienne	319	Theories and Methods	326	Themes in Medieval Lit	400		Leave	
Williams Boyarin, Adrienne	500		216	Brit Lit 1	320	Literature Home and Away	Leave	
Wong, Samuel	100		100		208	Narrative Worldmaking	205	Popular Genres
Wong, Samuel	100		314	Studies in a Genre (Utopian)	304	Horror	314	Studies in a Genre
Wong, Samuel	304	Horror	331	Milton	Leave		400	
Wong, Samuel	315	Authors on Screen	no course		Leave		no course	
Wright, Nancy	100		100		100		100	
Wright, Nancy	252	World Lit	252	World Lit	317	Literature and Social Justice	500	
Wright, Nancy	328	Shakespeare Tragedies	329	Shakespeare Comedies	328	Shakespeare Tragedies	Leave	
Wright, Nancy	400		500		500		Leave	

## Appendix E: Comparative Research of Peer Institutions

Table 1: Course Distribution

University*	Type of Course	
	Literary Historical	Other (Theme, Theory, Media Writing, etc.)
University*		
UVic New Curriculum	50%	50%
SFU	40%	60%
UBC	40%	60%
UofA	50%	50%
UofT (Mississauga)	65%	35%
UofT (Scarborough)	45%	55%
UofT (St. George)	60%	40%
* These rough estimates do not include 100-level courses. For our curriculum, Professional Communications courses and 400-level courses were also excluded. These courses were not excluded from other universities because they were not demarcated differently in the course calendar.		



Table 2: Requirements

University	Requirements for Majors (not including # of courses at each level)
UVic New Curriculum	ENSH 200, 1 400-level seminar, breadth recommendations
SFU	1 course in Canadian or Indigenous Literature
UBC	200 “Principles of Literary Studies, 6 courses in literary history, 1 400-level seminar
UofA	Recommendations only
UofT (Mississauga)	4 literary history, 1 theory, 1 EDI
UofT (Scarborough)	4 literary history; 2 theory/ writing courses; 1 400-level seminar
UofT (St. George)	6 literary history, 1 Indigenous/ postcolonial, 1 theory, 1 digital

## Appendix F: Evidence of Consultation

## Dailyn Ramirez - English Assistant to the Chair

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**From:** Andrea Giles  
**Sent:** June 7, 2022 3:47 PM  
**To:** Michael Nowlin – Chair of English  
**Cc:** Dailyn Ramirez - English Assistant to the Chair; Chelsey Evans, Director of Operations  
**Subject:** RE: English Department Major Curriculum Revision: Consultation

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Hello Michael,

Thank you for your email. Your course code change from ENGL to ENSH sounds both interesting and timely. I agree that this should not have any negative affect on COOP – and I do thank you for reaching out to consult on this. I consider this course code change consultation sufficient.

I will be interested to learn more about your two experiential learning courses at the 4<sup>th</sup> year level when you move farther along in your planning – if there is any way the Co-op Program could be of service in this regard, please feel free to reach out.

Regards,

Andrea



Andrea Giles, M.A.  
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Co-operative Education Program and Career Services

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**From:** Michael Nowlin – Chair of English <englchr@uvic.ca>  
**Sent:** June 7, 2022 1:45 PM  
**To:** Andrea Giles <agiles@uvic.ca>  
**Cc:** Dailyn Ramirez - English Assistant to the Chair <englishca@uvic.ca>  
**Subject:** English Department Major Curriculum Revision: Consultation

Dear Ms. Giles,

The English Department plans to put through a major curriculum change this coming fall, substantial enough that it will require us to use a new course code: ENSH will replace ENGL.

The changes are meant to establish a more flexible, up-to-date English literature and cultural studies program, less centred around the traditional British canon and nationalist literary paradigms, and with more courses in popular genres, book history, comparative literature, and themes of interest.

This should not have any negative effect on our relationship to the Cooperative Education Program. The current roster of courses for our Professional Communication Minor are initially being switched over to the new course code, but there will likely be some changes to these new courses with the arrival of our new Professional Communications Adviser, Dr. Becky Halliday, in July. She is committed to updating and reviving our program, which has always had a crucial relationship to the Co-op Program, and I'm sure she will be in touch with you over the next year. We are also wanting to introduce two experiential learning courses at the 4<sup>th</sup> year level (a field school course, and a publishing-oriented course), but are not tied to the Co-op Program, at least for now.

Please let me know if you would like me to consult with you further about this. Please also let me know if this consultation is sufficient.

Regards,

Michael



Michael Nowlin  
Professor and Chair  
Department of English  
University of Victoria  
T 250-721-7236  
<https://www.uvic.ca/humanities/english/people/regularfaculty/nowlin-michael.php>

[Literary Ambition and the African American Novel](#) (Cambridge UP, 2019)

## Dailyn Ramirez - English Assistant to the Chair

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**From:** Michael Nowlin – Chair of English  
**Sent:** June 7, 2022 11:55 AM  
**To:** Justin Harrison  
**Cc:** Dailyn Ramirez - English Assistant to the Chair  
**Subject:** RE: English Curriculum Revision: Consultation

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Dear Justin,

Thank you very much for this prompt response, and all your caveats make sense to me.

Regards,

Michael



Michael Nowlin  
Professor and Chair  
Department of English  
University of Victoria  
T 250-721-7236  
<https://www.uvic.ca/humanities/english/people/regularfaculty/nowlin-michael.php>

[Literary Ambition and the African American Novel](#) (Cambridge UP, 2019)

---

**From:** Justin Harrison <justinh@uvic.ca>  
**Sent:** June 7, 2022 11:28 AM  
**To:** Michael Nowlin – Chair of English <englchr@uvic.ca>  
**Cc:** Dailyn Ramirez - English Assistant to the Chair <englishca@uvic.ca>  
**Subject:** RE: English Curriculum Revision: Consultation

Hi Michael,

I would say that as long as this is a consolidation of established directions, this should be fine from the library's point of view, with the following in mind:

- As new course topics and faculty teaching/research areas emerge we can build up supporting collections accordingly going forward.
- The library is deeply invested in Evidence Based Acquisition, an approach in which we are able to provide access to most of the catalogues of Oxford, Cambridge, Taylor & Francis, and Wiley (and their related imprints). Many of these publishers are particularly strong in the Humanities, so should continue to serve ENGL/ENSH well.

- What the library would be concerned with in particular are potential ongoing subscriptions, such as any new journals and/or databases. If our current holdings in these areas provide access to the materials you envision your students, instructors, and researchers needing for the upcoming curriculum changes then we are likely good. The library requiring new monies to support such ongoing resources would likely require further discussion.
- Without seeing specifics of new course proposals I can only base my assessment on your description below. As librarian for English I will be contacted via Kuali to identify any areas of concern on new courses, so it is conceivable that I notice things of potential concern. However, again, it is really taking on the financial commitment of ongoing subscriptions that would likely be an issue, rather than gradually acquiring or providing access to, via one-off acquisitions, monographs and reference items in emerging areas.

If these caveats are agreeable I would say this consultation is sufficient. I appreciate you reaching out. If I can be of further assistance, please let me know.

Best wishes on the curriculum and related changes.

Justin

---

**From:** Michael Nowlin – Chair of English <[englchr@uvic.ca](mailto:englchr@uvic.ca)>  
**Sent:** June 7, 2022 10:40 AM  
**To:** Justin Harrison <[justinh@uvic.ca](mailto:justinh@uvic.ca)>  
**Cc:** Dailyn Ramirez - English Assistant to the Chair <[englishca@uvic.ca](mailto:englishca@uvic.ca)>  
**Subject:** English Curriculum Revision: Consultation

Dear Justin,

The English Department plans to put through a major curriculum change this coming fall, substantial enough that it will require us to use a new course code: ENSH will replace ENGL.

The changes are meant to establish a more flexible, up-to-date English literature and cultural studies program, less centred around the traditional British canon and nationalist literary paradigms, and with more courses in popular genres, book history, comparative literature, and themes of interest.

This will have no significant ramifications for library holdings – to some extent we are consolidating and codifying directions we have already been practising.

Please let me know if you would like me to consult with you further about this. Please also let me know if this consultation is sufficient.

Regards,

Michael



Michael Nowlin  
Professor and Chair  
Department of English  
University of Victoria

T 250-721-7236

<https://www.uvic.ca/humanities/english/people/regularfaculty/nowlin-michael.php>

[Literary Ambition and the African American Novel](#) (Cambridge UP, 2019)

**Subject:** Re: English Department Major Curriculum Revision: Consultation  
**Date:** Friday, September 9, 2022 at 11:19:14 AM Pacific Daylight Time  
**From:** Luke Carson - Chair of English  
**To:** Jacquie Green, Rob Hancock, IACE Associate Director Academic  
**CC:** Corinne Bancroft, Iain Higgins  
**Attachments:** image001.png, image002.png, IACE Consultation.docx

Dear Dr. Green and Dr. Hancock,

Thank you so much for your reply to our request for consultation regarding the English Department's Program Change Proposal. I do indeed realize how busy you must be and I appreciate the quick turnaround you managed once you had received our drafts. I am attaching my responses to your comments and queries, and I hope you will find that they clarify some of the background of our proposal as well as our goals and our attempts to achieve them. My comments are in red font following your comments and queries. I will also be submitting my comments, along with yours, as part of the consultation package for the Humanities Faculty Council meeting of September 20, where our proposal will be voted on.

If you wish to discuss anything further, please don't hesitate to let me know.

Sincerely,  
Luke



Luke Carson | he/him  
Associate Professor and Chair  
Department of English  
[University of Victoria](https://www.uvic.ca/humanities/english/)  
Office: Cle C343a  
T 250-721-7235  
<https://www.uvic.ca/humanities/english/>

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

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**From:** Jacquie Green <iaceed@uvic.ca>  
**Date:** Tuesday, September 6, 2022 at 10:57 AM  
**To:** Luke Carson - Chair of English <englchr@uvic.ca>  
**Cc:** "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>, Dailyn Ramirez - English Assistant to the Chair <englishca@uvic.ca>, Corinne Bancroft <corinnebancroft@uvic.ca>  
**Subject:** Re: English Department Major Curriculum Revision: Consultation

Yowitz Luke – I have reviewed documents sent our way and currently scanning for your review – as both Rob and I have 'written' our feedback on the documents.

I don't think our feedback affects Kuali submission – our feedback is about Indigenous courses, indigenous



course writers and perhaps policies for hiring and ensuring Indigenous scholars are involved when it comes to indigenous content.

I apologize for not meeting your August 31 deadline, as per email below I see you sent this August 18<sup>th</sup> so bit of a short turn around. As you may know, in our office we are asked to oversee high volume of curriculum projects and/or policies and doing our best to meet deadlines ....

Cheers !

Kundoqk, Jacquie Green, PhD  
IACE, Executive Director  
First Peoples House  
University of Victoria



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*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.*

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**From:** Luke Carson - Chair of English <englchr@uvic.ca>  
**Date:** Thursday, August 18, 2022 at 11:50 AM  
**To:** Jacquie Green <iaceed@uvic.ca>  
**Cc:** Rob Hancock <iaceadac@uvic.ca>, Dailyn Ramirez - English Assistant to the Chair <englishca@uvic.ca>, Corinne Bancroft <corinnebancroft@uvic.ca>  
**Subject:** Re: English Department Major Curriculum Revision: Consultation

Dear Dr. Green,

I am writing to consult with you on the curriculum changes being proposed by the English Department, which we hope to have approved by the Faculty of Humanities and then by Senate for implementation by May 2023. Our deadline for submitting the results of our consultation to the Faculty of Humanities for the first in the series of approvals is August 31, so we would be grateful if we could hear back as quickly as you are able in the midst of your new responsibilities.

The June 7 e-mail below from our previous chair, Dr. Michael Nowlin, to Dr. Hancock provides a brief description of our proposal and our priorities. I am also attaching the two recently completed documents we are submitting for the approval process.

Finally, welcome to your new position! I look forward to working with you and your office as our department

seeks to follow through on its goals.

Sincerely,  
Luke Carson



Dr. Luke Carson | he/him  
Chair  
Department of English  
[University of Victoria](https://www.uvic.ca/humanities/english/)  
Office: Cle C343a  
T 250-721-7235  
<https://www.uvic.ca/humanities/english/>

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

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**From:** "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>

**Date:** Wednesday, June 8, 2022 at 1:24 PM

**To:** Michael Nowlin – Chair of English <englchr@uvic.ca>

**Cc:** Dailyn Ramirez - English Assistant to the Chair <englishca@uvic.ca>

**Subject:** Re: English Department Major Curriculum Revision: Consultation

Good afternoon, Michael,

Thank you for your message and all the information you've shared about the curriculum changes coming to your department. It certainly sounds like a lot of work has gone into it, and it sounds like a very thoughtful and thorough approach. There will be a new Executive Director in IACE (Kundoq Dr. Jacquie Green) starting on 01 August, so depending on your timeline I would suggest connecting with her if that works with your timeline. If you're looking to move sooner, I would recommend connecting with Dr. Robina Thomas for a signature — while I'm able to meet with units to consult on curriculum proposals, she will be signing off on them on behalf of IACE until Jacquie starts.

Rob H.

--

Robert L. A. Hancock, Ph.D. (Cree-Metis) (he/him/his)  
Associate Director Academic, Office of Indigenous Academic and Community Engagement  
University of Victoria

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On Jun 7, 2022, at 14:06, Michael Nowlin – Chair of English <englchr@uvic.ca> wrote:

Dear Rob,

The English Department plans to put through a major curriculum change this coming fall, substantial enough that it will require us to use a new course code: ENSH will replace ENGL.

The changes are meant to establish a more flexible, up-to-date English literature and cultural studies program, less centred around the traditional British canon and nationalist literary paradigms, and with more courses in popular genres, book history, comparative literature, and themes of interest, including social justice-oriented themes.

The more de-centred structure of the program (which will contain more varying paths toward different kinds of English degrees) is one necessary step toward developing a more post-colonial program with more Indigenous content, but also offers instructors more options for experimenting with new course ideas that better reflect contemporary approaches to literary and cultural study. The department's current lack of Indigenous scholars is glaring and something we are committed to changing. Faculty positions are currently hard to come by, but the department has voted unanimously that at its next hire be an Indigenous scholar and the subsequent two hires be BIPOC scholars. We believe the new curriculum with its greater number of courses in popular and contemporary literature will eventually attract more students, and with more students comes the greater possibility of new hires: so there is a circuitous cause and effect relation between creating courses in, say, graphic fiction or horror/dystopian fiction and getting an Indigenous position. By the same token Indigenous scholars may be more attracted to a program in which they're encouraged to create a freer range of courses through which the work of Indigenous writers and artists can be studied.

Please let me know if you would like me to consult with you further about this. Please also let me know if this consultation is sufficient.

Thanks for attending to this, and regards,

Michael

<image001.jpg> Michael Nowlin  
Professor and Chair  
Department of English  
[University of Victoria](https://www.uvic.ca/humanities/english/people/regularfaculty/nowlin-michael.php)  
T 250-721-7236  
<https://www.uvic.ca/humanities/english/people/regularfaculty/nowlin-michael.php>

[Literary Ambition and the African American Novel](#) (Cambridge UP, 2019)

From: Luke Carson, Chair, Department of English  
Re: English Department Curriculum Change Proposal

Attachment to September 9, 2022 e-mail to Dr. Jacquie Green and Dr. Rob Hancock (IACE).

*ENGL/ ENSH Undergraduate Curriculum proposal*

- RH comment: they seem to be looking for IACE approval, not consulting with us

We are indeed seeking consultation, as per the first page of the Standard Template for Program Change, and the following responses are intended to be in the spirit of such consultation.

First, however, I wanted to affirm that we are committed to hiring an Indigenous colleague and to share some background to the English Department's aspirations for such a hiring. We have been permitted three times to advertise a position for tenure-track Indigenous faculty, and have twice had great success: in 2005 we hired Dr. Cheryl Suzack, who resigned in 2009 for a position at the University of Toronto, and as her replacement in 2010 we hired Dr. Christopher Teuton, who resigned his position in 2012 for a position at the University of Washington. In his resignation letter, Dr. Teuton explained that UVic administration's lack of a serious retention policy for Indigenous faculty was the primary reason for his resignation. Our third attempt, when a faculty line was finally granted again in 2018, was unsuccessful when each of our three candidates opted for positions elsewhere. Since then, hiring a tenure-track Indigenous faculty member has consistently been our department's priority. However, we are entirely dependent on the decisions made at the level of the Dean of Humanities and above, and the current prospects of being granted a new faculty position are not good. While we do teach several courses with Indigenous content, at least one course in our curriculum has exclusively Indigenous content, and some of our courses are cross-listed with the Indigenous Studies Program, we are sorely lacking the expertise of an Indigenous faculty member. We wanted to ensure that the new curriculum includes Indigenous courses so that they are available should we successfully hire an Indigenous expert in that area. We have left the 300-level course with Indigenous content a "Topics" course so that the person we eventually hire could teach their area of expertise in their first year. We have also retained space in the new curriculum (ENSH 395-399) for that person to design additional courses with Indigenous content.

- How do these proposals engage with/ respond to the department's most recent external review?
- p. 2, "Value"
  - it's not obvious or clear how a shift from a national-historical emphasis to one based on theme/form/genre "work[s] toward decolonization and paves way for Indigenization" - would be helpful to have an explicit discussion of this with concrete examples

The national-historical model, which is based on the assumption of the primacy of modern nation state and its official/dominant language as the most important grounds for the organization of literary studies, confines the texts in a course to the period and/or nation, so that for example a course in 17<sup>th</sup>-Century English Poetry would only include texts of that period and place. Our liberalization of the courses means that an instructor could devise a course that includes 17<sup>th</sup>-century English poetry and, for example, early 20<sup>th</sup>-century Indigenous literature on the basis of a thematic or generic context. Cross-cultural and other forms of comparison — without being

based on normative, national(ist) grounds — thus become possible, since instructors would be free to design courses that included a relational element.

- e.g., what courses will be added? What changes will be made to include this in existing or other courses?

In principle, many of the new courses and some of the old national-historical courses can include Indigenous content. Incorporating such content, however, will depend on the expertise of individual faculty members, and we certainly hope that some of our instructors will explore the ways in which Indigenous literature can be incorporated into their courses. Several of our instructors in existing American and Canadian literature courses

- this connection is explained a bit better in the document "Re: Proposed Changes" for the graduate program, in section A
- and Indigenous content in most courses, in addition to an Indigenous course

- p. 2, "Proposed Changes," paragraph 2 (p. 3)
  - these courses might engage these topics, but none of them are required for majors/honours

We have indeed dropped breadth requirements for our program (that is, requirements that students cover the national-historical breadth of the field) in favor of breadth recommendations, one of which is that Majors and Honours students complete 1.5 units of American, Canadian, Indigenous or World Literature (ENSH 376-399). Our department may choose in the future to require that students complete a course in Indigenous literature, but we cannot guarantee that we can offer such a course every year in the absence of Indigenous faculty members.

Future decisions on this matter will also hinge on whether or not the Faculty of Humanities or the university will follow other universities in requiring all students to take a course on Indigenous histories and cultures. The English Department would presumably be able to offer at least one course – and probably several more – that would satisfy such a requirement.

- p. 3, "Alignment"
  - this section can also refer to specific sections of the Indigenous Plan and Strategic Enrolment Management Plan (the proposal mentions the IP on p. 7, but doesn't provide a lot of details about the connections)
  - "If we recruit an Indigenous colleague..." How would the department shift to make space for Indigenous faculty and students?

The department understands the need to change our culture and is taking first steps in this area. When we revised our department standards after the last Collective Agreement, we adopted the Indigenous Faculty Caucus's recommendations for how to best support the success of Indigenous faculty. Last year, as well as in 2017, Dr. Hancock visited our department to lead the workshop in Indigenous Acumen Training. We also have begun drafting a plan for how to improve the department in terms of both decolonization and DEI. That plan is currently being workshopped by our equity committee. We recognize that we are not experts in this area and are working to make the necessary changes.

- This is not mentioned elsewhere in the proposal (it is mentioned in passing in the Curriculum Revision document, Appendix D Part B)
  - Why is hiring at least one Indigenous colleague not a plan/priority?

- Perhaps because they're trying to say that they don't need to add faculty to what they have in order to make these changes

As mentioned above, hiring an Indigenous tenure-track faculty member has been a priority for many years now. And yes, it is true that we are not permitted to propose changes that would require us to hire new faculty.

### Curriculum Revision Document

- ENSH 379
  - Not clear what the content of the course is based on the description—will it be settler scholars engaging with settler representations of Indigenous people/communities/nations? If so, not likely to be very appealing to students

Yes, that is an accurate description of the literary content. We currently teach several courses that include critical analyses of settler literature, and students are drawn to them as they attempt to come to a fuller understanding of the history of the colonization of North America. As for the instructor, we presume it is a course that would also interest an Indigenous colleague whose research includes settler literature.

- Also not clear how this contributes to decolonization/Indigenization of the curriculum

We consider the ability to critique settler representations of the settler project and of Indigenous peoples to be an essential component of advanced literary analysis and of the decolonization of literary studies in North America. Learning to read critically literary representations of settler-colonial history and of Indigenous peoples and cultures is one crucial element in helping students come to a fuller understanding of the world around them, since those representations have contributed in various ways both to the understanding of history in Canada and to policy and practice (the most well-known example of these interrelations is that of Duncan Campbell Scott, poet, prose writer, and also deputy superintendent of the federal Bureau of Indian Affairs from 1913 to 1932). The knowledge and skills learned in this course would be applicable beyond it, giving the students resources for more informed critical participation in other courses, some of which will likewise address past writings through various critical lenses, including those of decolonization.

- ENSH 395
  - Why is Indigenous literature a topics course and not a regular course?  
In this case, the "Topics" course is a regular course, as distinguished from courses designated "Special Topics." This is our only course distinguished as "Topics" in order for the course to be defined more precisely when we have a regular faculty member who will develop it as they wish.
- Appendix D, Part B (Faculty Complement)
  - Why no plan to add an Indigenous scholar?
    - Will the proposed ENSH 379/395 courses be attractive to students if they're not taught by tenured/tenure-track Indigenous faculty?  
As mentioned above, our first priority is the preferential hire of a tenure-track Indigenous faculty member.
    - What other courses could be added with dedicated Indigenous faculty?

We have decided to leave this question to the faculty member(s) we eventually hire. However, the flexible numbering system allows for four more courses to be added to our Indigenous listings (see Appendix A, p. 2): 396, 397, 398, 399.



ENGL / ENSH Undergraduate Curriculum proposal

- RH comment: they seem to be looking for IACE approval, not consulting with us

Standard Template

- How do these proposals engage with / respond to the department's most recent external review?
- p. 2, "Value"
  - it's not obvious or clear how a shift from a national-historical emphasis to one based on theme/form/genre "work[s] toward decolonization and paves way for Indigenization" — would be helpful to have an explicit discussion of this with concrete examples
    - e.g., what courses will be added? What changes will be made to include this in existing or other courses?
    - this connection is explained a bit better in the document "Re: Proposed Changes" for the graduate program, in section A
- p. 2, "Proposed Changes," paragraph 2
  - these courses might engage these topics, but none of them are required for majors/honours *- and Indigenous content on most courses, in addition to an Indig course - can it be required for honours/major?*
- p. 3, "Alignment"
  - this section can also refer to specific sections of the Indigenous Plan and Strategic Enrolment Management Plan (the proposal mentions the IP on p. 7, but doesn't provide a lot of details about the connections)
  - "If we recruit an Indigenous colleague..." *how would the prog/department shift to make space for Indig faculty & students*
    - This is not mentioned elsewhere in the proposal (it is mentioned in passing in the Curriculum Revision document, Appendix D Part B)
      - Why is hiring at least one Indigenous colleague not a plan/priority?
        - Perhaps because they're trying to say that they don't need to add faculty to what they have in order to make these changes

Curriculum Revision Document

- ENSH 379
  - Not clear what the content of the course is based on the description — will it be settler scholars engaging with settler representations of Indigenous people/communities/nations? If so, not likely to be very appealing to students
  - Also not clear how this contributes to decolonization/Indigenization of the curriculum



- ENSH 395
  - Why is Indigenous literature a topics course and not a regular course?
- Appendix D, Part B (Faculty Complement)
  - Why no plan to add an Indigenous scholar?
    - Will the proposed ENSH 379/395 courses be attractive to students if they're not taught by tenured/tenure-track Indigenous faculty?
    - What other courses could be added with dedicated Indigenous faculty?

## Dailyn Ramirez - English Assistant to the Chair

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**From:** Corinne Bancroft  
**Sent:** August 23, 2022 3:37 PM  
**To:** Luke Carson - Chair of English; Dailyn Ramirez - English Assistant to the Chair  
**Subject:** FW: English curriculum revision

Dear Luke and Dailyn,

I am forwarding you an email that I received from OREG indicating that they accept our consultations, so we can use this in the Program Change Proposal. I have written back to request a meeting because it's my understanding that the registrar sends out a letter to all incoming students before they start their first term. This letter includes information about the AWR. When we met with Lisa and Annalee last spring, they emphasized that it was crucial this letter mentions that 100-level ENSH courses fulfill the AWR. I let Sabrina know that I would like to meet about that, so hopefully she will get back to me, but that's not urgent or necessary for the evidence of consultation.

Thank you,

Corinne

---

**From:** OREG SCP Consultation <oregscpconsultation@uvic.ca>  
**Date:** Friday, August 19, 2022 at 9:03 AM  
**To:** Corinne Bancroft <corinnebancroft@uvic.ca>  
**Subject:** RE: English curriculum revision

Hello Corrine,

Asia has kept me informed regarding your program change. If there is nothing additional to add to the discussions you have already had with the Curriculum and Calendar team, then I do not think we need meet. However, I am certainly happy to go over any other questions you may have about implementation. I can set up a Teams meeting for us and representatives from undergraduate and graduate Records at your convenience.

Sincerely,  
Sabrina



Sabrina Jackson, B.A. (Hons), M.A.  
Associate Registrar  
Office of the Registrar  
Division of Student Affairs  
[University of Victoria](https://www.uvic.ca)  
T 250-472-5328  
[oregar@uvic.ca](mailto:oregar@uvic.ca)  
[uvic.ca/registrar](https://www.uvic.ca/registrar)  
*Together, we transform students' lives.*

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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.

Please tell us how we did today. Provide your feedback [here](#).

---

**From:** Corinne Bancroft <corinnebancroft@uvic.ca>  
**Sent:** August 15, 2022 7:54 AM  
**To:** OREG SCP Consultation <oregscpconsultation@uvic.ca>  
**Subject:** English curriculum revision

Hello,

English is proposing a change to our curriculum and the program change memo requires that we consult with you. I think that Mary Elizabeth Leighton, the previous chair of the curriculum committee in English, may have already met with you, but I have since taken over for her because she's on medical leave. I'm hoping that we can meet this week or next because the proposal is due on August 31.

Thank you for your help,

Corinne

**Subject:** Re: Curriculum Consultation English/Indigenous Studies  
**Date:** Tuesday, September 13, 2022 at 10:28:40 AM Pacific Daylight Time  
**From:** Luke Carson - Chair of English  
**To:** Lisa Kahaleole Hall - Director of Indigenous Studies

Dear Lisa,

Thanks for sending that. This message is to keep you in the loop regarding our Indigenous offerings – which we hope to offer eventually with a new tenure-track Indigenous hire, which as you may know is our department's first hiring priority. That faculty member – or, I hope, the new faculty members – will have room in the new numbering system to create five new upper-level courses in Indigenous literatures (ENSH 395-399).

ENSH 255– Indigenous Literatures  
Description: A survey of Indigenous literatures.

ENSH 395– Topics in Indigenous Literatures  
Description: A study of Indigenous literature that may be organized around particular themes, genres or authors.

I look forward to eventually meeting you in person!

Luke



Luke Carson | he/him  
Associate Professor and Chair  
Department of English  
[University of Victoria](https://www.uvic.ca/humanities/english/)  
Office: Cle C343a  
T 250-721-7235  
<https://www.uvic.ca/humanities/english/>

We acknowledge and respect the lək'wəŋən peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

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**From:** Lisa Kahaleole Hall - Director of Indigenous Studies <isdirector@uvic.ca>  
**Date:** Tuesday, September 13, 2022 at 10:22 AM  
**To:** Luke Carson - Chair of English <englchr@uvic.ca>  
**Subject:** FW: Curriculum Consultation English/Indigenous Studies

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**From:** Gary Kuchar <kucharg@uvic.ca>  
**Date:** Monday, August 22, 2022 at 4:09 PM  
**To:** Lisa Kahaleole Hall - Director of Indigenous Studies <isdirector@uvic.ca>  
**Cc:** "isadmin@uvic.ca" <isadmin@uvic.ca>

**Subject:** Re: Curriculum Consultation English/Indigenous Studies

Thank you!

Gary Kuchar  
Professor  
Department of English  
University of Victoria  
Clearihue Building C329  
PO BOX 1700 STN CSC  
Victoria BC  
250-721-7248  
V8W 2Y2

<http://www.uvic.ca/humanities/english/people/regularfaculty/kuchar-gary.php>

*George Herbert and the Mystery of the Word: Poetry and Scripture in Seventeenth-Century England* (Palgrave: 2017).

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**From:** Lisa Kahaleole Hall - Director of Indigenous Studies  
**Sent:** Monday, August 22, 2022 3:55:05 PM  
**To:** Gary Kuchar  
**Cc:** Ruth Parrish - Indigenous Studies  
**Subject:** Re: Curriculum Consultation English/Indigenous Studies

Dear Gary,

Thanks for your follow up. Your proposal seems straightforward to me and I see no issues. We would appreciate being kept in the loop about courses with significant Indigenous content so that we can keep our electives list current.

Thanks for your work,  
Lisa

Lisa Kahaleole Hall, Ph.D  
Director, Indigenous Studies Program  
University of Victoria  
Clearihue A-309  
Lekwungen and W̱SÁNEĆ territories

On Aug 22, 2022, at 3:17 PM, Gary Kuchar <kucharg@uvic.ca> wrote:

Dear Professors Hall and Corntassel,

Just a quick follow up to my previous notes regarding the English Department curriculum changes. I now understand that the deadline for Quali entries for cycle 1 within individual units

in the Humanities is 31st August.

If any of the minor changes to course numbers noted in my initial email require  
Kuali entry changes they would ideally be implemented by 31st August.

Please let me know if you have any questions or concerns.

Thank You.

Gary

Gary Kuchar  
Professor  
Department of English  
University of Victoria  
Clearihue Building C329  
PO BOX 1700 STN CSC  
Victoria BC  
250-721-7248  
V8W 2Y2

<http://www.uvic.ca/humanities/english/people/regularfaculty/kuchar-gary.php>

*George Herbert and the Mystery of the Word: Poetry and Scripture in Seventeenth-Century England* (Palgrave: 2017).

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**From:** Gary Kuchar

**Sent:** Monday, August 22, 2022 9:02:11 AM

**To:** Lisa Kahaleole Hall - Director of Indigenous Studies

**Subject:** Re: Curriculum Consultation English/Indigenous Studies

Dear Professor Corntassel,

I hope this note finds you well. I am writing to follow up on my email of 30 May, 2022 regarding the English Department's Curriculum changes and to indicate that our deadline for submission is 2 November. If you have any questions or concerns about these changes or if,

as I indicate in the note, you wish to meet to discuss them please let me know.

If the changes pose no substantive concern at this stage, could I please trouble you to indicate that you are satisfied with the consultation process.

All Best,

Gary Kuchar  
Professor  
Department of English  
University of Victoria  
Clearihue Building C329  
PO BOX 1700 STN CSC  
Victoria BC  
250-721-7248  
V8W 2Y2

<http://www.uvic.ca/humanities/english/people/regularfaculty/kuchar-gary.php>

*George Herbert and the Mystery of the Word: Poetry and Scripture in Seventeenth-Century England* (Palgrave: 2017).

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**From:** Gary Kuchar  
**Sent:** Monday, May 30, 2022 9:01 AM  
**To:** Lisa Kahaleole Hall - Director of Indigenous Studies  
**Subject:** Curriculum Consultation English/Indigenous Studies

Dear Lisa Kahaleole Hall,

I hope this note finds you well. I am writing in my capacity as a member of the curriculum committee in the Department of English. I have been tasked with consulting all other relevant units in the University about our curriculum revision per University regulations on calendar and curriculum changes.

Please let me begin by reiterating that the Department of English is committed to hiring Indigenous Faculty to teach and develop new courses. In this light, we fully expect further development of Indigenous-related courses as we move forward.

The following proposed changes are an attempt to make the most of existing resources and we are very much open to any suggestions or concerns you might have at this stage of the process. Indeed, the members of the curriculum committee would be happy to meet with you about the proposed changes should that be desirable.

Please also note that one goal of the curricular revision was to streamline the program by creating broad course rubrics that allow instructors to teach across time periods and geographical areas.

I note this in order to signal that Indigenous literatures will likely be taught as part of courses that are not explicitly identified as Indigenous and so have not been flagged by Kuali as directly pertinent to the Indigenous Studies Program.

In light of this curricular loosening of some rubrics, the Indigenous content of classes with broader frames will vary from year to year and instructor to instructor. This information should be widely available each year for students as we now advertise our courses online; but we could certainly alert the Indigenous Program of relevant courses as they are taught in specific years should that be desirable.

There are a relatively large number of courses on the new curriculum in which Indigenous literature could be taught, so I will not list them all here. I would, however, be happy to send along the new roster of courses should that be desirable.

Beyond that, there are two kinds of changes in our proposed curriculum that are immediately relevant to Indigenous Studies.



First there is the addition of new courses noted below.

And second there are changes in existing course codes arising from our shift from ENGL to ENSH.

Here are Course Additions (with no existing course equivalencies in the current curriculum):

ENSH 255– Indigenous Literatures

Description: A survey of Indigenous literatures.

ENSH 379– Critiquing Settler-Colonialism in Canadian Literature

Description: A critical study of literature by settler writers.

And here is a change in course code, with some alteration of Course Description:

1. Current Curriculum Code

ENGL 477 Indigenous Literature in English

and 476 Indigenous and Diasporic

Literatures in Canada

New Curriculum Code

ENSH 395– Topics in Indigenous Literatures

Please note that the current curriculum identifies third and fourth-year courses simply as "upper-level" while the new curriculum reserves fourth year courses for advanced seminars. This means that there are general rubrics for special topics seminars

in the fourth-year that could be Indigenous-focused depending on yearly offerings.

Thank you for your time and do please let me know if you have any questions, concerns, or further suggestions about these proposed changes. And as I mentioned, the committee would be happy to meet in person or over Zoom should you wish for further consultation.

All Best,



**Date:** November 16, 2022

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to add a new stream in Master of Business Administration in Advancing Reconciliation to the existing Master of Business Administration program**

---

At its meeting on November 2, 2022, the Senate Committee on Planning considered the proposal to add a new stream in Master of Business Administration in Advancing Reconciliation to the existing Master of Business Administration program.

The proposed MBA in Advancing Reconciliation stream will be offered in partnership the BC Association of Aboriginal Friendship Centres (BCAAFC) and will be able to meet the needs of Indigenous communities in a way that was previously not available.

The cohort design will include both Indigenous and non-Indigenous students to create opportunities for learning, bonding and understanding each other's world views.

**The following motion is recommended:**

Motion: that Senate approve, and recommend to the Board of Governors that it also approve, the proposal to add a new stream in Master of Business Administration in Advancing Reconciliation to the existing Master of Business Administration program, as described in the document "Master of Business Administration in Indigenous Reconciliation", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Respectfully submitted,

**2022-2023 Senate Committee on Planning**

Dr. Elizabeth Adjin-Tettey, Chair	Ms. Alyssa Jackson
Dr. Evanthia Baboula	Dr. Michelle Lawrence
Dr. Rustom Bhiladvala	Dr. Annalee Lepp
Dr. Alexandrine Boudreault-Fournier	Dr. Kin Fun Li
Dr. Alexandre Brolo	Dr. Cynthia Milton
Dr. Jo-Anne Clarke	Dr. Ulrich Mueller
Dr. Adam Con	Dr. Joban Raiwal
Ms. Andrea Giles	Ms. Ada Saab
Dr. Robin Hicks	Ms. Wendy Taylor
Dr. Cindy Holder	Dr. Jie Zhang
Dr. Sandra Hundza	Ms. Sandra Duggan (Secretary)

**UNIVERSITY OF VICTORIA**  
**PROGRAM CHANGE TO AN EXISTING GRADUATE PROGRAM TEMPLATE**  
*[Master of Business Administration in Indigenous Reconciliation]*

Indicate the type of change being proposed:

- Double or dual degree programs involving existing degrees
- Programs involving partnerships or agreements with other institutions
- Changes to a program degree or title
- Significant changes to program focus, content, structure, **new stream within existing program** or requirements (e.g. moving from a project-based to a course-based masters)
- Other, please specify

Submitted by:	Name and title	Email
Contact person	Sheryl Karras, Admin Director Gill Grad	mgbdiradmin@uvic.ca
Dean or designate	Saul Klein, Dean	bizdean@uvic.ca

*Please provide dates of all approvals*

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	18 August 2022
Departmental approval	
Faculty Curriculum Committee approval	
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	
Faculty of Graduate Studies Council approval	

*Please complete all rows with date or N/A*

Consultations (as applicable; see notes below) <i>*supporting documentation required for all consultations</i>	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian <a href="mailto:bengtson@uvic.ca">bengtson@uvic.ca</a> (Lisa Goddard)	26 Sep 2022	Y
Executive Director, Co-operative Education and Career Services – Andrea Giles, <a href="mailto:agiles@uvic.ca">agiles@uvic.ca</a>	n/a	
Office of the Registrar – please submit consult request to <a href="mailto:OREGSCPConsultation@uvic.ca">OREGSCPConsultation@uvic.ca</a>	16 Sep 2022	Y
Indigenous Academic and Community Engagement – Rob Hancock, Associate Director Academic, <a href="mailto:iaceadac@uvic.ca">iaceadac@uvic.ca</a>	30 Aug 2022	Y
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program change involves non-standard tuition *If you answered Yes, complete the <a href="#">UVic Non-standard Tuition Template</a>	n/a	



## Creation of a new stream within existing degree

## SUMMARY of PROPOSED CHANGE

Name, Location, Academic units (Faculties, departments, or schools) offering the new Master's degree	New stream within MBA: Master of Business Administration, in <u>Advancing Reconciliation</u>
Anticipated change start date  <b><i>*Note – the program <u>must not be advertised/offered until all approvals are finalized.</u></i></b>	March 2023
Name, title, phone number and e-mail address of contact person	Sheryl Karras, Director of Admin, Gill Graduate Programs 250-721-6433, mgbdiradmin@uvic.ca
<b><i>A. Please identify the type of change being proposed (e.g., double or dual degree programs involving existing degrees, programs involving partnerships or agreements with other institutions, changes to a program degree or title, significant changes to program focus, content, structure, new stream within an existing program, or requirements (e.g. moving from a project-based to a course-based masters)</i></b>	
<p>Creation of a new stream within our existing MBA degree program</p> <p>MBA in Advancing Reconciliation</p> <p>Program structure in terms of required courses will follow the existing modular delivery format. The new stream will contextualize all courses, however, to apply them to a targeted group of students and to reflect a focus on issues related to reconciliation. Assignments and projects will all be designed with such a focus.</p>	

**B. Provide a summary of the proposed change, and clearly articulate how the proposal aligns with current institutional plans and priorities. (maximum 1 page)**

- UVic has committed to taking action on truth, respect and reconciliation. The following commitments are included in UVic's [Strategic Framework](#):
  - Implement and advance the applicable calls to action of the Truth and Reconciliation Commission and the goals of our own [Indigenous Plan](#).
  - Develop new pathways for access to higher education for Indigenous students.
  - Increase the number and success of Indigenous students, faculty, staff and leaders at UVic by developing priority recruitment strategies across the university, along with programs to support success.
  - Implement transformative programs to provide a welcoming, inclusive campus environment for all, and include the entire university community in Indigenous-engaged learning to promote mutual understanding and respect.

Foster respectful partnerships with Indigenous communities, governments and organizations—developing and supporting educational and research programs that align community needs and priorities with UVic's strengths and capabilities.

This MBA stream will be an example of UVic's commitment to partner with and support Indigenous communities and organizations. It will be offered for and in partnership with the BC Association of Aboriginal Friendship Centres (BCAAFC), a critical support service provider for urban Indigenous communities, that will strengthen our relationships with Indigenous communities and agencies and help to build much needed capacity within Indigenous and social service agencies to support the important work that they are doing. Because this MBA stream is being co-developed and contextualized in partnership with the BCAAFC, this program will be responsive to and meet the needs of Indigenous communities in a way that we have not been able to do before.

Though a pilot program, we expect this stream to be part of our regular offerings with the long term vision of perhaps opening this model to other groups as BC and Canada work to foster reconciliation, decolonization and capacity building for Indigenous communities. The structure of the program follows our existing modular format that has been delivered for Telus since 2017.

The cohort design will include both Indigenous and non-Indigenous students to create opportunities for learning, bonding and understanding each other's world views.

**C. What are the current labour market indicators to support the proposal?**

- This new stream is a response to a direct appeal from the BCAAFC who have determined there is a strong need for this type of program.

**D. How is the proposed change aligned with, or is distinct from related graduate programs in other BC post-secondary institutions?**

- This stream in Advancing Reconciliation is believed **to be the first of its kind in the world.**
- The stream will help build stronger Indigenous participation in the broader economy in the spirit of true reconciliation, by fostering more exposure and understanding of business and management.
- Learning through a lens of reconciliation is critical for non-Indigenous and Indigenous leaders alike. The program will help empower Indigenous and non-Indigenous leaders in BC to bring a perspective of reconciliation to their careers and lives.

**E. How are the admission requirements affected by the proposed change?**

- This is a closed enrolment cohort with students nominated by the Province of BC and by the BCAAFC.
  - Province of BC candidates will be identified through the social-sector, non-profit or public-sector organizations in BC.
- Nominated candidates will follow the UVic/FGS/Gustavson regular admission process to be admitted to this cohort. All candidates will have the necessary background and preparedness to succeed in the program.

Cohort size: 25

***F. Areas of specialization and evidence of adequate faculty complement (Include a table showing anticipated faculty supervision and committee service taking into account faculty leaves for research-based graduate programs). (Include short faculty CVs in an appendix)***

This stream will draw on existing faculty resources as well as opportunity to hire faculty to teach in this program. The understanding that faculty members have developed in our extensive offerings of non-degree programs that have been delivered in Indigenous communities over the past eight years and our experience working with social sector organizations. Lead faculty members, who are involved in developing this stream include both Gustavson indigenous scholars and allies.

***G. Curriculum design (Include draft curriculum program and course change forms in an appendix)***

**Indicate the program requirements and design, including core and prerequisite courses. Identify which courses already exist at UVic and any new courses to be implemented as a result of the proposed change.**

All core and prerequisite courses are the same as in our existing MBA. The unique features of this stream will be designed into the contextualization and application of concepts to provide a focus on Indigenous Reconciliation. Two examples of this include:

MBA 514 - Foundations of Sustainability

Shows how business can be sustainable, profitable and a force for social change. Explores opportunities and challenges for developing more sustainable business strategies and practices, and the changing role of business in relation to society and the environment. Introduces the business case for sustainability, sustainability reporting, socially responsible investing, First Nations/Indigenous approaches to economic development, ethics, gender equity and human rights.

Tailoring Options for MBA in Advancing Reconciliation -This course is already highly innovative and aligns to the purpose of the proposed MBA in Indigenous Reconciliation. This course includes specific economic development models that have been developed in collaboration with First Nations.

MBA 555 - People and the Future of Work

Examines the contemporary workplace and its implications for people. Topics include decision-making, motivation, and trust; talent development, teams, employee engagement, HR practices (e.g. recruitment and retention, performance and compensation, layoffs, legislation).

Tailoring Options for MBA in Advancing Reconciliation -This course would be further adapted for the unique challenges for the labour market for social services, as we explore and understand the context of the for profit labour market. In other words, social services and not-for-profits have unique hiring, compensation, management and motivation retention challenges that are unique from for profit organizations.



- **Does the proposal involve changes to the curriculum design? If yes, clearly identify the existing curriculum and proposed changes.**

– same MBA requirements as the existing program with an Indigenous-specific focus.

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

– already incorporated in program

- Opportunities for community engaged and research-enriched learning

– already incorporated in program

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

The delivery format will follow the Modular MBA structure that already exists for TELUS, with week-long residencies delivered in person and a combination of synchronous and asynchronous learning online between residencies. The MBA in Advancing Reconciliation is expected to include modules delivered in different communities/location across BC.

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

Existing policies on student evaluation will apply.

***I. Does your program have learning outcomes? If so, does the proposed change affect the current program learning outcomes? If yes, identify the revised program learning outcomes.***

Yes, our MBA program has learning outcomes that are developed and evaluated regularly in terms of our external accreditation by AACSB. This stream will have the same learning outcomes as they focus on the acquisition of core business and management skills.

Master of Business Administration (MBA)

Competency Goal 1. Business Understanding: Gustavson MBA graduates will have a fundamental understanding of the core business disciplines.

Competency Goal 2. Global Mindset: Gustavson MBA Graduates will have a global perspective and the international business knowledge to succeed in a complex world.

Competency Goal 3. Sustainability/Social Responsibility: Gustavson MBA graduates will recognize that organizations and their members have a responsibility to the broader society of which they are a part, and act accordingly.

Competency Goal 4. Professionalism: Gustavson MBA graduates will conduct themselves professionally, communicating effectively, collaborating productively and maintaining high ethical standards.

***J. Does the proposed change provide opportunities to include Indigenous perspectives and decolonization of the curriculum/program? If yes, please provide details.***

This stream will focus explicitly on and incorporate content that aligns with the economic, cultural, social, and environmental challenges facing Indigenous peoples in British Columbia.

Through current and new case studies, integrated real-world projects, and reflective exercises, students will gain insight and understanding on how to be a leader in implementing change with sustainable thinking. The learning will be guided by Indigenous ways of knowing, doing and being.

***K. Does the proposed change promote justice, equity, diversity and inclusion? If yes, please provide details.***

Yes, the very rationale for the program is to promote equity, diversity and inclusion by building capacity for urban Indigenous communities regarding participation in business management practices within the social and not-for-profit sectors and the broader economy as part of the commitment to decolonization and reconciliation. From the selection of candidates to the contextualization of materials, there will be a strong emphasis on equity, diversity and inclusion.

***L. Does the proposed change provide opportunities for global engagement or perspectives? If yes, please provide details.***

Yes, our MBA is designed to include a direct global experience and this stream will be no different.

**M. Does the proposed change involve places for integration of teaching and research? If yes, please provide details.**

n/a

**N. If this is a new stream, provide an enrolment plan (Include a table of ongoing students, anticipated annual intake and graduates from start to steady state).**

As noted in section: E

- This is a closed enrolment cohort with students nominated by the Province of BC and by the BCAAFC.
  - Province of BC candidates will be identified through their social-sector, non-profit or public-sector organizations in BC.
- Cohort size: 25

**O. How do you plan to evaluate graduate student supervision?**

This is a course-based program.

**P. Resources requirements (include a table of program revenue and expenditures)**

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

n/a – for context:

- The Province is investing \$8.4 million to advance reconciliation in the B.C. community social services sector. The funding is supporting the development of a provincial reconciliation framework and action plan for the community social services sector over the coming five years.
- Part of this funding has been allocated to the MBA stream in Advancing Reconciliation, alongside financial contributions from BCAAFC and Indspire, an Indigenous national charity that invests in the education of First Nations, Inuit and Métis people.
- This stream will support those working in the sector to better understand and be able to support reconciliation efforts in their organizations and throughout the province.
- This program could lead to the amendment of systemically racist legislation, policies and practices in order to better support Indigenous peoples, communities and organizations facing disproportionate barriers.

***Q. Student financial support plan (include a table of anticipated annual funding amounts and sources for each student in the program in a sample year at steady state)***

n/a – for context, as noted in Section: P

Students entering the MBA stream in Advancing Reconciliation will be fully supported, including covering all expenses.

***R. Evidence of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable (Provide copies of letters of support in Appendix) n/a***

**Appendix:**

**See attached email consultation with: Indigenous Library, OREG, Indigenous Academic Community Engagement**



26 September Library consultation an Existing Graduate Program name chan  
Program Change to Re BUSI - Graduate

**See the following articles for evidence of support from Indigenous partners:**

<https://www.uvic.ca/gustavson/about/about/news/news/2022-uvic-first-custom-mba-indigenous-reconciliation.php>

<https://news.gov.bc.ca/releases/2022SDPR0046-001075>

<https://bcaafc.com/2022/07/13/custom-mba-in-indigenous-reconciliation-to-support-safer-access-to-community-social-services/>



TRIBAL RESOURCES INVESTMENT CORPORATION

Tricorp ☐  
PO Box 339  
Prince Rupert, B.C. V8J 3P9  
Phone: (250) 624-3535  
Fax: (250) 624-3883  
Toll Free: 1-800-665-3201  
Email: tricorp@citywest.ca

October 18, 2022

To: Elizabeth Adjin-Tetty and the UVIC Senate

Re: Uvic's MBA in Advancing Reconciliation

On behalf of the Tribal Resource Investment Corporation, I am pleased to send this letter of support to the University of Victoria, for the MBA in Advancing Reconciliation.

TRICORP's mandate is to provide funding and support for training and business activities which increase the number of permanent jobs, reduce unemployment, and facilitate business ownership among First Nations people. The MBA degree program ticks all these boxes, providing much needed capacity training for band village managers, economic development officers, and Indigenous project managers.

TRICORP Employment, Skills & Training Services (TESTS) is an integrated approach to Indigenous labour market programming. TESTS links training to labour market demand and ensures that Canada's Indigenous people can fully participate in economic opportunities.

Under this strategy, TESTS is designed to deliver employment programs and services best suited to the unique needs of our clients. TESTS focuses on three priorities:

- supporting demand-driven skills development;
- fostering partnerships with the private sector and the provinces and territories; and
- placing emphasis on accountability and results.

TESTS is designed to help Indigenous people prepare for and find high-demand jobs quickly, as well as keep them in the long term. All Indigenous people, regardless of status or location, may access its programs and services, which include:

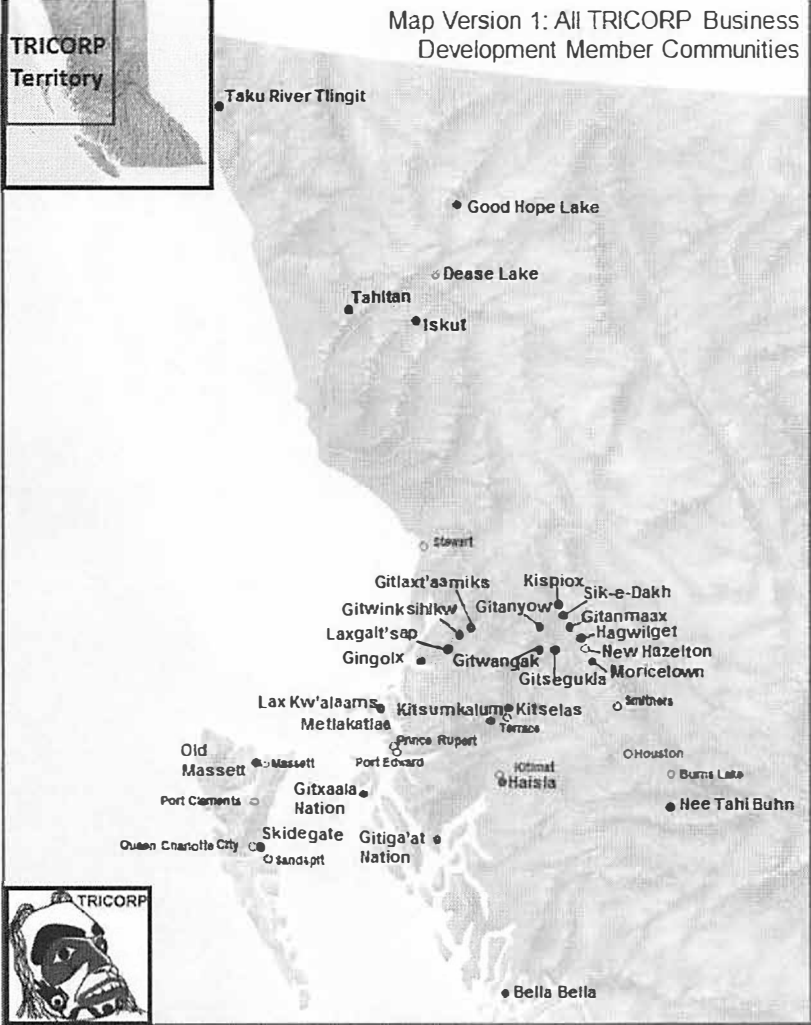
- skills development;
- training for high-demand jobs;
- job finding;
- programs for youth;
- programs for urban and Indigenous people with disabilities; and
- access to child care.

Head Office ☐  
Lot 1, Grassy Bay Lane  
Wlnakancaud Indian Reserve #3  
Prince Rupert, BC V8J 3Y1

The Tribal Resources Investment Corporation (TRICORP) provides a wide range of financial and Employment, Skills & Training Services to 24 First Nations in Northwestern British Columbia.

While each community is unique and all are united in their effort to improve the quality of life of Canada's Indigenous people and to protect and preserve Indigenous culture. However, across Indigenous organizations, entry level and middle management positions have gone unfilled by Indigenous community members, requiring these organizations to search outside of their membership to fill these positions.

Below is a map of our service area; we look forward to supporting the communities of Northwest BC through this Uvic's MBA in Advancing Reconciliation.



Legend ● Member Communities ○ Urban Communities

The overall objective of this MBA program is to prepare Indigenous members, both unemployed and underemployed, for management positions and economic opportunities within BC, ultimately building capacity and creating prosperity in their communities.

We like the fact that this program would offer unique opportunities for mentorship, collaboration, and inter-cultural relationship building experiences enabling Indigenous and mainstream not for profit sector to move the priority commitment of reconciliation forward. Key aspects of collaboration include modeling the framework of reconciliation in our social services sector, addressing the need for training, capacity development, social policy development and key cultural shifts.

We have had the pleasure of knowing Dr. Brent Mainprize since 2000 when the CEO of Tribal Resources Investment Corporation (TRICORP), Frank Parnell, approached Dr. Mainprize with his vision of a collaborative program for Indigenous economic development. TRICORP has had a long and successful relationship with Dr. Mainprize and we are more than pleased to write this letter of engagement for Uvic's MBA in Advancing Reconciliation.

TRICORP CEO, Frank Parnell, invited Dr. Mainprize to co-design the highly successful Aboriginal Canadian Entrepreneur (ACE) program in 2010. In 2013, TRICORP invited the Gustavson School of Business at the University of Victoria, with Dr. Mainprize as Program Director, as the key education delivery partner for our program. Since its inception, the ACE Program has expanded to provide award winning experiential entrepreneurship education to communities all throughout British Columbia, growing stronger and having a breadth of impact we could have only imagined when it all started. The program provides prospective Aboriginal entrepreneurs with in-community business education that combines practical and theoretical learning built around the individual needs of each entrepreneur in each community. In 2014 the program was expanded to include a program in Haida Gwaii called Haida Owned and Operated, and in 2016 a program was started in the Okanagan Lakes District called LD-ACE. In this last year the program has expanded further, with sister programs created in the Nisga'a Nation and a program devoted entirely to entrepreneurship opportunities for artists called ACE for Artists. The amazing growth of this original program is continuing, with many exciting partnerships and ACE programs yet to be announced in many other regions of British Columbia and across Western Canada. The growth and success are due, in large part, to the work and leadership the Gustavson School of Business. The ACE program has been delivered in 45 Indigenous communities in BC, Saskatchewan and Ontario



graduating over 50 cohorts of 700+ Indigenous entrepreneurs who are now successfully running 230 businesses. I am confident any project, including this special MBA program, would flourish under from UVic and the Gustavson School of Business.

TRICORP enthusiastically supports the MBA in Advancing Reconciliation, designed to inspire all citizens (Indigenous and non-Indigenous) through collaboration, social innovation and positive cultural identify to feel confident as in roles as managers in our communities. We look forward to participating in the successful delivery of the proposed program.

If you require any further information, please do not hesitate to reach out.

Sincerely,

Original signed by Jacquie Ridley  
Jacquie Ridley  
Chief Executive Officer  
TRICORP



**Date:** November 16, 2022

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to make changes to and change the name of the combined Computer Science and Statistics Major and Honours programs to Data Science Program**

---

At its meeting on November 2, 2022, the Senate Committee on Planning considered the proposal to make changes to and change the name of the combined Computer Science and Statistics Major and Honours programs to Data Science Program.

With increased demand for data science specialists, and subsequent demand from students, it is important that UVic offer a program with this focus.

This program will provide students the flexibility of choosing their home department, allowing them to complete this BSc in Data Science with the Computer Science or Mathematics/Statistics department. Since these departments reside under two separate faculties, Faculty of Engineering and Computer Science and Faculty of Science, all students receiving a BSc in Data Science would be subject to the same requirements.

**The following motion is recommended:**

Motion: that Senate approve, and recommend to the Board of Governors that it also approve, the proposal to make changes to and change the name of the combined Computer Science and Statistics Major and Honours programs to Data Science Program, as described in the document "Change CSC/STAT combined programs to Data Science".

Respectfully submitted,

**2022-2023 Senate Committee on Planning**

Dr. Elizabeth Adjin-Tettey, Chair	Ms. Alyssa Jackson
Dr. Evanthia Baboula	Dr. Michelle Lawrence
Dr. Rustom Bhiladvala	Dr. Annalee Lepp
Dr. Alexandrine Boudreault-Fournier	Dr. Kin Fun Li
Dr. Alexandre Brolo	Dr. Cynthia Milton
Dr. Jo-Anne Clarke	Dr. Ulrich Mueller
Dr. Adam Con	Dr. Joban Raiwal
Ms. Andrea Giles	Ms. Ada Saab
Dr. Robin Hicks	Ms. Wendy Taylor
Dr. Cindy Holder	Dr. Jie Zhang
Dr. Sandra Hundza	Ms. Sandra Duggan (Secretary)

**UNIVERSITY OF VICTORIA**  
**STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE**  
*Change CSC/STAT combined programs to Data Science*

Indicate the type of change being proposed:

- Double or dual degree programs involving existing degrees
- Programs involving partnerships or agreements with other institutions
- Changes to a program degree or title
- Significant changes to program focus, content, structure, new stream within existing program or requirements
- Other: minor changes to program focus, content, structure, new stream within existing program. Change to admission and degree progress requirements.

Submitted by:	Name and title	Email
Contact person	Celina Berg, Curriculum Chair Department of Computer Science, Faculty of Engineering and Computer Science Rod Edwards, Curriculum Chair Department of Mathematics and Statistics, Faculty of Science	<a href="mailto:celinag@uvic.ca">celinag@uvic.ca</a>  <a href="mailto:edwards@uvic.ca">edwards@uvic.ca</a>
Dean or designate	LillAnne Jackson Associate Dean, Undergraduate Programs Faculty of Engineering and Computer Science Adam Monahan Associate Dean Academic, Faculty of Science	<a href="mailto:engradu@uvic.ca">engradu@uvic.ca</a>  <a href="mailto:scieada@uvic.ca">scieada@uvic.ca</a>

***Please provide dates of all approvals***

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	Nov 25. 2021
Departmental/School approval	CSC: 4 Feb. 2022 MATH: 11 Jan. 2022
Faculty Curriculum Committee approval	FoS: 4 Feb. 2022 Fac. of ECS: 9 Feb. 2022
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	FoS: 15 Feb. 2022 Fac. of ECS: 17 Feb. 2022

***Please complete all rows with date or N/A***

Consultations (as applicable; see notes below) <b><i>*supporting documentation required for all consultations</i></b>	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries - <a href="mailto:ulo@uvic.ca">ulo@uvic.ca</a>	17 Oct. 2022	Y
Co-operative Education and Career Services – <a href="mailto:coopinfo@uvic.ca">coopinfo@uvic.ca</a>	17 Oct. 2022	Y
Office of the Registrar – please submit consult request to <a href="mailto:OREGSCPConsultation@uvic.ca">OREGSCPConsultation@uvic.ca</a>	17 Jun. 2022	Y
Indigenous Academic and Community Engagement – Kundoqk Jacque Green, Executive Director, <a href="mailto:iaceed@uvic.ca">iaceed@uvic.ca</a>	17 Oct. 2022	Y

Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program change involves non-standard tuition *If you answered Yes, complete the <a href="#">UVic Non-standard Tuition Template</a>	N/A	



UNIVERSITY OF VICTORIA  
STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

***Change CSC/STAT combined programs to Data Science***

Please complete all sections or indicate N/A

**SUMMARY of PROPOSED CHANGE**

Name, Location, Academic units (Faculties, departments, or schools)	Department of Computer Science, Faculty of Engineering and Computer Science  Department of Mathematics and Statistics, Faculty of Science
Anticipated implementation date of change	May 2023
Name, title, phone number and e-mail address of contact person	Celina Berg, Curriculum Chair, CSC <a href="mailto:celinag@uvic.ca">celinag@uvic.ca</a> Rod Edwards, Undergraduate Curriculum Chair, MATH <a href="mailto:edwards@uvic.ca">edwards@uvic.ca</a>

***A. Please identify the type of change being proposed (e.g. double or dual degree programs involving existing degrees, programs involving partnerships or agreements with other institutions, changes to a program degree or title, significant changes to program focus, content, structure or requirements (e.g. moving from a project-based to a course-based masters)***

- Change in program title
- Addition of upper level Data Science focused requirements
- Allowing students to enroll in the program through either the faculty of Engineering and Computer Science or Science (currently students enroll through the faculty of Science.
- Addition of admission and graduation requirements to ensure students admitted to the program through the faculty of Engineering and Computer Science or Science will be held to the same requirements.

See  
Appendix for program change details.

**B. Provide a summary and rationale for the proposed change (maximum 1 page)**

**Clearly articulate the proposed change and provide a rationale for the change and its impact on students. How does the proposed change align with unit/Faculty/UVic institutional plans and priorities?**

This proposal will change the name of combined Computer Science and Statistics combined [Major](#) and [Honours](#) to Data Science. With this name change there are changes to some of the course and admission requirement as outlined in the Appendix of this document.

Calendar changes will be made to the existing combined Computer Science and Statistics combined [Major](#) and [Honours](#) Calendar entries.

With increased demand for data science specialists, and subsequent demand from students, it is important for our institution to offer a program with this focus. Statistics and computer science provide the core learning outcomes necessary to support this specialty. The existing combined Computer Science and Statistics combined [Major](#) and [Honours](#) programs include the most of the necessary courses that address these learning outcomes. We have added strict requirements to courses that are fundamental to students wanting to focus their studies in the area of Data Science. Additionally, we believe that by augmenting this program with alternate but equivalent courses offered by Computer Science, Electrical and Computer Engineering, and Mathematics and Statistics we provide wider opportunities and choice for students enrolling in the program.

This program will provide students the flexibility of choosing their home department, allowing them to complete this BSc in Data Science with the Computer Science or Mathematics/Statistics department. Given these departments reside under two separate faculties (Faculty of Engineering and Computer Science and Faculty of Science), advice from Records suggested program level requirements be introduced for admissions, progression and graduation to ensure consistency. That is, all students receiving a BSc in Data Science would be subject to the same requirements.

***C. What impact does the proposed change have on student recruitment, retention and success? Are there current labour market indicators to support the proposed change?***

Data Science expertise is in high demand with the growth across all industries. Increased enrolment in courses such as machine learning, artificial intelligence and optimization demonstrates the student interest in this area.

Letters of support from employers in the  
Appendix of this document.

***D. Does the proposed change require additional resources (faculty/staff appointments, space, library) beyond the unit's current complement? If yes, please provide details.***

No changes.

This program is largely based on the pre-existing Computer Science and Statistics Major and Honours programs with some domain specific 300 and 400 level requirements added. Given the core program already exists and is made up of courses that are already taught by CSC, ECE and MATH we do not see any issues in the ability to service these programs.

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

This program introduces the following admission changes:

- Limited enrolment (capped, per year, at 15 seats in CSC and 15 seats in MATH/STATS)

Adding both CSC and MATH/STAT admission and graduation requirements to the program itself to ensure students in the program have a uniform admission and evaluation process.



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

- **Does the proposal involve changes to the curriculum design? If yes, clearly identify the existing curriculum and proposed changes.**

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

These proposed programs were constructed by tailoring the existing Computer Science and Statistics program that already included many of the foundational courses necessary for a Data Science focused degree. Some program requirements were introduced to ensure students completing this program gain an understanding of concepts fundamental for a Data Science degree. A detailed description of the program design based on the existing program is provided in the Curriculum Overview in the

Appendix of this document.

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

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

The existing programs have a coop option for students to opt into. Students will still have the opportunity to enroll and participate in the co-op program of the faculty which they are enrolled in.

As the change being made is from a combined degree(CSC/STAT) to a singular degree (Data Science), the current, more complex regulations around combined co-op degrees can be regularized into the standard degree language. This will be done in consultation with the Director of Operations in Co-operative Education Program and Career Services once approval is received from the Senate Committee on Planning.

- Opportunities for community engaged and research-enriched learning

The proposed Honours option of this program will include a seminar course and an independent supervised research project. This component already existed in the current CSC/STAT combined honours program.

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

No

**G. Does your program have learning outcomes? If so, does the proposed change affect the current program learning outcomes? If yes, identify the revised program learning outcomes.**

The following learning outcomes are proposed, integrating with existing outcomes but highlighting relevant data science learning outcomes

1. Acquire a foundational knowledge of computer science, mathematics and statistics, with relevance to data science, so that students are able to select and apply appropriate methods and techniques to mine relevant information from data.
2. Develop an understanding not only how to apply methodologies, but when and why they are appropriate.
3. Provide instruction in fundamental theory so that students can adjust methodology to changes in new settings.
4. Integrate the fields of computer science, mathematics and statistics to create skilled and broadly based data scientists.
5. Provide experience with real-world problems.

**H. Does the proposed change affect anticipated times to completion? If yes, provide the revised anticipated times to completion.**

no

**I. Does the proposed change provide opportunities to include Indigenous perspectives and decolonization of the curriculum/program? If yes, please provide details.**

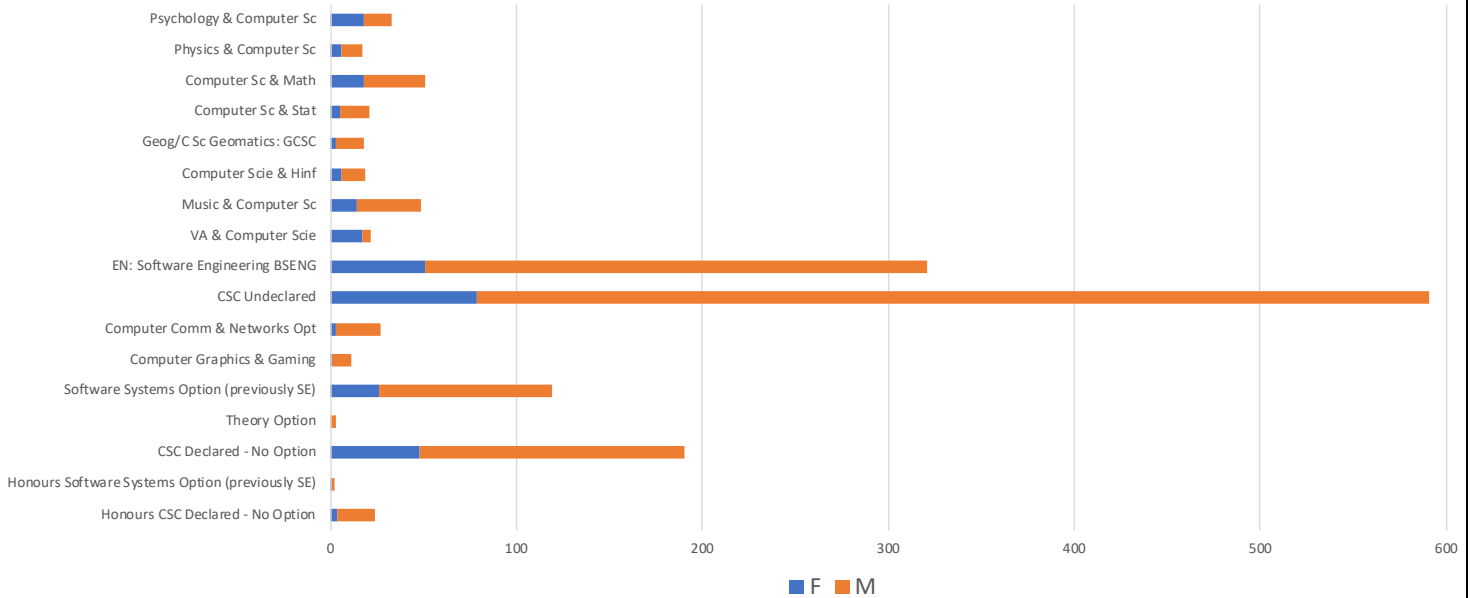
N/A

**J. Does the proposed change provide opportunities for global engagement or perspectives? If yes, please provide details.**

With the explosion of data available in our interconnected globe since the change of millennium and the growth of Computer Science and Statistics related research fields, such as machine learning, big data, data mining and data visualization, this field has grown naturally to encompass global perspectives. Data now flows (nearly) unobstructed by borders. The term Data Science is now used world-wide to reflect the statistical and computer science methods that are being used to quantify, manage and visualize the impact of this knowledge. This proposed natural change of program name and the focusing of the curriculum allows the program to be recognized by many more people as the program doing the vital work of scientifically assessing data.

**K. Does the proposed change promote justice, equity, diversity and inclusion? If yes, please provide details.**

Computer Science has historically had disproportionate male/female enrolments. The introduction of combined programs has allowed us to establish programs that attract a higher percentage of female students. A snapshot of our 2021 enrolments broken down by gender demonstrates this(below). We believe the renaming and focusing of this exiting combined CSC/STATS program will allow us to recruit students interested in the application of Data Science to real-world problems, who would not have otherwise considered a CS degree as an option.



**L. Does the proposed change involve places for integration of teaching and research? If yes, please provide details.**

The proposed Honours option of this program will include a seminar course and an independent supervised research project. These components already existed in the current CSC/STAT combined honours program.

**M. How does the proposed change align with or distinguish the program from related undergraduate programs in other BC post-secondary institutions?**

The following BC institutions have existing Data Science programs that have similar components as there is a high demand for data scientist both in industry and research positions:

- UBC: [https://you.ubc.ca/ubc\\_programs/data-science/](https://you.ubc.ca/ubc_programs/data-science/)
- SFU: <http://www.sfu.ca/students/calendar/2022/spring/programs/data-science/major/bachelor-of-science.html>
- UBC (Okanagan), <https://cmps.ok.ubc.ca/undergraduate/data-science/>
- Thompson Rivers University - <https://www.tru.ca/programs/catalogue/data-science-major.html>

And many others at other Canadian universities, such as :

- Waterloo: <https://uwaterloo.ca/future-students/programs/data-science>
- Laurier: <https://www.wlu.ca/programs/science/undergraduate/data-science-bsc/index.html>
- U of T: <https://future.utoronto.ca/undergraduate-programs/data-science/>

Letters of feedback and support from four BC institutions are attached in the Appendix of this document.

We reached out to the following institutions for feedback:

- UBC
- UBC-O
- SFU
- UNBC
- TRU

**N. Does the proposed change affect anticipated enrolment and student financial support plans? If yes, please provide details.**

No student financial support necessary.

After consultation with the Office of the Registrar, we intend to follow their suggest control of entry to the program:

*Students at UVic who are interested in the program will either declare their major with the Faculty of Science or with the Faculty of Engineering and Computer Science and each faculty will manage the number of students.*

A per-year enrolment cap of 15 students per faculty (Science/Engineering and Computer Science) will be managed on a first-come, first-serve basis by the corresponding department advising offices. Student admitted must follow the process for declaration described below.

Evidence of this consultation in the Appendix of this document.

After consultation with the Records Officer we have established the following process for declaration for the following two cases:

1. Current/Returning students already admitted to correct faculty: Sc (Science) or EN (Engineering)
  - 1.1. Student is already admitted to the faculty of EN:BSc or SC
  - 1.2. Student submits a formal request for the Data Science program to the appropriate Advisor
  - 1.3. The Advisor will then assess the student's record to verify if the student meets the program admission requirements
  - 1.4. The Advisor will declare the student within the program, if they meet admission requirements.
  - 1.5. The faculty will manage their own declaration number
2. Students Transferring to UVic or Current/Returning (from a different faculty) - Separate Admit/Program Declaration to Data Science Program
  - 2.1. Student must submit a My UVic application for desired faculty (EN or SC) and for either Computer Science (EN) or Mathematics (SC) or Statistics (SC).
  - 2.2. Admission reviews application for faculty admission requirements. They do not need to consult an adviser.
  - 2.3. Once admitted to their faculty they follow the same process as "Current/Returning Students Already Admitted to

Correct Faculty” stated in Case 1 above.  
Evidence of this consultation in the  
Appendix of this document.

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

## Appendix

This appendix contains the following:

### ***Curriculum Overview***

- [Summary of differences from existing Combined CSC/STAT programs](#)
- [Program specific curriculum details](#)

### ***Letters of Support***

- Employers
  - o CIBC
  - o Abe Books
  - o Information and Communications Technology Council
- Coop offices
  - o Meeta Khurana, Associate Director, Engineering and Computer Science, Co-operative Education Program + Career Services
  - o Arkady Futerman, Co-op Coordinator, Physics, Astronomy, Chemistry, Mathematics, Statistics, Co-operative Education Program + Career Services

### ***Evidence of Consultation with University units***

- Office of the Registrar
- Undergraduate Records
- Co-operative Education Program and Career Services
- Libraries
- Indigenous Academic and Community Engagement

### ***Evidence of Consultation with related departments within the University***

- Mathematics and Statistics and Computer Science
- Electrical and Computer Engineering
- Bachelor of Software Engineering
- Mathematics and Statistics and Computer Science Chairs

### ***Evidence of Consultation with related departments at other Universities***

- Thompson Rivers University
- University of Northern British Columbia
- Simon Fraser University

## **Curriculum Overview**

### Summary of differences from existing Combined CSC and STAT programs

These proposed programs were constructed by tailoring the existing Computer Science and Statistics program that already included many of the foundational courses necessary for a Data Science focused degree:

[existing Computer Science and Statistics Combined Major](#)

[existing Computer Science and Statistics Honours Program](#)

The core Year 1 and Year 2 courses for these programs will remain the same as they were in existing combined programs. The courses in these two years provide the foundational knowledge from math, statistics and computer science that are necessary for students to build on in Years 3 and 4.

We have moved the required Data Mining course (SENG474) from Year 4 to Year 3 with the intent to provide students with foundational knowledge going into Year 4 courses such as Machine Learning.

We have added a required Sampling Techniques course (STAT354) as a requirement in Year 3. Knowledge of Sampling Techniques is needed in Data Science to properly design and judge studies of the predictive performance of models used to answer real world problems. Sampling incorporates statistical techniques used to select, manipulate and analyze representative subsets of data points to identify patterns and trends in larger data sets.

To provide students with flexibility in their program choices we have added ECE courses as options to fill additional program specific credits in Year 3.

In Year 4 the (previous) combined programs included options for courses in Artificial Intelligence and Optimization; but in the (new) Data Science program these will be required courses along with a Machine Learning course.

We have added a required Generalized Linear Models course (STAT458) as a requirement in Year 4. Generalized Linear Models are the most used statistical models in Data Science. It is crucial that students have a good understanding of these models and how to use them properly.

We have increased the number of required courses in Year 4 by two in order to more closely focus the program on topics of importance in data science, but we have also added more 400 level options to the Year 4 to provide students with some flexibility in tailoring the program to their specific needs.

We have also added program requirements to ensure students are maintaining at least a C grade in the core program courses to ensure foundational knowledge and subsequent success as they move through the upper level requirements to align with existing program requirements for CSC Major and Honours students.

The Data Science Honours program requires a higher level of mathematical theory in STAT450 than STAT 359 required by the Major program. Additionally, Honours students will be required to complete a project course (CSC 499 or STAT 498). These differences between the Honours and Major programs are consistent with UVic policy.

Program specific details:

[Data Science \(Bachelor of Science - Major\)](#)

[Data Science \(Bachelor of Science - Honours\)](#)

Data Science (Bachelor of Science - Major)

### General Information

For a BSc degree in Data Science, students may take a Major or Honours program. This single degree program is composed of a selected combination of courses from the Department of Mathematics and Statistics and the Department of Computer Science. Students may complete this program in either the [Faculty of Science](#) or the [Faculty of Engineering and Computer Science](#).

Students should contact an adviser in Computer Science for advice regarding CSC or SENG courses and an adviser in Mathematics and Statistics for advice regarding MATH or STAT courses, and for advice regarding the programs. Students considering future graduate work in Computer Science, Mathematics or Statistics should consult with advisers prior to making their choice of elective courses.

For completion of this program, students must satisfy the program specific requirements as outlined below in addition to the requirements outlined by the faculty in which they are enrolled. Students enrolled through the Faculty of Science must satisfy the [Faculty of Science Program Requirements](#). Students enrolled through the Faculty of Engineering and Computer Science must satisfy the [Faculty of Engineering and Computer Science Program Requirements](#).

### Admission Requirements

Students declaring into this program in the [Faculty of Science](#) and must consult the [Faculty of Science Requirements](#).

Students declaring into this program in the [Faculty of Engineering and Computer Science](#) and must consult the [Computer Science Requirements](#).

### Admission Rules

- **Complete all of the following (added C grade requirement to be ensure consistency in admissions across faculties)**
  - Complete all of:
    - [CSC110](#) - Fundamentals of Programming I (1.5)
    - [CSC115](#) - Fundamentals of Programming II (1.5)
    - [MATH101](#) - Calculus II (1.5)
    - [MATH122](#) – Logic and Foundations (1.5)
  - Complete 12 units from: courses required for this degree
  - **A minimum C grade in all CSC SENG, MATH, STAT, ENSH, ENGL, ATWP, ECE, and ENGR courses completed.**
  - Students must have satisfactory standing as defined by the University at the time of application.



## Program requirements

### Year 1 (no change from existing Computer Science and Statistics Combined Major)

- Complete all of the following
  - Complete all of:
    - [CSC110](#) - Fundamentals of Programming I (1.5)
    - [CSC115](#) - Fundamentals of Programming II (1.5)
  - Complete 1 of:
    - [MATH100](#) - Calculus I (1.5)
    - [MATH109](#) - Introduction to Calculus (1.5)
  - Complete all of:
    - [MATH101](#) - Calculus II (1.5)
    - [MATH122](#) - Logic and Foundations (1.5)
  - Complete 1 of:
    - [MATH110](#) - Matrix Algebra for Engineers (1.5)
    - [MATH211](#) - Matrix Algebra I (1.5)
  - Complete all of:
    - [STAT123](#) - Data Science (1.5)
  - Complete 4.5 units of:  
electives (students who have not satisfied the Academic Writing Requirement (AWR) should choose 1.5 units from ATWP 135, ENSH 101, ENSH 102) (note English changed course codes)

### Year 2 (no change from existing Computer Science and Statistics Combined Major)

- Complete all of the following
  - Complete all of:
    - [CSC225](#) - Algorithms and Data Structures I (1.5)
    - [CSC226](#) - Algorithms and Data Structures II (1.5)
    - [CSC230](#) - Introduction to Computer Architecture (1.5)
    - [MATH200](#) - Calculus III (1.5)
    - [MATH204](#) - Calculus IV (1.5)
    - [MATH222](#) - Discrete and Combinatorial Mathematics (1.5)
    - [SENG265](#) - Software Development Methods (1.5)
    - [STAT260](#) - Introduction to Probability and Statistics I (1.5)
    - [STAT261](#) - Introduction to Probability and Statistics II (1.5)
  - Complete 1.5 units of electives

### Year 3 (requirements differing from Computer Science and Statistics Combined Major highlighted in red)

- Complete all of:
  - [CSC320](#) - Foundations of Computer Science (1.5)
  - [CSC370](#) - Database Systems (1.5)
  - [SENG474](#) – **Data Mining (1.5)**
- Complete 1 of:
  - [CSC349A](#) - Numerical Analysis (1.5)
  - [MATH348](#) - Numerical Methods (1.5)
- Complete all of:
  - [STAT350](#) - Mathematical Statistics I (1.5)
  - [STAT353](#) - Applied Regression Analysis (1.5)
  - [STAT354](#) – **Sampling Techniques (1.5)**
- Complete 1.5 units from CSC, SENG, **ECE**, or STAT 300 - 499
- Complete 3 units of electives

**Year 4**(requirements differing from Computer Science and Statistics Combined Major highlighted in red)

- Complete all of the following
  - Complete 1 of:
    - [CSC421](#) - Introduction to Artificial Intelligence (1.5)
    - [ECE470](#) - Artificial Intelligence (1.5)
  - Complete all of:
    - [SENG401](#) - Social and Professional Issues (1.5)
  - Complete 1 of:
    - [CSC445](#) - Operations Research: Linear Programming (1.5)
    - [STAT464](#) - Statistical Computing (1.5)
    - [ECE403](#) - Optimization for Machine Learning (1.5)
  - Complete all of:
    - [STAT469](#) – Machine Learning (1.5)
  - Complete all of:
    - [STAT359](#) - Data Analysis (1.5)
    - [STAT458](#) - Generalized Linear Models (1.5)
  - Complete 1 of:
    - [STAT453](#) - The Design and Analysis of Experiments (1.5)
    - [STAT454](#) - Topics in Applied Statistics (1.5)
    - [STAT455](#) - Distribution-Free Statistics (1.5)
    - [STAT456](#) - Multivariate Analysis (1.5)
    - [STAT457](#) - Time Series Analysis (1.5)
    - [STAT459](#) - Survival Analysis (1.5)
    - [STAT460](#) - Bayesian Statistics (1.5)
    - [STAT466](#) - Robust Statistics (1.5)
  - Complete 1.5 units from CSC SENG, ECE, MATH, or STAT 300 – 499
  - Complete 7.5 3.0 units of electives

**Minimum course requirements** (added to promote successful progression through the program and to ensure consistency with CSC Major program requirements)

- Required Computer Science, Software Engineering, Electrical and Computer Engineering, Math, Statistics, and English courses completed with a grade below a C must be repeated with a grade of C or better prior to graduation.

**Elective Requirement** (move the following note to year 4 to explicitly list this requirement in place)

- ~~Year 3 and Year 4 electives should include at least 3.0 units comprising 300/400 level courses from CSC, MATH, SENG or STAT.~~

**Recommended electives** (requirements differing from Computer Science and Statistics Combined Major highlighted in red)

- Select from:
  - [CSC360](#) - Operating Systems (1.5)
  - [CSC421](#) - Introduction to Artificial Intelligence (1.5)
  - [CSC425](#) - Analysis of Algorithms (1.5)
  - [CSC429](#) - Cryptography (1.5)
  - [CSC445](#) - Operations Research: Linear Programming (1.5)
  - [CSC449](#) - Numerical Linear Algebra (1.5)
  - [CSC462](#) - Distributed Computing (1.5)
  - [SENG360](#) - Security Engineering (1.5)
  - [STAT453](#) - The Design and Analysis of Experiments (1.5)
  - [STAT454](#) - Topics in Applied Statistics (1.5)
  - [STAT455](#) - Distribution-Free Statistics (1.5)
  - [STAT456](#) - Multivariate Analysis (1.5)
  - [STAT457](#) - Time Series Analysis (1.5)
  - [STAT459](#) - Survival Analysis (1.5)
  - [ECE485](#) - Data Analysis and Pattern Recognition (1.5)

**Co-op requirements** (this will be updated to standard degree regulations language in consultation with Co-op Education Program and Career Services upon Senate Committee on Planning approval)

Students in the Math/Computer Science or Statistics/Computer Science Combined Program who wish to participate in Co-op may, if eligible, enrol in and undertake work terms in both Co-op programs or may, if eligible, enrol and undertake work terms in only one Co-op program. They must successfully complete four work terms in order to complete their Co-op degree requirements. Students who complete at least two work terms in each area will have the combined nature of their program noted as part of the Co-op designation on their official records.

## Data Science (Bachelor of Science - Honours)

### General Information

For a BSc degree in Data Science, students may take a Major or Honours program. This single degree program is composed of a selected combination of courses from the Department of Mathematics and Statistics and the Department of Computer Science. Students may complete this program in either the [Faculty of Science](#) or the [Faculty of Engineering and Computer Science](#).

Students should contact an adviser in Computer Science for advice regarding CSC or SENG courses and an adviser in Mathematics and Statistics for advice regarding MATH or STAT courses, and for advice regarding the programs. Students considering future graduate work in Computer Science, Mathematics or Statistics should consult with advisers prior to making their choice of elective courses.

For completion of this program, students must satisfy the program specific requirements as outlined below in addition to the requirements outlined by the faculty in which they are enrolled. Students enrolled through the Faculty of Science must satisfy the [Faculty of Science Program Requirements](#). Students enrolled through the Faculty of Engineering and Computer Science must satisfy the [Faculty of Engineering and Computer Science Program Requirements](#).

### Admission requirements

Students completing this program in the [Faculty of Science](#) and must consult the [Faculty of Science Requirements](#). Students completing this program in the [Faculty of Engineering and Computer Science](#) and must consult the [Computer Science Requirements](#).

Admission to this program is limited. Students who wish to be admitted to the Data Science Program should apply in writing to the adviser of the respective department they would complete the program under on completion of their first year. Normally a student will be admitted to the Data Science Program only if the following conditions are met:

### Admission on completion of Year 2 (added first year MATH requirements to admission requirements to ensure fundamentals, added C grade requirement to be ensure consistency in admissions across faculties)

- Complete all of the following
  - Complete all of:
    - [CSC110](#) - Fundamentals of Programming I (1.5)
    - [CSC115](#) - Fundamentals of Programming II (1.5)
    - [CSC225](#) - Algorithms and Data Structures I (1.5)
    - [CSC230](#) - Introduction to Computer Architecture (1.5)
    - [SENG265](#) - Software Development Methods (1.5)
    - [MATH101](#) - Calculus II (1.5)
    - [MATH122](#) – Logic and Foundations (1.5)
  - Complete 10.5 units of:  
MATH and STAT courses required for degree
  - a grade of at least B+ in all 200-level CSC and SENG courses
  - a GPA of at least 6.5 in all 200-level MATH and STAT courses
  - Earned a minimum grade of C in all courses taken from the following subject codes: CSC SENG, MATH, STAT, ENSH, ENGL, ATWP, ECE, or ENGR

### Note

- Honours students are expected to maintain a GPA of at least 5.0 in their third year to remain in the program.

### Admission on completion of Year 3 (no change from existing Computer Science and Statistics Combined Honours, added C grade requirement to be ensure consistency in admissions across faculties)

- Completed at least 4.5 units of 300- or 400-level credit from each department with a minimum GPA of 6.0 in all courses completed at the 300-or 400-level in the two departments.
- Earned a minimum grade of C in all courses taken from the following subject codes: CSC SENG, MATH, STAT, ENSH, ENGL, ATWP, ECE, or ENGR

## Program requirements

### Year 1 (no change from existing Computer Science and Statistics Combined Honours)

- Complete all of the following
  - Complete all of:
    - [CSC110](#) - Fundamentals of Programming I (1.5)
    - [CSC115](#) - Fundamentals of Programming II (1.5)
  - Complete 1 of:
    - [MATH100](#) - Calculus I (1.5)
    - [MATH109](#) - Introduction to Calculus (1.5)
  - Complete all of:
    - [MATH101](#) - Calculus II (1.5)
    - [MATH122](#) - Logic and Foundations (1.5)
  - Complete 1 of:
    - [MATH110](#) - Matrix Algebra for Engineers (1.5)
    - [MATH211](#) - Matrix Algebra I (1.5)
  - Complete all of:
    - [STAT123](#) - Data Science (1.5)
  - Complete 4.5 units of:  
electives (students who have not satisfied the Academic Writing Requirement (AWR) should choose 1.5 units from ATWP 135, ENSH 101, ENSH 102) (note English changed course codes)

### Year 2 (no change from existing Computer Science and Statistics Combined Honours)

- Complete all of the following
  - Complete all of:
    - [CSC225](#) - Algorithms and Data Structures I (1.5)
    - [CSC226](#) - Algorithms and Data Structures II (1.5)
    - [CSC230](#) - Introduction to Computer Architecture (1.5)
    - [MATH200](#) - Calculus III (1.5)
    - [MATH204](#) - Calculus IV (1.5)
    - [MATH222](#) - Discrete and Combinatorial Mathematics (1.5)
    - [SENG265](#) - Software Development Methods (1.5)
    - [STAT260](#) - Introduction to Probability and Statistics I (1.5)
    - [STAT261](#) - Introduction to Probability and Statistics II (1.5)
  - Complete 1.5 units of electives

### Year 3 (changes from existing Computer Science and Statistics Combined Honours highlighted in red)

- Complete all of the following
  - Complete all of:
    - [CSC320](#) - Foundations of Computer Science (1.5)
    - [CSC370](#) - Database Systems (1.5)
    - [SENG474 – Data Mining \(1.5\)](#)
  - Complete 1 of:
    - [CSC349A](#) - Numerical Analysis (1.5)
    - [MATH348](#) - Numerical Methods (1.5)
  - Complete all of:
    - [STAT350](#) - Mathematical Statistics I (1.5)
    - [STAT353](#) - Applied Regression Analysis (1.5)
    - [STAT354 – Sampling Techniques \(1.5\)](#)
  - Complete 3 units from CSC, SENG, **ECE**, or STAT 300 - 499
  - Complete **1.5** units of electives

**Year 4** (changes from existing Computer Science and Statistics Combined Honours highlighted in red)

- Complete all of the following
  - Complete 1 of:
    - [CSC421](#) - Introduction to Artificial Intelligence (1.5)
    - [ECE470](#) - Artificial Intelligence (1.5)
  - Complete all of:
    - [SENG401](#) - Social and Professional Issues (1.5)
  - Complete 1 of:
    - [CSC445](#) - Operations Research: Linear Programming (1.5)
    - [STAT464](#) - Statistical Computing (1.5)
    - [ECE403](#) - Optimization for Machine Learning (1.5)
  - Complete all of:
    - [STAT469](#) – Machine Learning (1.5)
  - Complete all of:
    - [STAT450](#) - Mathematical Statistics II (1.5)
    - [STAT458](#) - Generalized Linear Models (1.5)
  - Complete 1 of:
    - [STAT453](#) - The Design and Analysis of Experiments (1.5)
    - [STAT454](#) - Topics in Applied Statistics (1.5)
    - [STAT455](#) - Distribution-Free Statistics (1.5)
    - [STAT456](#) - Multivariate Analysis (1.5)
    - [STAT457](#) - Time Series Analysis (1.5)
    - [STAT459](#) - Survival Analysis (1.5)
    - [STAT460](#) - Bayesian Statistics (1.5)
    - [STAT466](#) - Robust Statistics (1.5)
  - Complete 1 of:
    - [CSC499](#) - Honours Seminar and Project (1.5)
    - [STAT498](#) - Seminar and Independent Project (1.5)
  - Complete 6 3 units of electives

**Recommended electives** (requirements differing from Computer Science and Statistics Combined Major highlighted in red)

- Select from:
  - [CSC360](#) - Operating Systems (1.5)
  - [CSC421](#) - Introduction to Artificial Intelligence (1.5)
  - [CSC425](#) - Analysis of Algorithms (1.5)
  - [CSC429](#) - Cryptography (1.5)
  - [CSC445](#) - Operations Research: Linear Programming (1.5)
  - [CSC449](#) - Numerical Linear Algebra (1.5)
  - [CSC462](#) - Distributed Computing (1.5)
  - [SENG360](#) - Security Engineering (1.5)
  - [STAT453](#) - The Design and Analysis of Experiments (1.5)
  - [STAT454](#) - Topics in Applied Statistics (1.5)
  - [STAT455](#) - Distribution-Free Statistics (1.5)
  - [STAT456](#) - Multivariate Analysis (1.5)
  - [STAT457](#) - Time Series Analysis (1.5)
  - [STAT459](#) - Survival Analysis (1.5)
  - [ECE485](#) - Data Analysis and Pattern Recognition (1.5)

**Minimum course requirements** (added to promote successful progression through the program and to ensure consistency with CSC Major program requirements)

- Required Computer Science, Software Engineering, Electrical and Computer Engineering, Math, Statistics, and English courses completed with a grade below a C must be repeated with a grade of C or better prior to graduation.

**Co-op requirements** (this will be updated to standard degree regulations language in consultation with Co-op Education Program and Career Services upon Senate Committee on Planning approval)

Students in the Math/Computer Science or Statistics/Computer Science Combined Program who wish to participate in Co-op may, if eligible, enrol in and undertake work terms in both Co-op programs or may, if eligible, enrol and undertake work terms in only one Co-op program. They must successfully complete four work terms in order to complete their Co-op degree requirements. Students who complete at least two work terms in each area will have the combined nature of their program noted as part of the Co-op designation on their official records.

*Letters of Support*



Elizabeth Adjin-Tetty  
Acting Associate Vice-President Academic Planning  
University of Victoria  
3800 Finnerty Rd  
Victoria, BC V8P 5C2

August 15, 2022

**Subject: University of Victoria Data Science Program Support**

Dear Elizabeth,

As a long-time supporter of the University of Victoria's Computer Science and Engineering cooperative education program, I'm writing this letter of support, on behalf of AbeBooks, for your new undergraduate Data Science Program.

The graduates we've hired from your computer science and engineering programs have shown an important ability to not only deliver results, but adapt to the differing computing challenges our software teams face. Data science skills are a growing need in industry and science, requiring a greater focus on statistics, linear algebra, predictive modeling, and analytics than what is covered in other undergraduate programs. Your new Data Science track should give students the skills necessary to enter the workforce with an undergraduate degree that enables them to start solving scientifically ambiguous problems based on their knowledge in data science, machine learning, and advanced mathematics.

AbeBooks continues to invest in data solutions to meet the needs of our customers and a Data Science program at our local university would be a welcome addition to help address our growing need for new, local talent in this discipline.

Sincerely,

Andrew Finall  
CTO

Only in books has mankind known perfect truth, love and beauty.

*George Bernard Shaw*



Salimah Manji  
CIBC  
81 Bay St.  
Toronto, ON M5J 0E7  
June 6, 2022

Elizabeth Adjin-Tettey  
Acting Associate Vice-President Academic Planning  
University of Victoria  
3800 Finnerty Rd  
Victoria, BC V8P 5C2

Dear Elizabeth Adjin-Tettey:

In my current role at CIBC, I actively lead and support the strategic pipelining, acquisition, and development of architecture, data, and analytics talent at CIBC. As we adopt new technologies, strategies, and mandates, we are committed to connecting with and fostering the most suitable talent to support these changes.

It is my understanding that there is a proposal in place for a new Bachelor of Science degree program at the University of Victoria, focused on Data Science. I personally would be delighted to partner with faculty and students of this program, as the skills and knowledge from this discipline directly align with current and upcoming initiatives within our bank.

Sincerely,

Salimah Manji  
Senior Manager, Education & Strategic Partnerships



Dr. Elizabeth Adjin-Tettey  
Acting Associate Vice-President Academic Planning  
University of Victoria  
3800 Finnerty Rd  
Victoria, BC V8P 5C2

July 6, 2022

Dear Dr. Adjiin-Tettey:

I am writing this letter in support of the proposed Bachelor of Science in Data Science program at the University of Victoria.

The Information and Communications Technology Council (ICTC) is a not-for-profit, national centre of expertise for strengthening Canada's digital advantage in a global economy. Through trusted research, practical policy advice, and creative capacity-building programs, ICTC fosters globally competitive Canadian industries enabled by innovative and diverse digital talent. In partnership with an expansive network of industry leaders, academic partners, and policy makers from across Canada, ICTC has empowered a robust and inclusive digital economy for over 30 years

Our research shows that there is current and growing demand for data science skills in Canada's digital economy. In 2021, ICTC's [Digital Talent Outlook 2025](#) surveyed 400 digital businesses across Canada to better understand the key roles needed in sectors such as cleantech, biotech, agri-food tech, and advanced manufacturing. The most common technical role that emerged at surveyed companies from 2020-2021 were data professionals, including data scientists, data analysts, data engineers, business intelligence analysts, and big data developers.

Looking forward, demand for workers with data science backgrounds will likely continue to increase. According to a baseline scenario, ICTC forecasts overall employment in the digital economy will reach 2.26 million or approximately 11% of all employment in Canada by the end of 2025. That means a demand for roughly 250,000 additional jobs. More specifically, two of the most critical digital economy occupations going forward require data science skills: data analysts with proficiency in Python, SQL, and data modelling as well as data scientists with knowledge of computer science principles, machine learning, and big data.

The new BSc in Data Science program can help address the growing need for graduates with these skills.

Yours sincerely,

Rob Davidson, Director of Data Science  
Original signed by Rob Davidson



December 2, 2021

**To Whom It May Concern**

**Re: Conversion of Computer Science / Statistics to Data Science Programs**

The Engineering & Computer Science Co-op and Career Services department strongly supports the Computer Science department as they seek to add value to their curriculum by targeting skill development for students in the areas of data science and affiliated roles. Over the past two years, there has been a significant growth in the number of job postings from our employers that require or prefer students with skills or experience related to data science, machine learning and/or data engineering.

Initially, the demand for these skills came mainly from the financial services sector or specialized data science innovation labs but we are now seeing data science roles in a wide range of sectors, including natural resources, agriculture, healthcare as well as technology consultancy companies that support various sectors. Additionally, there has been an equal increase in interest from students for these roles. Below is a snapshot for some relevant job postings between fall 2020 and fall 2021 with associated student views and applications submitted for each:

<b>Position</b>	<b>Unique Job View Count</b>	<b>Application Count</b>
Ocean Data Analyst Co-op	375	55
Water Quality Data Analyst Assistant	337	55
Data Analyst	290	45
Data, AI, and ML Strategist	250	42
Intern Opportunities for Students - Data & Applied Sciences	201	35
Deep Learning / Data Science Intern	201	28
Data Science Co-op	186	28
Machine Learning Developer Internship	147	29
Back-end Software Engineer Co-op - Machine Learning	138	28
Data Engineer Co-Op, Fall Term 2020 - (0107063)	130	42
Analytics Co-op	128	31

In summary, there is strong and increasing demand from employers for students with skills related to data science, and equally strong interests from students for these roles. Any effort to develop these skills will undoubtedly be beneficial to both.

Regards

Original signed by Meeta Khurana

Meeta Khurana  
Associate Director



Arkady Futerman | Co-op Coordinator | Physics, Astronomy, Chemistry,  
Mathematics, Statistics | Co-operative Education Program and Career Services  
Bob Wright Center RM A239 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada  
T 250-721-7713 | [scicoop@uvic.ca](mailto:scicoop@uvic.ca)

Wednesday, January 5, 2022

To whom it may concern,

Please accept this letter in support of the UVic Mathematics and Statistics' department move to adjust the name of the joint Computer Science and Mathematics program as "Data Science".

My role as Co-op coordinator includes the support of students in their skill and professional development, as well as liaising with current and potential employers, faculty and university staff.

The Mathematics and Statistics programs at UVic has consistently helped our students gain a strong foundation and excellent technical abilities which continue to be beneficial in our students' careers, work and futures. In spite of this strong preparedness, there is a challenge that our students face, which I believe could be addressed, in part, by the proposed program name change.

Students in our Mathematics and Statistics programs sometimes find it challenging to articulate their abilities and unique value in the industry – While some employers are aware of Mathematics and Statistics curricula and the learning outcomes of our programs, there exists a substantial contingent of employers who may not understand what exactly it is that our students are able to do in the work place, which skills they have learned, and how these tie in to practical applications.

Part of our training in co-op is to support students in articulating their value and abilities to employers, but I believe that the proposed change in name would resolve some of this issue – The term "Data Science" has become commonplace, and students would not have to work as hard to make their job applications stand out, and for employers to understand the skills that our students possess. In my opinion, the name change may also assist UVic in competing for incoming students with other institutions with similar programs, since UVic would now have both a "Mathematics / Statistics" program, and a combined "Data Science" Stream.

I have had first-hand experience talking to employers who have had a history of hiring engineering and data-science students from other institutions. There have been several instances in recent memory where these same employers have hired one of our Mathematics and Statistics students, and went on to comment how great their abilities and fit for the job were – They supervisors further mentioned that they would love to hire more Math and Stats students, and the reason they did not hire more of these students earlier was that they were not aware that Math and Stats students possessed the necessary skills.

I believe that the name change of the combined program can go a long way to address some of these issues, and extend my support for this process.

If you need more information, please do not hesitate to reach out. I am happy to respond to any further questions you may have.

Sincerely,

Original signed by Arkady Futerman

Arkady Futerman



***Consultation with University units***

## Consultation with Office of the Registrar (OREG)



**Subject:** RE: Math / Computer Science - Data Science program  
**Date:** Friday, June 17, 2022 at 12:38:05 PM Pacific Daylight Time  
**From:** Leona Locke, UG Admission Officer  
**To:** Sabrina Jackson, Associate Registrar, Wei Marton, UG Admission Officer  
**CC:** Celina Berg  
**Attachments:** image006.jpg, image001.jpg, image002.jpg

Hi Celina

I spoke to Wendy regarding this and she sees two options.

#### Option 1

Have this program as a first year entry program with specific admission requirements and average— applicants apply to the program – applicants are evaluated by admission to determine if they meet the specific subject requirements and grade point average - those that meet the requirements are admitted to the program in first year – In order to implement this the department will need to submit a proposal and have through the various committees and receive approval, Wendy will be able to assist with this before are able put into the calendar. This is how Admissions assists with managing the numbers in the combined Computer Science & Health Information Science program.

#### Option 2

Students at UVic who are interested in the program will either declare their major with the Faculty of Science or with the Faculty of Engineering and Computer Science and each faculty will manage the number of students.

If you have any further questions please contact me.

Sincerely,

**Leona Locke**

Admission Coordinator | Undergraduate Admissions  
Office of the Registrar | Division of Student Affairs | University of Victoria  
PO Box 3025 STN CSC | Victoria BC V8W 3P2 | Canada  
T: 250-721 8948 | [www.uvic.ca/undergraduate](http://www.uvic.ca/undergraduate)

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---

**From:** Sabrina Jackson, Associate Registrar <oregar@uvic.ca>  
**Sent:** June 13, 2022 9:47 AM

**To:** Leona Locke, UG Admission Officer <admsofficer1@uvic.ca>; Wei Marton, UG Admission Officer <admsofficer7@uvic.ca>  
**Cc:** Celina Berg <celinag@uvic.ca>  
**Subject:** FW: Math / Computer Science - Data Science program  
**Importance:** High

Hello Wei and Leona,

Celina could use your help on developing some aspects of the proposed Data Science program. We have provided some guidance from the RECO side, but additional assistance on how to set up the online application (with appropriate entry point) and how the admissions evaluations will be processed would be very helpful.

I am not sure who would be the best person to represent Science (in general), so I am hoping that Leona will be able to connect us with the appropriate Officer.

Thanks in advance for providing your expertise!  
Best,  
Sabrina



Sabrina Jackson, B.A. (Hons), M.A.  
Associate Registrar  
Office of the Registrar  
Division of Student Affairs  
[University of Victoria](http://University of Victoria)  
T 250-472-5328  
[oregar@uvic.ca](mailto:oregar@uvic.ca)  
[uvic.ca/registrar](http://uvic.ca/registrar)  
*Together, we transform students' lives.*

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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.

Please tell us how we did today. Provide your feedback [here](#).

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**From:** Celina Berg <[celinag@uvic.ca](mailto:celinag@uvic.ca)>  
**Date:** Friday, May 27, 2022 at 2:24 PM  
**To:** "Nicole Greengoe, Registrar" <[registrar@uvic.ca](mailto:registrar@uvic.ca)>  
**Cc:** LillAnne Jackson <[enradu@uvic.ca](mailto:enradu@uvic.ca)>  
**Subject:** Re: Math / Computer Science - Data Science program

Hi Nicole

Just wondering if you had time to look at my inquiry below? We are wanting to ensure we are following your guidelines before we start to institute calendar changes. We are happy to meet with you to discuss this as I know somethings get lost in translation over email.

Thanks so much

Celina

---

**From:** Celina Berg <[celinag@uvic.ca](mailto:celinag@uvic.ca)>  
**Date:** Wednesday, May 11, 2022 at 3:54 PM  
**To:** "Nicole Greengoe, Registrar" <[registrar@uvic.ca](mailto:registrar@uvic.ca)>  
**Subject:** Re: Math / Computer Science - Data Science program

Hi Nicole

I think I made a mistake with my “language”. When I said **declaration**, I guess I should have said **application**? As I said below, much like other programs do (ie. music and CS – links below), we want to have a single application deadline. Does this fall under the registrar’s office? Or is this still under Advising?

In the future, if the program is popular, we will look at making the admission competitive and adding resources to support the evaluation at that point. For now we would just like to limit admission to the first 15 in each faculty that meet a set of minimum admission requirements.

<https://www.uvic.ca/calendar/archives/202205/undergrad/index.php#/programs/ryO7UEX9V?bc=true&bcCurrent=Music%20and%20Computer%20Science&bcltemType=programs>  
<https://www.uvic.ca/undergraduate/admissions/application-deadlines/>

Thanks so much for your help!

Celina

---

**From:** "Nicole Greengoe, Registrar" <[registrar@uvic.ca](mailto:registrar@uvic.ca)>  
**Date:** Wednesday, May 11, 2022 at 2:13 PM  
**To:** Celina Berg <[celinag@uvic.ca](mailto:celinag@uvic.ca)>  
**Subject:** RE: Math / Computer Science - Data Science program

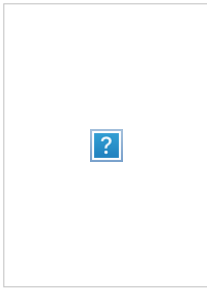
Hi Celina,

Apologies for the delay. We actually did have a look at what you had proposed and noted that the work of declaration actually resides in Academic Advising. However, there are a few things that we do want to comment on and Sabrina Jackson, Associate Registrar, will be in touch about those matters asap.

Again sorry for the delay.

Nicole

*Together, we transform students' lives.*



Nicole Greengoe (she/her)  
Registrar  
Office of the Registrar  
Division of Student Affairs  
[University of Victoria](https://www.uvic.ca)  
T 250-721-8135  
[uvic.ca/registrar](https://www.uvic.ca/registrar)

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

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**From:** Celina Berg <[celinag@uvic.ca](mailto:celinag@uvic.ca)>  
**Sent:** April 20, 2022 4:36 PM  
**To:** Nicole Greengoe, Registrar <[registrar@uvic.ca](mailto:registrar@uvic.ca)>  
**Cc:** Rod Edwards <[edwards@uvic.ca](mailto:edwards@uvic.ca)>; Science - Associate Dean Academic <[scieada@uvic.ca](mailto:scieada@uvic.ca)>; Associate Dean Undergraduate Programs, Engineering and Computer Science <[engradu@uvic.ca](mailto:engradu@uvic.ca)>; Engineering Undergrad Admin Officer <[engradmn@uvic.ca](mailto:engradmn@uvic.ca)>  
**Subject:** Math / Computer Science - Data Science program

Hi Nicole

Last calendar cycle we proposed a name-change and update to our current Combined Computer Science and Statistics and corresponding Honours programs to support the demand for a Data Science program. Feedback from this proposal suggested we needed to articulate program requirements and processes for admission/declaration more clearly in our proposal.

We are concerned that the interest in the program might be more than our current teaching resources could support so we agreed between Math and Computer Science to place a cap of 15 students for each faculty (Science and Engineering) to limit enrolment per year. I wanted to reach out to your office so we can discuss how these caps might be enforced.

Our initial thoughts are to:

- Limit declaration into this program once per year (in September) much like other programs do: <https://www.uvic.ca/undergraduate/admissions/application-deadlines/>
- We plan to identify a set of minimum entry requirements that will be clearly stated in the Program Requirements and accept the first 15 applicants to each faculty that meet these requirements.

It is not clear to me if this fits with your processes for program declaration. I am hoping we can work together to flesh this out.

Thanks so much for your time – happy to meet online to discuss this further!

**Celina Berg**, PhD (she/her)  
Assistant Teaching Professor  
Department of Computer Science

Faculty of Engineering and Computer Science  
University of Victoria  
Office: ECS 618  
Email: [celinag@uvic.ca](mailto:celinag@uvic.ca)

## Consultation with Undergraduate Records (RECO)

**Subject:** RE: Data Science program Quali entry  
**Date:** Friday, August 19, 2022 at 3:51:16 PM Pacific Daylight Time  
**From:** Devin Stark - Acting Undergraduate Records Officer  
**To:** Celina Berg  
**CC:** Alejandra De La Hoz, Records Officer, Undergraduate Records  
**Attachments:** image001.png, image002.png

Hi Celina,

I talked to a few colleagues and I think the confusion on our side came from the “Requirements Common to all BSc Degrees” being taken to mean those degrees even outside the faculty that the blurb was written in, not Requirements Common to all BSC degrees (within the faculty of \_\_\_).

So, therefore, there is no issue that I can see anymore (other than potential calendar clarity) so you can ignore that point of our email/attachment.

Sorry for the confusion and have a great weekend,  
Devin

#### **Devin Stark**

Records Officer | Undergraduate Records and Graduation Services  
Office of the Registrar | Division of Student Affairs | University of Victoria  
PO Box 3025 STN CSC | Victoria BC V8W 3P2  
T: 250-721-8652 | E: [uro6@uvic.ca](mailto:uro6@uvic.ca) | W: [www.uvic.ca/registrar](http://www.uvic.ca/registrar)

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**From:** Celina Berg <[celinag@uvic.ca](mailto:celinag@uvic.ca)>  
**Sent:** August 16, 2022 5:07 PM  
**To:** Devin Stark - Acting Undergraduate Records Officer <[uro6@uvic.ca](mailto:uro6@uvic.ca)>  
**Cc:** Alejandra De La Hoz, Records Officer, Undergraduate Records <[uro5@uvic.ca](mailto:uro5@uvic.ca)>; Rod Edwards <[edwards@uvic.ca](mailto:edwards@uvic.ca)>; Associate Dean Undergraduate Programs, Engineering and Computer Science <[engradu@uvic.ca](mailto:engradu@uvic.ca)>  
**Subject:** Re: Data Science program Quali entry

Wouldn't the student just be required to fulfill the “Requirements” of their home department since the Program entry will say:

*For completion of this program, students must satisfy the program specific requirements as outlined below in addition to the requirements outlined by the faculty they are enrolled in. **Students enrolled through the Faculty of Science must satisfy the Faculty of Science Requirements. Students enrolled through the Faculty of Engineering and Computer Science must satisfy the Computer Science Requirements.***

*In addition to the requirements stated in this section, students should refer to the Minimum course requirements section below. (Minimum course requirements section is where we stipulate the CS specific graduation requirement: any C grade courses will have to be repeated. This minimum course requirement and the new admission requirements are really the only differences between the 2 faculty requirements and this is why we put them at the "program" level).*

---

**From:** Devin Stark - Acting Undergraduate Records Officer <[uro6@uvic.ca](mailto:uro6@uvic.ca)>

**Date:** Tuesday, August 16, 2022 at 3:50 PM

**To:** Celina Berg <[celinag@uvic.ca](mailto:celinag@uvic.ca)>

**Cc:** "Alejandra De La Hoz, Records Officer, Undergraduate Records" <[uro5@uvic.ca](mailto:uro5@uvic.ca)>, Rod Edwards <[edwards@uvic.ca](mailto:edwards@uvic.ca)>, LillAnne Jackson <[engradu@uvic.ca](mailto:engradu@uvic.ca)>

**Subject:** RE: Data Science program Quali entry

Hi Celina,

Sorry – It took me a minute, but I figured it out.

The issue is with the difference of language in the calendar with regards to the “Requirements common to all Bachelor’s (or BSc) Degrees” sections in the Faculty of Science Requirements as opposed to the Computer Science Requirements. The confusion is with the word “Area” in the SC version vs the word “Departments” in the CSC Requirements (see screenshots below).

CSC Requirements: <https://www.uvic.ca/calendar/future/undergrad/index.php#/experiences/rJxRmdMFE>

### BSc program requirements

#### Requirements common to all BSc degrees

Each candidate for a BSc degree is required:

1. to have satisfied the Academic Writing Requirement
2. to include in the first 15 units presented for the degree not more than 9 units in Computer Science and at least 3 units from each of two other departments

Faculty of SC Requirements: <https://www.uvic.ca/calendar/future/undergrad/index.php#/experiences/BylJ9-cs4>

### Requirements common to all Bachelor’s degrees

A student may proceed to a BSc degree, normally in one of three programs: Honours, Major or General. Combined Honours and Major programs are also offered (see below).

Each candidate for a Bachelor’s degree must:

1. complete at least 3.0 units from each of three areas of study on the following listing:
  - Astronomy
  - Biochemistry
  - Biology
  - Chemistry
  - Earth and Ocean Sciences
  - Marine Science
  - Mathematics



- Mathematics
- Microbiology
- Physics
- Statistics

Our issue with this when it comes to the Quali submission (and with the language in the calendar) is that, while Mathematics courses and Statistics courses are in different “Areas”, they both fall under the umbrella of the Mathematics and Statistics Department. And due to this the requirements are different, having some students needing to pick up a Science Elective in a department outside Math and Stats, while others would simply have that particular requirement satisfied within the Data Science Program Requirements.

Hope this makes sense – let me know if it doesn’t.

Have a great evening,  
Devin

**Devin Stark**

Records Officer | Undergraduate Records and Graduation Services  
Office of the Registrar | Division of Student Affairs | University of Victoria  
PO Box 3025 STN CSC | Victoria BC V8W 3P2  
T: 250-721-8652 | E: [uro6@uvic.ca](mailto:uro6@uvic.ca) | W: [www.uvic.ca/registrar](http://www.uvic.ca/registrar)

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**From:** Celina Berg <[celinag@uvic.ca](mailto:celinag@uvic.ca)>  
**Sent:** August 16, 2022 12:59 PM  
**To:** Devin Stark - Acting Undergraduate Records Officer <[uro6@uvic.ca](mailto:uro6@uvic.ca)>  
**Subject:** Re: Data Science program Quali entry

Thanks Devin!

Celina

---

**From:** Devin Stark - Acting Undergraduate Records Officer <[uro6@uvic.ca](mailto:uro6@uvic.ca)>  
**Date:** Tuesday, August 16, 2022 at 11:02 AM  
**To:** Celina Berg <[celinag@uvic.ca](mailto:celinag@uvic.ca)>  
**Subject:** RE: Data Science program Quali entry

Good morning Celina,

You’re right – that point is very confusing.  
I’m taking a look into it and will get back to you when I figure out what we were trying to say with that one.

Talk soon,

Devin

**Devin Stark**

Records Officer | Undergraduate Records and Graduation Services  
Office of the Registrar | Division of Student Affairs | University of Victoria  
PO Box 3025 STN CSC | Victoria BC V8W 3P2  
T: 250-721-8652 | E: [uro6@uvic.ca](mailto:uro6@uvic.ca) | W: [www.uvic.ca/registrar](http://www.uvic.ca/registrar)

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**From:** Celina Berg <[celinag@uvic.ca](mailto:celinag@uvic.ca)>  
**Sent:** August 15, 2022 4:01 PM  
**To:** Devin Stark - Acting Undergraduate Records Officer <[uro6@uvic.ca](mailto:uro6@uvic.ca)>  
**Subject:** Re: Data Science program Quali entry

Hi Devin!

Looks like Alejandra is away – hopefully you can help?

Thanks!

Celina

---

**From:** Celina Berg <[celinag@uvic.ca](mailto:celinag@uvic.ca)>  
**Date:** Monday, August 15, 2022 at 3:59 PM  
**To:** "Alejandra De La Hoz, Records Officer, Undergraduate Records" <[uro5@uvic.ca](mailto:uro5@uvic.ca)>, Devin Stark - Acting Undergraduate Records Officer <[uro6@uvic.ca](mailto:uro6@uvic.ca)>  
**Cc:** LillAnne Jackson <[engradu@uvic.ca](mailto:engradu@uvic.ca)>, Rod Edwards <[edwards@uvic.ca](mailto:edwards@uvic.ca)>  
**Subject:** Re: Data Science program Quali entry

OK – I am working through your AMAZINGLY detailed feedback – so much appreciated!

I am trying to gather answers to your questions still and I will get back to you.  
BUT, I do have a clarification question about your suggestion:

- EN: BSc - The 2<sup>nd</sup> requirement common to all BSc degrees. If Math and Stats are considered within one department, then this requirement is not satisfied within the program as it. It would only be met if a student happened to complete 3.0 units within the same department. This requirement would only be met if the student happens to complete 3.0 units of electives within the same department. Alternatively, the calendar entry for these BSC degree requirements could be updated so the Major requirements listed separately.

I am just not sure what you are referring to here and what change I need to make?

Thanks again!

Celina

---

**From:** "Alejandra De La Hoz, Records Officer, Undergraduate Records" <[uro5@uvic.ca](mailto:uro5@uvic.ca)>  
**Date:** Thursday, August 11, 2022 at 5:47 PM  
**To:** Celina Berg <[celinag@uvic.ca](mailto:celinag@uvic.ca)>, Devin Stark - Acting Undergraduate Records Officer <[uro6@uvic.ca](mailto:uro6@uvic.ca)>  
**Cc:** LillAnne Jackson <[engradu@uvic.ca](mailto:engradu@uvic.ca)>, Rod Edwards <[edwards@uvic.ca](mailto:edwards@uvic.ca)>, Devin Stark - Acting Undergraduate Records Officer <[uro6@uvic.ca](mailto:uro6@uvic.ca)>  
**Subject:** RE: Data Science program Quali entry

Hello Celina,

Thank you for your patience and for sharing this information, as it is helpful to know. Based on this information, it seems as though certain students are no longer required to apply to the program to gain admission, instead they can submit a request for declaration with their Advisor. If this is true, then the Data Science program declaration process would be as follows:

Current/Returning students already admitted to correct faculty: Sc or EN
<ol style="list-style-type: none"><li>1. Student is already admitted to the faculty of EN:BSc or SC</li><li>2. Student submits a formal request for the Data Science program to the appropriate Advisor</li><li>3. The Advisor will then assess the student's record to verify if the student meets the program admission requirements</li><li>4. The Advisor will declare the student within the program, if they meet admission requirements.</li><li>5. The faculty will manage their own declaration numbers</li></ol>

For current students or those already admitted into the correct faculty, the evaluation process is quite straightforward (see above). However, new and current/returning students (not in correct faculty) will be required to submit a My UVic Application which would be reviewed by Admissions. Below is a general admission process for a student who does not fall into the category outlined above and the variety of issues associated with direct admission and not separating the Admission and Declaration processes.

Students Transferring to UVic or Current/Returning (from a different faculty) - Direct Admit to Data Science Program
<ol style="list-style-type: none"><li>1. Student must submit a My UVic application for desired faculty (EN or SC) and for the Data Science major</li><li>2. Admission reviews application for faculty admission requirements and, if eligible, forwards application to Departmental Advisor. <b>At this time, Admissions does not consult directly with the Math/Stats Adviser, therefore this process would need to be established.</b></li><li>3. Adviser reviews student's application for program admission requirements and communicates decision to Admissions.</li><li>4. If admissible, Admission will approve application, however student would be admitted to the program via an <b>undeclared Data Science major which would require a different program code</b></li><li>5. Once admitted to faculty, student would need to submit</li></ol>

declaration request to respective adviser ... by a declaration deadline? This could impact students who are admitted in the Fall and are unable to gain access to the Data Science program until the next declaration opportunity. In addition, some students don't request declaration right away and will remain undeclared for some time, which would impacts reports confirming the number of students declared within the program.

6. The Advisor will declare the student in the Data Science program
7. The faculty will manage their own declaration numbers

Undergraduate Records would like to propose a solution which would circumnavigate the issues stated above by removing the option for students to apply directly to the Data Science program via My UVic application. Instead, have the students follow the process below. This process is similar to the admissions/declaration process for the BSC Geomatics program.

Students Transferring to UVic or Current/Returning (from a different faculty) - Separate Admit/Program Declaration to Data Science Program

1. Student must submit a My UVic application for desired faculty (EN or SC) and for either Computer Science (EN) or Mathematics (SC) or Statistics (SC).
2. Admission reviews application for faculty admission requirements. They do not need to consult an adviser.

Once admitted to their faculty they follow the same process as "Current/Returning Students Already Admitted to Correct Faculty" seen in 1<sup>st</sup> example above.

Can you please confirm if there be a deadline for students to submit their request to Advisors? Is the Fall term the only entry point for this program or will students be able to request declaration at any time of the year? Will this information be added to the draft proposal?

I should note departmental advisers for the tri-faculties are unable to change a student's program or declare a student within in Banner, which is different from EN advisers. All program declaration requests for tri-faculty students are handled by Academic Advising. The Math/Stats Advisers would be required to email Academic Advising when a student is eligible for declaration. Academic Advising will then contact the student to request they submit a declaration request through the [declaration portal](#). Unfortunately, the processing time for these requests can take up to 6 weeks.

In your email below, you state the faculty will manage their own declaration numbers. Who within the faculty will be tracking these numbers?

The attached document provides several edit and suggestions for the draft proposals in Kuali. Please let us know if you have any questions or concerns.

Cheers,  
Alejandra

Please tell us how we did today - provide your feedback [here](#).

**Alejandra De La Hoz**

Records Officer | Undergraduate Records and Graduation Services  
Office of the Registrar | Division of Student Affairs | University of Victoria  
PO Box 3025 STN CSC | Victoria BC V8W 3P2  
T: 250-721-8120 | E: [uro5@uvic.ca](mailto:uro5@uvic.ca) | W: [www.uvic.ca/registrar](http://www.uvic.ca/registrar)

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**From:** Celina Berg <[celinag@uvic.ca](mailto:celinag@uvic.ca)>

**Sent:** August 10, 2022 8:26 AM

**To:** Alejandra De La Hoz, Records Officer, Undergraduate Records <[uro5@uvic.ca](mailto:uro5@uvic.ca)>; Devin Stark - Acting Undergraduate Records Officer <[uro6@uvic.ca](mailto:uro6@uvic.ca)>

**Cc:** Associate Dean Undergraduate Programs, Engineering and Computer Science <[engradu@uvic.ca](mailto:engradu@uvic.ca)>; Rod Edwards <[edwards@uvic.ca](mailto:edwards@uvic.ca)>

**Subject:** Re: Data Science program Quali entry

Hi Alejandra and Devin!

Any updates on this?

Thanks!!

Celina

---

**From:** "Alejandra De La Hoz, Records Officer, Undergraduate Records" <[uro5@uvic.ca](mailto:uro5@uvic.ca)>

**Date:** Tuesday, August 2, 2022 at 9:12 AM

**To:** Celina Berg <[celinag@uvic.ca](mailto:celinag@uvic.ca)>, Devin Stark - Acting Undergraduate Records Officer <[uro6@uvic.ca](mailto:uro6@uvic.ca)>

**Cc:** LillAnne Jackson <[engradu@uvic.ca](mailto:engradu@uvic.ca)>, Rod Edwards <[edwards@uvic.ca](mailto:edwards@uvic.ca)>

**Subject:** RE: Data Science program Quali entry

Hey Celina,

I hope you had a relaxing long weekend.

Thanks for checking in and apologies for the delay. I'm hoping Devin and I will have notes for you to review by the end of this week.

Cheers,  
Alejandra

Please tell us how we did today - provide your feedback [here](#).

**Alejandra De La Hoz**

Records Officer | Undergraduate Records and Graduation Services  
Office of the Registrar | Division of Student Affairs | University of Victoria

PO Box 3025 STN CSC | Victoria BC V8W 3P2  
T: 250-721-8120 | E: [uro5@uvic.ca](mailto:uro5@uvic.ca) | W: [www.uvic.ca/registrar](http://www.uvic.ca/registrar)

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**From:** Celina Berg <[celinag@uvic.ca](mailto:celinag@uvic.ca)>  
**Sent:** July 27, 2022 9:13 AM  
**To:** Alejandra De La Hoz, Records Officer, Undergraduate Records <[uro5@uvic.ca](mailto:uro5@uvic.ca)>; Devin Stark - Acting Undergraduate Records Officer <[uro6@uvic.ca](mailto:uro6@uvic.ca)>  
**Cc:** Associate Dean Undergraduate Programs, Engineering and Computer Science <[engradu@uvic.ca](mailto:engradu@uvic.ca)>; Rod Edwards <[edwards@uvic.ca](mailto:edwards@uvic.ca)>  
**Subject:** Re: Data Science program Quali entry

Hi Alejandra!

Just reaching out to see if you and Devin have had a chance to look at this and have any feedback for us?

Thanks so much for taking the time for this – I know you both must be VERY busy!

Celina

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**From:** "Alejandra De La Hoz, Records Officer, Undergraduate Records" <[uro5@uvic.ca](mailto:uro5@uvic.ca)>  
**Date:** Tuesday, June 28, 2022 at 2:20 PM  
**To:** Celina Berg <[celinag@uvic.ca](mailto:celinag@uvic.ca)>, Devin Stark - Acting Undergraduate Records Officer <[uro6@uvic.ca](mailto:uro6@uvic.ca)>  
**Cc:** LillAnne Jackson <[engradu@uvic.ca](mailto:engradu@uvic.ca)>, Rod Edwards <[edwards@uvic.ca](mailto:edwards@uvic.ca)>  
**Subject:** RE: Data Science program Quali entry

Hello Celina,

Devin and I are working on this together and we hope to have something for you in the next couple weeks.

Cheers,  
Alejandra

Please tell us how we did today - provide your feedback [here](#).

**Alejandra De La Hoz**

Records Officer | Undergraduate Records and Graduation Services  
Office of the Registrar | Division of Student Affairs | University of Victoria  
PO Box 3025 STN CSC | Victoria BC V8W 3P2  
T: 250-721-8120 | E: [uro5@uvic.ca](mailto:uro5@uvic.ca) | W: [www.uvic.ca/registrar](http://www.uvic.ca/registrar)

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**From:** Celina Berg <[celinag@uvic.ca](mailto:celinag@uvic.ca)>  
**Sent:** June 27, 2022 9:25 AM  
**To:** Devin Stark - Acting Undergraduate Records Officer <[uro6@uvic.ca](mailto:uro6@uvic.ca)>; Alejandra De La Hoz, Records Officer, Undergraduate Records <[uro5@uvic.ca](mailto:uro5@uvic.ca)>  
**Cc:** Associate Dean Undergraduate Programs, Engineering and Computer Science <[engradu@uvic.ca](mailto:engradu@uvic.ca)>; Rod Edwards <[edwards@uvic.ca](mailto:edwards@uvic.ca)>  
**Subject:** Data Science program Kual entry

Hi Devin and Alejandra

I am wondering if you can take a look at the Kual entry for the Major and Honours Data Science programs. Specifically, I am wondering if they way we have specified admission and program requirements is ok.

<https://uvic.kuali.co/cm/#/programs/view/619fe7b2963c9c5b516b345d>

<https://uvic.kuali.co/cm/#/programs/view/619fde2646191081713623d9>

thanks so much!

**Celina Berg**, PhD (she/her)  
Assistant Teaching Professor  
Department of Computer Science  
Faculty of Engineering and Computer Science  
University of Victoria  
Office: ECS 618  
Email: [celinag@uvic.ca](mailto:celinag@uvic.ca)

## Consultation with Co-operative Education Program and Career Services



**Subject:** RE: Data Science Program proposal  
**Date:** Wednesday, October 19, 2022 at 2:07:26 PM Pacific Daylight Saving Time  
**From:** Andrea Giles  
**To:** Celina Berg  
**CC:** Chelsey Evans, Director of Operations  
**Attachments:** image001.jpg, Coop\_MATH-LetterOfSupport.pdf, Coop\_CSC-LetterOfSupport.pdf, DataScienceProgramProposal.pdf

Hello Celina,

Thank you for forwarding your proposal for the program and name change which rebrands the existing Computer Science and Statistics combined Major and Honours programs into a Data Science (Bachelor of Science) major and honours degree.

I agree with my Engineering and Computer Science Co-op and Mathematics and Statistics Coop staff on the value of the rebrand of these combined degrees into the new Data Science degree. It is a timely change that makes the program curriculum and deliverables more apparent to students.

I note on page 6 and page 10 of your document under the Co-op requirements section that it is noted that there are no changes from the existing Computer Science and Statistics Combined Major or Honours degree co-op requirement language. I would note that this co-op section will need to be rewritten when you are ready to submit Curriculum changes, after Senate Committee on Planning approval is received. The language as it stands now speaks to co-op regulations around combined degrees. As you are changing to a singular degree (Data Science), the more complex regulations around combined co-op degrees can be regularized into our standard degree language. I have copied Chelsey Evans, Director of Operations, on this email as she can help facilitate Co-op calendar language changes. Please feel free to reach out to her directly when you get closer to making Curriculum changes.

Please consider this email as my letter of confirmation of consultation. I think this change in program name is a very positive move.

Thanks for consulting.

Regards,

Andrea



Andrea Giles, M.A.  
Executive Director  
Co-operative Education Program and Career Services

[University of Victoria](#)  
Jamie Cassels Centre (JCC), Room B271n  
PO Box 1700 STN CSC  
Victoria, BC V8W 2Y2 Canada  
T 250-721-6211 or 250-721-7628 F 250-721-8996  
Web: [uvic.ca/coopandcareer](http://uvic.ca/coopandcareer) | Portal: [learninginmotion.uvic.ca](http://learninginmotion.uvic.ca)

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**From:** coopinfo <coopinfo@uvic.ca>  
**Sent:** October 18, 2022 2:50 PM  
**To:** Andrea Giles <agiles@uvic.ca>  
**Subject:** FW: Data Science Program proposal

Hi Andrea,

This email came to coopinfo but it's intended for you.

Thanks,  
Amy

Amy Kilmer  
Assistant to the Executive Director  
Co-operative Education Program and Career Services  
University of Victoria  
T 250-721-7628 | [coopdirasst@uvic.ca](mailto:coopdirasst@uvic.ca)  
Web: [uvic.ca/coopandcareer/](http://uvic.ca/coopandcareer/) | Portal: [learninginmotion.uvic.ca](http://learninginmotion.uvic.ca)

---

**From:** Celina Berg <[celinag@uvic.ca](mailto:celinag@uvic.ca)>  
**Sent:** October 17, 2022 2:48 PM  
**To:** coopinfo <[coopinfo@uvic.ca](mailto:coopinfo@uvic.ca)>  
**Cc:** Science - Associate Dean Academic <[scieada@uvic.ca](mailto:scieada@uvic.ca)>; Associate Dean Undergraduate Programs, Engineering and Computer Science <[engradu@uvic.ca](mailto:engradu@uvic.ca)>; Rod Edwards <[edwards@uvic.ca](mailto:edwards@uvic.ca)>  
**Subject:** Data Science Program proposal

This message is intended for the Executive Director, Co-operative Education and Career Services

The University of Victoria's Computer Science and Mathematics/Statistics departments are continuing their collaboration in the field of Data Science. For more than 20 years the two departments have jointly offered combined degrees (Major and Honours) in Computer Science and Statistics. The current curriculum proposal for the degrees includes re-branding by changing the programs' name to ***Data Science*** and customizing the upper year coursework to focus on topics of importance to Data Science.

Since the proposal includes a name change, our Senate Planning Committee has asked that the university consult with any units connected to the program. Given our existing programs had coop components, the Data Science program will continue to offer these options to students. Attached please find a document that describes UVIC's proposed re-branded Data Science program, including links to the existing Combined programs in Computer Science and Statistics. I have also attached letters of support from the coop office from both Math and Computer Science so you can see we have been in consultation with them already.

Please let us know if you have any concerns.

Thank you so much

**Celina Berg**, PhD (she/her)  
Associate Teaching Professor  
Department of Computer Science  
Faculty of Engineering and Computer Science  
University of Victoria

## Consultation with Libraries



University  
of Victoria  
Libraries

**Lisa Goddard**

Acting University Librarian

University Librarian's Office  
PO Box 1800 STN CSC  
Victoria, BC V8W 3H5 Canada

Telephone: 250-721-8192

Email: [lgoddard@uvic.ca](mailto:lgoddard@uvic.ca)

Dr. Celina Berg  
Associate Teaching Professor  
Department of Computer Science  
Faculty of Engineering and Computer Science  
University of Victoria

October 24, 2022

Dear Celina,

I am writing this letter on behalf of the University of Victoria Libraries to voice our strong support for the proposed Data Science Program. Data Science is a fast-growing field that will undoubtedly attract significant student interest and new enrolments. This program is well aligned with themes around innovation that are emerging in UVic's current strategic planning process. Conceiving of this program as a collaboration between three disciplines and two faculties helps to address UVic's stated goal to break down silos and barriers across campus.

UVic Libraries have long supported UVic's teaching and research strengths in areas related to Computer Science, Engineering, and Mathematics/Statistics, and I feel confident that our collections will be sufficient to support researchers in the Data Science Program. Our specialists can assist researchers with finding and accessing licensed and government-produced [data sources](#) including data produced here at the university that is published in the [UVic Dataverse Repository](#). I'd also encourage you to review UVic Libraries' [software training workshops](#), some of which may be of interest to your students and researchers. Our Engineering and Computer Science Librarian, Aditi Gupta, will be able to tell you much more about UVic Libraries collections and research and teaching supports.

Our new [Library Search](#) interface is a great discovery tool for exploring literature across disciplinary boundaries. The UVic Libraries evidence-based acquisitions (EBA) initiative additionally allows researchers to gain instant access to new e-book titles, simply by clicking on the links provided in our discovery interface. This use triggers a purchase by UVic, so that e-books selected this way continue to be available in our collection for future use. EBA is one of the ways in which faculty and student research interests help to shape library collections. The UVic Libraries collections policy emphasizes the acquisition of e-formats that can be accessed 24/7 from anywhere in the world to support remote learners.

Overall, I am confident that UVic Libraries can support the proposed Data Science Program. I encourage you to work closely with your subject librarian, Aditi Gupta, to ensure that library collections, research help services, and instruction workshops will continue to meet the needs of your students and instructors.

Sincerely,

Original signed by Lisa Goddard

Lisa Goddard  
Acting University Librarian  
[University of Victoria Libraries](#)

## Consultation with Indigenous Academic and Community Engagement

**Subject:** Re: Data Science Program proposal  
**Date:** Tuesday, October 25, 2022 at 2:53:04 PM Pacific Daylight Saving Time  
**From:** Rob Hancock, IACE Associate Director Academic  
**To:** Celina Berg  
**CC:** Jacquie Green, Science - Associate Dean Academic, Associate Dean Undergraduate Programs, Engineering and Computer Science, Rod Edwards

Good afternoon, Celina,

I am writing on behalf of the Executive Director, Kundoqk Dr. Jacquie Green (cc'ed here), to confirm that IACE has had a chance to review the document you shared outlining the changes to the Data Science Program. We have no concerns about the proposal as it stands, but are wondering if the committee has any sense about the potential positive impacts the change might have on attracting a more diverse student body as is a priority among STEM programs in general.

Thank you for the chance to review the document. Best wishes for the proposal as it moves through the process.

Rob H.

--

Robert L. A. Hancock, Ph.D. (Cree-Metis) (he/him/his)  
Associate Director Academic  
Office of Indigenous Academic & Community Engagement  
University of Victoria

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**From:** Celina Berg <celinag@uvic.ca>  
**Date:** Monday, October 17, 2022 at 4:05 PM  
**To:** Jacquie Green <iaceed@uvic.ca>  
**Cc:** Science - Associate Dean Academic <scieada@uvic.ca>, "Associate Dean Undergraduate Programs, Engineering and Computer Science" <engradu@uvic.ca>, Rod Edwards <edwards@uvic.ca>  
**Subject:** FW: Data Science Program proposal

This message is intended for the Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director.

The University of Victoria's Computer Science and Mathematics/Statistics departments are continuing their collaboration in the field of Data Science. For more than 20 years the two departments have jointly offered combined degrees (Major and Honours) in Computer Science and Statistics. The current curriculum proposal for the degrees includes re-branding by changing the programs' name to ***Data Science*** and customizing the upper year coursework to focus on topics of importance to Data Science.

Since the proposal includes a name change, our Senate Planning Committee has asked that the university

consult with any units connected to the program. Attached please find a document that describes UVIC's proposed re-branded Data Science program, including links to the existing Combined programs in Computer Science and Statistics.

Please let us know if you have any concerns.

Thank you so much

**Celina Berg**, PhD (she/her)  
Associate Teaching Professor  
Department of Computer Science  
Faculty of Engineering and Computer Science  
University of Victoria  
Office: ECS 618  
Email: [celinag@uvic.ca](mailto:celinag@uvic.ca)



## **Consultation with related departments within the University**

## Consultation with Mathematics and Statistics

CSC suggestions based on ECE suggested revised programs	MATH&STATS; responses	CSC responses to MATH STATS				
			<b>First Year Major Data Science</b>			<b>Honours: Data Science First Year</b>
			CSC 110, 115 .....	3		CSC 110, 115 .....
			MATH 100 or 109, 101, 122, 211 <sup>2</sup> .....	6		MATH 100 or 109, 101, 122, 211 <sup>2</sup> .....
STAT 100 - Non-existent course assume meant to be replaced with STAT 123. But STAT 123 seems too basic to be included in the Data Science major as it is not required in Statistics Major or Honours programs. It seems to be designed for non-statistics students (students not doing statistical computing/data science/statistical machine learning as their focus). Suggest to remove as a requirement.	STAT 123 is required for Data Science Minor; STATS Majors and Honors can take STAT 123 to satisfy a program requirement. The content is really data science; it is introductory to Statistical Data Science so students in Data Science ought to take this course.	OK	STAT 123 .....	1.5		STAT 123 .....
			Electives .....	4.5		Electives .....
			<b>Total</b> .....	<b>15</b>		<b>Total</b> .....
			<b>Second Year</b>			<b>Second Year</b>
	CSC 230 could be made optional. Computer architecture is perhaps useful but not required for data scientists.	Some of our faculty feel that it is useful and would like to keep it as a requirement.	CSC 225, 226, 230 .....	4.5		CSC 225, 226, 230 .....
MATH 204 Not needed for data science/statistical machine learning. Suggest to remove as a requirement/make optional.	The problem with removing MATH 204 as a requirement is that students need exposure to differential equations; Unfortunately, M202 cannot be used as an alternate to gain DE exposure because M200 is needed for STAT 350.	OK	MATH 200, 204, 222 .....	4.5		MATH 200, 204, 222 .....
			SENG 265 .....	1.5		SENG 265 .....
			STAT 260, 261 .....	3		STAT 260, 261 .....
			Electives .....	1.5		Electives .....
			<b>Total</b> .....	<b>15</b>		<b>Total</b> .....
			<b>Third Year</b>			<b>Third Year</b>
	CSC 320: Foundations of Computer Science. Do we really need this course? Seems important, but making it a requirement is probably not needed - have instead as a recommendation.	Being familiar with complexity classes, satisfiability, and computability provides important context for artificial intelligence and machine learning, which many students in this program might end up taking. Also, there are important considerations for the efficiency of statistical/machine learning algorithms, especially in an area where many problems we would like to solve optimally are not in P. Therefore, from the computer science side, CSC 320 would be considered essential.	CSC 320 .....	1.50		CSC 320 .....
			CSC 370 .....	1.50		CSC 370 .....
MATH348/CSC349A are highly mathematical and the type of math that is not relevant for computational statistics and machine learning. Suggest to remove as a requirement/make optional.	Error analysis, theoretical foundations of interpolation, and data fitting, among other things are important concepts for data scientists and M348 and CSC349A are the only courses where they can see these concepts. M348 at least can be made less theoretical if needed; it may depend on the instructor though and some guidelines may need to be put in place. We are open to making MATH248 as an option though it is not exactly a perfect replacement.	OK	MATH 348 or CSC 349A .....	1.50		MATH 348 or CSC 349A .....
	STAT 354 (sampling) needs to be in the list of required courses. Suggest 354 is required and replace 3.00 units of CSC, SENG, ECE, or STAT with one 1.5 units CSC, SENG, ECE, or STAT. Remove STAT359 from Honours.	OK	STAT 350, 353, 354 .....	4.5		STAT 350, 353, 354 (omit 359) .....
			1.5 (omit 3.0) units of CSC, SENG, ECE	1.5		3.0 units of CSC, SENG, ECE, or STAT cc

Data mining	OK		SENG 474 .....	1.50	SENG 474 .....	1.5
			Electives .....	3.00	Electives .....	1.5
			<b>Total .....</b>	<b>15</b>	<b>Total .....</b>	<b>15</b>
			<b>Fourth Year</b>		<b>Fourth Year</b>	
STAT 359 Data Analysis - Many of the topics listed in the course outline will be covered in more detail in other courses. This course is not currently part of the Statistics Major/Honours. The course is software application oriented "Emphasis is placed on proper use of computer software, interpretation of output and assumptions required for use of each statistical method." May be more useful for students looking to leverage statistics within another discipline, perhaps from the business side, not develop expertise for Data Science degree. Suggest to remove as a requirement/make optional.	STAT 359 is meant to give an overview about the practice of statistical methods in various disciplines and data scientists will benefit from this course a lot. It is where the students could find many things in one place. An option would be to require it only for majors and leave it as an optional course for honours students since honours students take CSC499 or STAT498. Ideally, we should have a capstone course for the Majors programme.	OK	STAT 359 .....	1.5	STAT 450 .....	1.5
					CSC 499 or STAT 498 .....	1.5
Artificial Intelligence			CSC 421 or ECE 470	1.5	CSC 421 or ECE 470	1.5
Would like to see the following added to this list of options: STAT 460 (Bayesian Statistics), STAT 464 (Statistical Computing), STAT 466 (Robust Statistics)	OK. Remove here STAT 458 GLM should be a required course		One of STAT 453, 454, 455, 456, 457, 4	1.5	One of STAT 453, 454, 455, 456, 457, 4	1.5
	STAT 458 GLM should be a required course.	OK	STAT 458	1.5	STAT 458	1.5
machine learning	Add STAT ML course as another option	OK	one of: CSC ML course, ECE 485, STAT	1.5	one of: CSC ML course, ECE 485, STAT	1.5
Ethics course one of these courses is sufficient given teaching resources are limited . This can updated to include ECE potential new Data Science ethics course.	OK		One of SENG 401, 460 .....	1.5	One of SENG 401, 460 .....	1.5
optimization course	Could be added to the list: Discrete optimization; CSC 446; Nonlinear Optimization M447 could be included here. STAT 464 covers a lot of optimization algorithms	OK	One of CSC 445, ECE 403, STAT 464	1.5	One of CSC 445, ECE 403, STAT 464	1.5
			Electives .....	4.5	Electives .....	3
			<b>Total .....</b>	<b>15</b>	<b>Total .....</b>	<b>15</b>
			<b>Degree Total:</b>	<b>60</b>	<b>Degree Total:</b>	<b>60</b>

**Consultation with Bachelor of Software Engineering (BSENG) and Electrical and Computer Engineering (ECE)**

The following two consultation documents outline the a discussion between Computer Science and the Electrical and Computer Engineering Department and the Bachelor of Software Engineering Program. This discussion was surrounding the fit of the current ethics courses listed in the Data Science program. We have included the discussion for completeness but the result of the discussion was as follows:

The Computer Science Department voted to accept the proposed program but only if SENG401 was retained. The department felt very strongly that any Data Science program needed a course that focused on social and professional issues involving ethics. (February 2022)

The program, including SENG401 was put forward to the Engineering and Computer Science Faculty and was approved. This vote consisting of members from all departments in the faculty including ECE and BSENG implies that the major of our faculty believes SENG401 to be a reasonable fit for the Data Science program. (Feb 2022)

**Subject:** Re: Joint CSC-Math Data Science Program  
**Date:** Thursday, January 6, 2022 at 6:40:29 AM Pacific Standard Time  
**From:** Sudhakar Ganti  
**To:** Celina Berg  
**Attachments:** image001.jpg, image001.jpg

Good morning Celina,

Wish you a happy New Year. We can try with the suggested changes. I don't see any other option. Last time it failed because people felt it is not comprehensive. Now they want us to remove what they suggested in the first place

Regards  
-Sudhakar

Dr. Sudhakar Ganti,  
Chair and Associate Professor,  
Department of Computer Science,  
University of Victoria, BC, Canada

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**From:** Celina Berg <celinag@uvic.ca>  
**Sent:** Thursday, January 6, 2022 6:35:14 AM  
**To:** Sudhakar Ganti <sganti@uvic.ca>  
**Subject:** Re: Joint CSC-Math Data Science Program

Hi Sudhakar

I think we have to move on this if want to try to push this through in Cycle 2.  
Are you ok with moving forward with these suggestions from Rod?

Celina

---

**From:** Celina Berg <celinag@uvic.ca>  
**Date:** Wednesday, January 5, 2022 at 4:32 PM  
**To:** CSC Advisor <cscadvisor@uvic.ca>, CSC Department Chair <chair@csc.uvic.ca>, Rich Little <rlittle@uvic.ca>, Jens-Holger Weber <jens@uvic.ca>, Sheryl Thompson <sthompson@uvic.ca>  
**Subject:** Re: Joint CSC-Math Data Science Program

Thanks for the input Irene.  
Sudhakar are you ok with moving forward with these suggestions from Rod?

Celina

---

**From:** CSC Advisor <cscadvisor@uvic.ca>  
**Date:** Wednesday, January 5, 2022 at 1:01 PM  
**To:** Celina Berg <celinag@uvic.ca>, CSC Department Chair <chair@csc.uvic.ca>, Jason Corless <jcorless@uvic.ca>, Rich Little <rlittle@uvic.ca>, Jens-Holger Weber <jens@uvic.ca>, Sheryl Thompson <sthompson@uvic.ca>  
**Subject:** RE: Joint CSC-Math Data Science Program

Hi Celina,

I find their rationale that SENG 460 is “geared towards a software engineering program and would not be appropriate..” and that it is “...always full with waitlists...” interesting, considering they allow Computer and Electrical Engineering students to take the course (see screenshot below). It seems to me that if they were that worried about waitlists and ensuring that only students for whom they considered the course to be applicable to their field of study to take it, they would restrict it to BSENG students. It’s also a little odd that they constantly complain we don’t allocate enough seats to permit all SENG students into one of our courses, when they don’t appear to do the same with those offered through ECE.

That being said, it seems pretty obvious that ECE/SENG feel very strongly that the Data Science students should not be taking any of those courses, so I think implementing Rod and Sudhakar’s suggestions make the most sense. Would we be giving the students another couple of course options if we remove SENG 401 and SENG 460 from the list of recommended courses?

Irene

### Practice of Information Security and Privacy - 22789 - SENG 460 - A01

Associated Term: Second Term: Jan - Apr 2022  
Levels: Graduate, Law, Undergraduate

Main Campus  
Lecture Schedule Type  
Face to Face Instructional Method  
1.500 Credits  
[View Catalog Entry](#)

#### Registration Availability

	Capacity
<b>Seats</b>	50
<b>Waitlist Seats</b>	50

Restrictions:  
Must be enrolled in one of the following Levels:  
Undergraduate  
Must be enrolled in one of the following Colleges:  
Faculty of Engineering and CSc  
Must be enrolled in one of the following Fields of Study (Major, Minor, or Concentration):  
EN: Computer Engineering  
EN: Electrical Engr  
EN: Software Engineering BSENG  
Must be enrolled in one of the following Classifications:  
Year 4

-----Original Message-----  
From: Celina Berg



Sent: January 4, 2022 2:31 PM

To: CSC Department Chair <chair@csc.uvic.ca>; Jason Corless <jcorless@uvic.ca>; Rich Little <rlittle@uvic.ca>;  
CSC Advisor <cscadvisor@uvic.ca>; Jens Weber <jens@uvic.ca>; Sheryl Thompson <sthompson@uvic.ca>  
Subject: FW: Joint CSC-Math Data Science Program

Hello Curriculum Committee and Sudhakar

Below is ECE's response to the proposed Data Science program we have put forward with Math&Stats. You will also see the suggested response from Rod Edwards (Math/Stats curriculum chair). Dropping the Ethics course requirement was something Sudhakar had suggested in late December as well with the plan to develop a more fitting ethics course in the future with new faculty hires. Could each of you let us know by replying to this email if you are ok with this suggested update and/or have any concerns. We are tight on time to negotiate this Cycle 2 so I don't want to wait for our next meeting.

thanks

Celina

On 2022-01-04, 3:48 PM, "Rod Edwards" <edwards@uvic.ca> wrote:

Hi Celina

My thought in relation to the message below, is that we could simply remove ECE 485 as an option, and remove SENG 401 or 460 from the list of recommended courses.

ECE 485 is listed as an option for a Machine Learning course, so we would just make STAT 469 a hard requirement.

SENG 401 and 460 are not even options for program requirements, only recommended additional courses, so removing them will have no significant effect.

Also, we do mention enrolment caps in the Rationale. I'm not sure if there is any way in the calendar to make these explicit. I assumed that these would be handled by departments as needed.

If we make these two changes, we might appease ECE and still get this through in Cycle 2.

What do you think?

Rod

On 2022-01-04, 12:12 PM, "Michael Adams" <mdadams@ece.uvic.ca> wrote:

Rod and Celina,

The ECE Curriculum Committee discussed the Joint CSC-Math Data Science Program in its December meeting. In particular, we considered the information at the following links:

BSC-CVSC | Data Science

<https://uvic.kuali.co/cm/#/programs/view/619fe7b2963c9c5b516b345d>

BSC-CVSD | Data Science

<https://uvic.kuali.co/cm/#/programs/view/619fde2646191081713623d9>

This joint program uses four courses from ECE, namely: ECE 403, ECE 470, ECE 485, and SENG 460. During this meeting, three significant concerns were raised regarding this program:

- 1) Resources. There is no information on the enrolment cap of this program. ECE 485 and SENG 460 are always full with wait lists.
- 2) SENG 401 is not appropriate to this program. That is, this course presents material in a way that is highly tailored to a software engineering program and would not be appropriate for a data science program.
- 3) SENG 460 is not appropriate to this program. That is, this course is geared towards a software engineering program and would not be appropriate for a data science program.

--Michael

**Subject:** Re: SENG 406 and SENG 401 and combined math/stats data science program  
**Date:** Monday, December 6, 2021 at 5:02:03 PM Pacific Standard Time  
**From:** Stephen W. Neville  
**To:** CSC Department Chair, Celina Berg, Michael Adams, ECE Grad Sec; MAsc & PhD  
**CC:** Cassandra Petrachenko, SENG Director, CSC Advisor  
**Attachments:** sneville.vcf

Sudhakar,

Just to follow up on the issues with SENG 460 and SENG 401 and the proposed data science program between CS and Math/Stats.

Again, neither course is appropriate for the proposed program, an issue that I had raised many months ago when Peter originally asked for my input in the process. So, I would disagree that it is “too late” to address the concerns – as these concerns were raised at the beginning of the process and appear to have simply been set aside which raised a concern that they will simply continue to be set aside to the disadvantage and negative impacts to the SENG students. The restructured program is likely to attract more students than the old program - hence, the potential resourcing impacts are not equivalent (unless an equivalent hard cap is agreed to and enforced at the prior 10 to 20 total students in the program level).

SENG 401 is critical to SENG as it is the CEAB required ethic course for software engineers – hence, it is critical to the program that it is not reused as a convenient means of servicing the need to “ethics” in other programs. Moreover, it is not structured as an ethics course for data science and cannot be “move” to service that direction/need. It must remain a SENG focused ethics course for SENG to be an accreditable degree program.

Similarly, SENG 460 is an ECE-homed security focused course which students in the proposed program would likely not have appropriate backgrounds for – which will lead to an overloading of the external instructor who offers this course to catch those less prepared students up. Gary Perkins, the BC government’s CISO offers this course and it would be inappropriate to overload him with students who are less prepared to take and succeed at his course.

Beyond these issues, both SENG 401 and SENG 460 are already full courses with waitlists – so no room exists to expand these courses to service a currently unknown number of new students who may enrol in the proposed combined CS/Math/Stats data science program.

As SENG 460 is a ECE homed course, the proposed program would need to go through the ECE CC for approval (given the potential resourcing impacts on ECE). Additionally, as SENG 401 is a core SENG program course, the proposed program would also need to go through the SENG PCC for approval.

Given the likelihood that the use of SENG 401 in the proposed matter would pivot the SENG 401 away from servicing SENG accreditation needs it is likely that SENG PCC approval will not be possible. Given the likely resourcing impacts on ECE, it is likely ECE CC approval is also not going to be possible – particularly as no agreed to student cap for the proposed program is in place. It is also unclear when the proposed program was going to be brought to the ECE CC and SENG PCC for approval, given as far and I know, it currently is not on either CC’s upcoming agendas. I’m not sure of the intended timelines

for the proposed combined program, but under existing Faculty policies it would need to come to both the ECE CC and SENG PCC due to the inclusions of SENG 460 and SENG 401.

As such it would seem the best approach, at this time, would be simply to remove SENG 401 and SENG 460 from the proposed program and replace them with any other 1.5 credits from either CS or Math/Stats, i.e., for example as 1.5 units of technical elective. Again, it is unclear why there is such an apparent strong focus on having SENG 401 and SENG 460 included in the proposed program – particularly as they are both a poor fit, complicate the approval process, and do not well service the intended student population.

In general, I don't think SENG should be used as a resourcing catch-all for other programs – particularly as insufficient resourcing currently exists to properly deliver the SENG program to the existing SENG students. Further diluting the SENG resourcing so as to service a new data science focused program is not appropriate as it further sets the existing SENG students as being 2<sup>nd</sup> class students within the CS department and ECS Faculty. The proposed data science combined program needs to be properly resourcing on its own account – as was previously discussed with Peter that this combined program would not come at the further expense of SENG.

Again, I think the easiest approach is simply to replace SENG 401/SENG 460 with 1.5 units of technical electives to be taken from CSC or Math/Stats courses.

As an aside, I believe there are cases where SENG students are being restricted from taking CS offered course due to the SENG section cap not being increased to service student demands. These issues, I believe, are beginning to delay SENG students progressions through their degree program. Additionally, were SENG student have been allowed into CS home courses while CS majors have not been, has been when the SENG students required the course as a core course to their degree and the CS students were taking it as an elective (with the reverse also occurring). Both CS majors and SENG majors are students within the CS department and there is a need to not treat SENG group as somehow different and 2<sup>nd</sup> class students to the CS major group. Both are CS department students and should be treated equally by the department, while considering the different requirements of each degree program, e.g., in this specific case, that SENG 401 is a critical course for SENG's CEAB accreditation and cannot be diluted so as to service other needs.

If there is a flood a new undergrad data science students into core courses SENG students require for completing there degree then these issues are likely to be significantly exacerbated. Both ECE and CS have a responsibility to ensure that SENG student can progress through there degree program in a timely manner, particularly as these are existing students in both departments who already count to the department EETs and resourcing levels.

SENG has been under-serviced from a resourcing perspective for a number of years - further exacerbating this via a new likely high demand program is highly problematic and, again, further enforces the view that SENG students are not a departmental and/or Faculty) priority.

Beyond past history, what is the rationale for seeking to include SENG 401 and SENG 460 in the proposed combined data science program? I do not see the programmatic fit.

Stephen

On 2021-11-29 5:52 p.m., CSC Department Chair wrote:

Dear Stephen,

These courses had been part of the existing combined program. Though the Combined Stats/Csc program is relabeled as Data Science, it is of the same difficulty as the existing program but with a bit stronger mandate. Resourcing is each department's responsibility. We always allowed CSC and SENG courses to be serviced both ways. So far I don't know of any case where by we limited accessibility to SENG students for the required courses. We always make room so that we allow Csc/combined program students to take the SENG courses where possible. In fact, we also added sections to service SENG students in some cases and disallowed CS majors. As more teaching capacity is added we are also creating more sections dynamically.

We have advertised last year for Fairness, Ethics in AI/Machine Learning as one of the areas to hire. We were not successful and re-advertising for the same area again this year. Our hope is to hire someone in this area who will definitely teach an Ethics course that can form a basis for Data Science exclusive course. We already had numerous discussions with you, ECE and Math department and formulated changes the proposal. It is already getting late and we need to move forward with the current proposal and change it later. I didn't have that meeting yet to discuss the number of students admitted to the program. It will be definitely part of the policy that will look into existing constrains. Hope this helps.

Regards  
-Sudhakar

-----Original Message-----

From: Stephen W. Neville [<mailto:sneville@ece.uvic.ca>]  
Sent: November 26, 2021 11:28 AM  
To: Celina Berg <[celinag@uvic.ca](mailto:celinag@uvic.ca)>; Michael Adams <[mdadams@ece.uvic.ca](mailto:mdadams@ece.uvic.ca)>  
Cc: Cassandra Petrachenko <[cpetrach@uvic.ca](mailto:cpetrach@uvic.ca)>; SENG Director <[sengdir@uvic.ca](mailto:sengdir@uvic.ca)>; CSC Advisor <[cscadvisor@uvic.ca](mailto:cscadvisor@uvic.ca)>; CSC Department Chair <[chair@csc.uvic.ca](mailto:chair@csc.uvic.ca)>  
Subject: Re: CSC375 / SENG321 overlap and add pre-req to SENG 360

They are the wrong courses for the proposed program which is why I had suggested strongly from the beginning that they needed to be removed. Re-directing SENG courses away from what the SENG students need is not an appropriate approach.

SENG shouldn't be employed as a default resourcing pool to service other initiatives. New initiatives should need to be sufficiently resourced on their own to be able to go ahead. There is no reason why this 1.5 units of credit in the program cannot be serviced from elsewhere within CS or Math/Stats - it does not and should not be serviced on the back of SENG resourcing simply for convince ...

Both SENG 401 and SENG 460 are already full course with wait lists (over their last few years of offerings and before accounting for the existing SENG growth, i.e., a larger 4th year SENG student body is already approaching 4th year and will need to be serviced) - they should not be being used as placeholders within proposed programs.

I would expect this issue to be addressed and these courses removed prior to the proposal moving forward.

I would also like to know if a formal cap has been agree to between CS and Math/Stats on how many students will be able to enroll in the proposed

program - given apparently no new resourcing is going into it. I have not seen any formal confirmation that any cap has been agreed to as of yet and, again, I don't see how the proposal can move forward without a formal cap having been agreed to.

Stephen

On 2021-11-26 10:55 a.m., Celina Berg wrote:

Hi Stephen

I am just looping Sudhakar in here as he is the one that is communicating with the Math Chair on enrolment caps.

As for the SENG 401 and 460, we do not have resources at this moment to develop let alone teach another course at this point in time. We hope to down the road and your comments from our initial consultation are noted on that. The CSC/STATs programs currently list these as options and therefore we propose they remain as a placeholder for this. Perhaps we can collaborate with the MADs program down the road to develop something that might work for both programs.

Celina

On 2021-11-25, 3:00 PM, "Stephen W. Neville"  
[sneville@ece.uvic.ca](mailto:sneville@ece.uvic.ca) wrote:

Celina,

A concern is that SENG 401 and SENG 460 should not be part of such a program. SENG 401 is the software engineering ethics course - not a data science ethics course. SENG 460 is also not a course focused on data science - it is a core focused on people wanting to be in the cyber-security space.

There appears to be no rationale for either being included in the proposed program and both are a poor fit but important courses to the SENG program.

Also SENG 474 is a very high demand course - adding to its student numbers (even by a few more students a year may be an issue)

Is there confirmation that the program will be keep to its historical student numbers ?, i.e., a 10 or 20 student cap.

If not then this would raise serious issues for SENG and the ability to deliver the SENG program effectively to the existing SENG student body.

I would like to get an actual written confirmation as to what the

student cap will be into these programs. At 10 to 20 students its should not be a problem - at 30+ to 100+ it definitely will be ....

Also, although a large number of SENG technical electives are listed not all are always offered and different ones will require different prereq - so it is important not to assume that a large list means that restricting which technical electives SENG students may be able to enroll into will necessarily come at zero impact to their degree programs, i.e., completing the set number of technical electives is also a required part of their degree completion. Any impacts to which ones they may or may not be able to take would have to be analyzed more thoroughly to ensurer no adverse impacts arise for SENG students and their degree completion timelines.

Stephen

On 2021-11-25 2:35 p.m., Celina Berg wrote:

> Hi Michael and Stephen

>

> Attached is a print out of the draft versions of the Data Science (honours/majors) programs that are just an update of the CSC/STATS combined honours/majors.

> These were constructed with extensive consultation between CSC/MATH/ECE over the past six months but I want to allow you to be able to bring these to your respective curriculum committees.

>

> Thanks!

>

> Celina

>

> On 2021-11-25, 12:32 PM, "Michael Adams"

[<mdadams@ece.uvic.ca>](mailto:mdadams@ece.uvic.ca) wrote:

>

> Celina,

>

> I am not sure that the Calendar and Curriculum Department will object.

> My concern is more with the various Curriculum Committees and other people

> along the chain of the approval process, including the Senate CC. In any

> case, maybe it might be possible for ECE to rename ECE458 as a 300-level

> course, which would eliminate all of these potential worries. We'll see.

>

> --Michael

>

> On Thu, 25 Nov 2021, Celina Berg wrote:

>  
> > That sound GREAT! I have sent an email to  
Calendar and Curriculum for their input too but I am sure you  
and Stephen are correct on this.  
> >  
> > Thanks so much Michael!  
> >  
> > Celina  
> >  
> > On 2021-11-25, 9:45 AM, "Michael Adams"  
<[mdadams@ece.uvic.ca](mailto:mdadams@ece.uvic.ca)> wrote:  
> >  
> > Hi Celina,  
> >  
> > On Mon, 22 Nov 2021, Celina Berg wrote:  
> > > 2) add ECE458 or CSC361 as a prereq for  
SENG360.  
> >  
> > I am sorry for reading some of the emails on  
this thread out of order.  
> > For the reasons I mentioned in a previous email  
to Stephen (which was  
> > CC'd to you), I am not sure whether such a  
change would ultimately be  
> > approved. As Stephen noted, having a 400-level  
course as a prereq to a  
> > 300-level course is likely to be looked upon  
quite unfavorably by some  
> > people. I will add an agenda item to the  
upcoming ECE CC meeting  
> > to discuss the possibility of renaming ECE458  
as a 300-level course.  
> > I think that having ECE458 listed as a 300-  
level course would greatly  
> > increase the chances that your proposed prereq  
change would be approved.  
> >  
> > --Michael  
> >  
> >  
> >  
> >  
> >



## Consultation with MATH and CSC Chairs on enrolment cap

**Subject:** Re: Data Science program admissions  
**Date:** Wednesday, January 12, 2022 at 4:36:54 PM Pacific Standard Time  
**From:** mschair  
**To:** Rod Edwards, Celina Berg  
**CC:** CSC Department Chair

Dear Celina,

As Rod has mentioned, the intention is that this capping will be imposed at the level of the two departments. However, as you have rightfully said it will be really hard to do as departments can only control the enrolments in individual courses and it won't be easy to make the same process work for an entire program. What can perhaps be done is intervene when students attempt to declare the program as their major. With the help of the Admissions' office we could perhaps implement the capping the program at that level and we should do so for both faculties. We can for instance perhaps ask the Admissions office not accept students to declare this program as their major until they get permission from the respective department (MATH if they are from Science and CSC if they are from Engineering). I guess this is some how similar to the way honours programs work. Students can't choose to be in honours or can they?

As for the number 15+15, based on my own understanding of this still informal agreement, it pertains to the class size. It automatically means that no more than 15 students from a single department/faculty can enter the program in first year (which here can be interpreted as the first or second year at the university). In case students are allowed to enter the program at the 3rd (4th) year (or second if first means first), then only  $n=15 - m$  students are allowed to do so, where  $m$  is the number of 3rd (4th) year students currently enrolled in the program.

Sudhakar can chip in and of course correct me if I got something sidewise here.

Thank you and nice to meet you!

Boualem

Boualem Khouider (he/him)  
Chair, Mathematics and Statistics  
University of Victoria

~~~~~

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**From:** Rod Edwards  
**Sent:** January 12, 2022 3:31 PM  
**To:** Celina Berg

**Cc:** CSC Department Chair; mschair  
**Subject:** Re: Data Science program admissions

Hi Celina

I am copying Boualem, math dept. chair, here in case he has any insight. I don't think our department has any experience with capping enrolments to courses or programs. But this is certainly something that has to be done at the department administration level, and falls outside the mandate of curriculum committees.

My own sense is that the numbers mean whatever we want them to mean. These are self-imposed limits, right? Deans don't limit our enrolments, but if they don't give departments enough resources to manage more than some number of students, then departments have to impose limits. At least, that's how I assume it works. My experience as department chair is a few years old now though, and current chairs will perhaps have a more up-to-date sense of how this can work.

Rod

---

**From:** Celina Berg <celinag@uvic.ca>  
**Date:** Wednesday, January 12, 2022 at 2:55 PM  
**To:** Rod Edwards <edwards@uvic.ca>  
**Cc:** CSC Department Chair <chair@csc.uvic.ca>  
**Subject:** Data Science program admissions

Hi Rod

One thing we need to flesh out is how admissions to this program will be limited as we have agreed on (15 CSC/ 15 MATH).

I realize this does not go into the calendar so I am wondering how we monitor/enforce this.

Additionally, what do we mean by 15? Do we mean 15 applicants are admitted per year? Or do we mean there is no more than 15 in a given "year" of the program?

Lastly, if the program is popular (as we hope), how do we decide which applicants get admitted?

In our experience, University Admissions determines which students get admitted to our Major and historically we have not had much control over those numbers.

I am not sure what your process has been for managing admission into the Combined CSC/STAT program so far – perhaps you have had better luck?

I imagine we can sort these details out over the next 8 months before the program enters the September 2022 calendar but I wanted to get the ball rolling here.

**Celina Berg**, PhD (she/her/hers)  
Assistant Teaching Professor  
Department of Computer Science  
Faculty of Engineering and Computer Science  
University of Victoria  
Office: ECS 618  
Email: [celinag@uvic.ca](mailto:celinag@uvic.ca)

***Consultation with related University departments***

**Thompson Rivers University**

**Subject:** Re: Data Science From: Combined BSC in Computer Science and Statistics  
**Date:** Thursday, September 1, 2022 at 11:15:19 AM Pacific Daylight Time  
**From:** Associate Dean Undergraduate Programs, Engineering and Computer Science  
**To:** Bruce Crofoot  
**CC:** Science - Associate Dean Academic, Celina Berg, Rod Edwards  
**Attachments:** image001.png

Thank you, Bruce!

We appreciate your response. All the best with your program!

LillAnne Jackson

--

LillAnne Jackson, PhD, P.L.Eng.,  
Associate Dean Undergraduate Programs  
Faculty of Engineering and Computer Science  
University of Victoria

Pronouns: she/her

[Engineering and Computer Science](#) | [UVic](#)

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**From:** Bruce Crofoot <Bcrofoot@tru.ca>  
**Date:** Thursday, September 1, 2022 at 11:13 AM  
**To:** "Associate Dean Undergraduate Programs, Engineering and Computer Science" <engradu@uvic.ca>  
**Subject:** RE: Data Science From: Combined BSC in Computer Science and Statistics

Dear Dr. Jackson,

Sorry, I thought I had replied to this. In any case, I don't think I can say much that will be helpful to you. The feedback I got from my department was very meagre. Basically, the message is that your name change seems to be a good idea and we don't know how your proposed program fits into BC program offerings. We are just focused on running our own program successfully.

Best regards,

Bruce Crofoot, Chair  
Mathematics and Statistics  
Thompson Rivers University

---

**From:** Associate Dean Undergraduate Programs, Engineering and Computer Science <engradu@uvic.ca>  
**Sent:** Monday, July 18, 2022 3:45 PM  
**To:** Bruce Crofoot <Bcrofoot@tru.ca>  
**Cc:** Science - Associate Dean Academic <scieada@uvic.ca>

**Subject:** Re: Data Science From: Combined BSC in Computer Science and Statistics

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

So sorry, the attachment was missing. LJ

--

LillAnne Jackson, PhD, P.L.Eng.,  
Associate Dean Undergraduate Programs  
Faculty of Engineering and Computer Science  
University of Victoria

Pronouns: she/her

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**From:** "Associate Dean Undergraduate Programs, Engineering and Computer Science"

<[engradu@uvic.ca](mailto:engradu@uvic.ca)>

**Date:** Monday, July 18, 2022 at 12:34 PM

**To:** "[crofoot@tru.ca](mailto:crofoot@tru.ca)" <[crofoot@tru.ca](mailto:crofoot@tru.ca)>

**Cc:** Science - Associate Dean Academic <[scieada@uvic.ca](mailto:scieada@uvic.ca)>

**Subject:** Data Science From: Combined BSC in Computer Science and Statistics

Greetings Bruce,

The University of Victoria's Computer Science and Mathematics/Statistics departments are continuing their collaboration in the field of Data Science. For more than 20 years the two departments have jointly offered combined degrees (Major and Honours) in Computer Science and Statistics. The current curriculum proposal for the degrees includes re-branding by changing the programs' name to Data Science and customizing the upper year coursework to focus on topics of importance to Data Science.

Since the proposal includes a name change, our Senate Planning Committee has asked that the university consult with other institutions that are offering curriculum in the field to obtain input. Attached please find a document that describes UVIC's proposed re-branded Data Science program, including links to the existing Combined programs in Computer Science and Statistics.

Would you be able to provide us with input, from the perspective of your program, regarding,

- The name and content of the proposed programs,
- How the proposed programs fit into the BC program offerings,
- And any other input you believe is relevant.

If possible, could you provide this input before August 5?

Thank you, in advance, for your efforts.

Sincerely,

--

LillAnne Jackson, PhD, P.L.Eng.,  
Associate Dean Undergraduate Programs  
Faculty of Engineering and Computer Science  
University of Victoria



Adam Monahan, PhD,  
Associate Dean Academic  
Faculty of Science  
University of Victoria

We acknowledge and respect the ɫəkʷəŋən 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.



**University of Northern British Columbia**

**From:** Todd Whitcombe <[Todd.Whitcombe@unbc.ca](mailto:Todd.Whitcombe@unbc.ca)>

**Date:** Monday, July 18, 2022 at 4:11 PM

**To:** "Associate Dean Undergraduate Programs, Engineering and Computer Science" <[engradu@uvic.ca](mailto:engradu@uvic.ca)>

**Subject:** RE: Data Science From: Combined BSC in Computer Science and Statistics

LillAnne,

Good to hear from you. I hope that you and yours are doing well also.

I looked over the degree proposal and we do not have anything like it at UNBC. Indeed, we are considering a course-based Masters in Data Science and in putting that together, I could find nothing in the province at the undergraduate level and only two other programs at the graduate level (although SFU is doing something similar). As far as I can tell, it would be a very good and timely program. It would certainly complement other degree programs within the province and is necessary. So I do hope your Senate gives it the green light.

All the best, 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 Will

"When a measure becomes a target, it ceases to be a good measure." Goodhart's Law.

Dr. Todd Whitcombe, Chair,  
Chemistry & Biochemistry,  
Interim Chair Mathematics & Statistics,  
University of Northern British Columbia,  
3333 University Way, Prince George, B.C.  
V2N 4Z9

**Simon Fraser University**

Dear Dr. Jackson,

Please find below some feedback on your program, collected from colleagues who teach/lead our SFU Big Data and Data Science programs. Best wishes.

### **The name and content of the proposed programs**

- The name and content are appropriate for the proposed degree. However, given that the proposal was based upon the existing joint major in computing science and statistics, it has a large number of required courses drawn from those disciplines, some of which might still be appropriate for the joint major, but not necessarily for the data science major. Some examples follow:
  - “MATH122 Logic and Foundations” and “CSC230 Introduction to Computer Architecture” are not very necessary for the data science major.
    - CSC230 could be removed as a requirement, although the MATH 122 might be good to have as a pre-req for the CSC421: Introduction to Artificial Intelligence. MATH 122 could be listed as recommended rather than required.
  - Calculus III and Calculus IV are listed as required courses, because they are pre-requisites for MATH 348, but it looks like they might not be necessary for other routes through the program.
- The curriculum could benefit from a bit more emphasis on communication (including writing) and on “soft skills”, and perhaps an ethics course focused specifically on data science (as an alternative perhaps to SENG401).
- It is suggested to focus more on applied skills in the statistics courses, as opposed to theory-heavy courses.

### **How the proposed programs fit into the BC program offerings**

- SFU already offers the B.Sc. with a major in Data Science which is described at <http://www.sfu.ca/students/calendar/2022/fall/programs/data-science/major/bachelor-of-science.html>, as does UBC (Okanagan), <https://cmpps.ok.ubc.ca/undergraduate/data-science/>, so it is natural to have a similar degree at University of Victoria campus, given the high demand for people with data science degrees. Thompson Rivers University also has a similar major - <https://www.tru.ca/programs/catalogue/data-science-major.html>. It is worth noting that the SFU degree also draws on courses from the business school, rather than the deeper focus on just COMPUTING, MATH and STATS courses in the proposed UVic offering.

Best regards  
Mohamed

-----  
Mohamed Hefeeda  
Professor and Director  
School of Computing Science  
Simon Fraser University, Canada  
<http://www.cs.sfu.ca/~mhefeeda/>

***The following rebuttal was sent back to SFU, with no response so we assume they have no issues moving forward.***

### **The name and content of the proposed programs**

- The name and content are appropriate for the proposed degree. However, given that the proposal was based upon the existing joint major in computing science and statistics, it has a large number of required courses drawn from those disciplines, some of which might still be appropriate for the joint major, but not necessarily for the data science major. Some examples follow:
  - “MATH122 Logic and Foundations” and “CSC230 Introduction to Computer Architecture” are not very necessary for the data science major.
    - CSC230 could be removed as a requirement, although the MATH 122 might be good to have as a pre-req for the CSC421: Introduction to Artificial Intelligence. MATH 122 could be listed as recommended rather than required.
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- The curriculum could benefit from a bit more emphasis on communication (including writing) and on “soft skills”, and perhaps an ethics course focused specifically on data science (as an alternative perhaps to SENG401).
- It is suggested to focus more on applied skills in the statistics courses, as opposed to theory-heavy courses.

Response:

- MATH122 is a key course in most programs in Mathematics and Statistics, providing a foundation in mathematical reasoning, and a prerequisite for MATH222 and CSC225, both part of these programs, as well as other Math and CSc courses that might be chosen as electives. We wish to retain it as part of the Data Science programs.
- The Calculus courses are required for both MATH348 and CSC349A, and Numerical Analysis is indeed considered a core part of the Data Science programs. A well-formed data scientist must have some training in numerical methods, as well as the calculus-based problems they deal with, including at least an introduction to differential equations. Dropping this requirement would mean turning out less capable data scientists. This is intended to be a competitive program that trains students to function as data scientists at a reasonably high level.
- We considered not including CSC230 as program requirement but it was argued to keep it:
  - All CS students should know how a computer works. CSC 230 is elementary architecture course and the only course on this topic students are required to take.
  - Doing data analysis on massive datasets is really important in industry, and students would be lacking if they don't have an understanding of caching and pipelining which covered in CSC230.
  - There are many data science algorithms that are hardware aware. Good understanding of computer architecture gives the data scientist the ability to propose solutions in capturing and maintaining data, implementing models and algorithms in IT systems.
  - Data Scientists should also know how large scale cloud centers work as the data resides are now totally on cloud/distributed systems. This may have implications on algorithm design for example.

- Many machine learning algorithms (e.g., deep learning) are heavily using GPUs and their programmability. We don't dwell into this but at least a basic architecture course could lay foundation to understanding of these.
- SENG401 is currently the course we use in the CSC / STATs combined program as an ethics course. It is however in our future plans to develop a more data-science focused ethic course that will be used for this program.
- As far as writing skills go, the Honours version of this program does have an seminar/project course requirement (CSC499) which would have writing component to it. Additionally, upper-level courses have project-based components to them with writing requirements. This is a good suggestion though and in the future we could perhaps introduce an explicit seminar/project course requirement like the CSC499 in the Honours version.
- The program was designed to provide a mix of theoretical foundations and applied skills. Given this is a full bachelor degree we believe it important student come out of the program understanding the reasoning behind choices they make when applying skills. For example, students take CSC320 as it is important they become familiar with complexity classes, satisfiability, and computability as these provide important context for artificial intelligence and machine learning, which many students in this program might end up taking and critical applied skills. Also, there are important considerations for the efficiency of statistical/machine learning algorithms, especially in an area where many problems we would like to solve optimally are not in P. The reasoning is the same for more theory-based statistics courses. For example, knowledge of Sampling Techniques is needed in Data Science to properly design and judge studies of the predictive performance of models used to answer real world problems. And Generalized Linear Models are THE most used statistical models in Data Science. It is crucial that students have a good understanding of these models and how to use them properly.



**Date:** November 16, 2022

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposed changes to the Major and Honours degrees in Pacific and Asian Studies**

---

At its meeting on November 2, 2022, the Senate Committee on Planning considered the proposed changes to the Major and Honours degrees in Pacific and Asian Studies.

The existing PAAS Major and Honours degrees were designed to provide students with training and expertise in the language, history and culture of a single country (China, Japan) or 'culture area' (Southeast Asia). Grounded in the Area Studies model developed in the United States following the Second World War, this approach has been subject to extensive critique both within and beyond Area Studies.

The changes proposed for the PAAS Major and Honours programs reflect an array of theoretical and more broadly thematic developments that cut across the Humanities and Social Sciences, as they have been adopted and adapted in the field of Pacific and Asian Studies.

**The following motions are recommended:**

Motion: that Senate approve the proposed changes to the Major program in Pacific and Asian Studies, as described in the document "Updating Undergraduate Major & Honours in Pacific and Asian Studies".

Motion: that Senate approve the proposed changes to the Honours program in Pacific and Asian Studies, as described in the document "Updating Undergraduate Major & Honours in Pacific and Asian Studies".

Respectfully submitted,

**2022-2023 Senate Committee on Planning**

|                                     |                               |
|-------------------------------------|-------------------------------|
| Dr. Elizabeth Adjin-Tettey, Chair   | Ms. Alyssa Jackson            |
| Dr. Evanthia Baboula                | Dr. Michelle Lawrence         |
| Dr. Rustom Bhiladvala               | Dr. Annalee Lepp              |
| Dr. Alexandrine Boudreault-Fournier | Dr. Kin Fun Li                |
| Dr. Alexandre Brolo                 | Dr. Cynthia Milton            |
| Dr. Jo-Anne Clarke                  | Dr. Ulrich Mueller            |
| Dr. Adam Con                        | Dr. Joban Raiwal              |
| Ms. Andrea Giles                    | Ms. Ada Saab                  |
| Dr. Robin Hicks                     | Ms. Wendy Taylor              |
| Dr. Cindy Holder                    | Dr. Jie Zhang                 |
| Dr. Sandra Hundza                   | Ms. Sandra Duggan (Secretary) |



University  
of Victoria  
Humanities

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Victoria British Columbia V8W 2Y2 Canada  
Tel (250) 721-7246 Fax (250) 721-7059  
Email humsada@uvic.ca Web

Nov. 16 2022

To: Senate Committee on Planning, c/o Elizabeth Adjin-Tettey, AVPAP

From: Lisa Surridge

Re: Addendum to SCP Memorandum, PAAS Curriculum Submissions

The following changes to the Minor and General Degrees were accidentally overlooked in the memo submitted by the Department of Pacific and Asian Studies. We wish to add them for SCP and Senate consideration in this addendum to the original memo:

1. As in the updated PAAS Major and Honours programs, the 200-level requirement for the Minor/General will now be fulfilled by the new class (*viz.* PAAS 215 *Language, Media and Translation in PAAS* [1.5]) that similarly replaces PAAS 200 in the Major and Honours.
2. And, as an option for fulfilling the 9-units of upper-division electives in the General/Minor, students will now also have access to the new 300-level class, PAAS315 – *Critical Approaches to History, Culture and Society in PAAS* (1.5).

The latter is in place of the three options that were previously on the books (PAAS 300, 302, 304)—which the unit has collapsed to a single option to unify the program and make more efficient use of our faculty teaching capacity. (In other words, this will immediately increase EETS in the Unit.)

These are not substantial changes to the Minor/General Program. But they form part of the curriculum revisions outlined in the prior memo, they adhere to the same rationale, and they should have been included.

Sincerely,

Original signed by Lisa Surridge

Dr. Lisa Surridge

Professor of English & Associate Dean Academic



**UNIVERSITY OF VICTORIA**  
**STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE**  
*Updating Undergraduate Major & Honours in Pacific and Asian Studies*

Indicate the type of change being proposed:

- Double or dual degree programs involving existing degrees
- Programs involving partnerships or agreements with other institutions
- Changes to a program degree or title
- Significant changes to program focus, content, structure, new stream within existing program or requirements
- Other, please specify: *Update to existing Major and Honours programs in Pacific and Asian Studies*

| Submitted by:     | Name and title                     | Email             |
|-------------------|------------------------------------|-------------------|
| Contact person    | Richard Fox, PAAS Chair, Professor | paaschair@uvic.ca |
| Dean or designate | Annalee Lepp, Dean of Humanities   | deanhums@uvic.ca  |

**Please provide dates of all approvals**

| Required approvals                                                            | Date           |
|-------------------------------------------------------------------------------|----------------|
| Pre-consultation with AVPAP (by contact person and Dean/designate)            | March 14, 2022 |
| Departmental/School approval                                                  | April 12, 2022 |
| Faculty Curriculum Committee approval                                         | Sept 13, 2022  |
| *Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body) | Sept 20, 2022  |

**Please complete all rows with date or N/A**

| Consultations (as applicable; see notes below)<br><i>*supporting documentation required for all consultations</i>                               | Date (or N/A)  | Supporting Documentation Attached (Y/N)            |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------------------------------------------|
| Libraries – Jonathan Bengtson, University Librarian<br><a href="mailto:bengtson@uvic.ca">bengtson@uvic.ca</a>                                   | Aug 4, 2022    | Y                                                  |
| Executive Director, Co-operative Education and Career Services – Andrea Giles, <a href="mailto:agiles@uvic.ca">agiles@uvic.ca</a>               | Feb 2, 2022    | Zoom consult with Dept (Joy Andrews, Carol Riedel) |
| Office of the Registrar – please submit consult request to <a href="mailto:OREGSCPConsultation@uvic.ca">OREGSCPConsultation@uvic.ca</a>         | March 31, 2022 | Multiple Zoom meetings                             |
| Indigenous Academic and Community Engagement – Rob Hancock, Associate Director Academic, <a href="mailto:iaceadac@uvic.ca">iaceadac@uvic.ca</a> | N/A            | N/A                                                |
| Non-standard Tuition                                                                                                                            | Yes* or N/A    | Non-standard form attached (Y/N)                   |
| Proposed program change involves non-standard tuition<br>*If you answered Yes, complete the <a href="#">UVic Non-standard Tuition Template</a>  | N/A            | N/A                                                |



UNIVERSITY OF VICTORIA  
STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

Updating Undergraduate Major & Honours in Pacific and Asian Studies

Please complete all sections or indicate N/A

**SUMMARY of PROPOSED CHANGE**

|                                                                        |                                                                                                               |
|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Name, Location, Academic units<br>(Faculties, departments, or schools) | Department of Pacific and Asian Studies, Faculty of Humanities                                                |
| Anticipated implementation date of change                              | May 2023                                                                                                      |
| Name, title, phone number and e-mail address of contact person         | Richard Fox<br>Professor & Chair, Department of Pacific and Asian Studies<br>778-676-1542   paaschair@uvic.ca |

**A. Please identify the type of change being proposed (e.g. double or dual degree programs involving existing degrees, programs involving partnerships or agreements with other institutions, changes to a program degree or title, significant changes to program focus, content, structure or requirements (e.g. moving from a project-based to a course-based masters))**

The proposed changes will update the Major and Honours programs in Pacific and Asian Studies in order to:

1. Better serve student need;
2. Bring the curriculum into line with new developments in the field; and
3. Adjust our course offerings to the teaching profiles of recently-appointed faculty members, who now make up over 57% of the Department's FTE complement.

Key changes include:

- An updated sequence of core courses required for the Major;
- Training in critical reading, writing and rhetorical skills, scaffolded into the core sequence (previous bullet point);
- A simplification of the degree requirements;
- The addition of a new option to focus on experiential learning, which will enable students to complete the Major without intensive language study (this option is available, e.g., at U. of Toronto, Leeds, Sydney and ANU);
- The addition of an Experiential Learning requirement for those completing the Major with the Experiential Learning Focus—which may be fulfilled in a variety of ways, ensuring accessibility for all students; and
- The addition of a range of new classes at all UG levels (100-400), some of which are already on the books, reflecting both new developments in the field and the research and teaching profiles of our new faculty members.

**B. Provide a summary and rationale for the proposed change (maximum 1 page)**

**Clearly articulate the proposed change and provide a rationale for the change and its impact on students. How does the proposed change align with unit/Faculty/UVic institutional plans and priorities?**

The existing PAAS Major and Honours degrees were designed to provide students with training and expertise in the language, history and culture of a single country (China, Japan) or 'culture area' (Southeast Asia). Grounded in the Area Studies model developed in the United States following the Second World War, this approach has been subject to extensive critique both within and beyond Area Studies. The colonial genealogy for Asian Studies in particular has been cause for self-examination and a concerted effort toward rethinking the field. It is widely recognized that a 'siloe'd' approach to the study of isolated countries and 'culture areas' obscures the interconnected histories characteristic of the region. The response to these critiques has drawn directly on developments in a range of disciplines, including *inter alia* postcolonial studies, gender studies, anthropology, history, philosophy, media and cultural studies, and comparative literature.

The changes proposed for the PAAS Major and Honours programs reflect an array of theoretical and more broadly thematic developments that cut across the Humanities and Social Sciences, as they have been adopted and adapted in the field of Pacific and Asian Studies. A high-level summary of these developments is captured in the new Learning Outcomes document for the Department (see attached), which calls for the cultivation of 'an appreciation of and respect for the politics of place, and of boundary-making, and the ongoing transformation of linguistic, social and cultural life'. The latter includes an emphasis on 'a situated understanding of the histories, cultures and societies constitutive of Asia and the Pacific, with special attention to the politics of knowledge, the legacies of colonization, and the emergence of new connectivities across boundaries of nation, ethnicity and language'. Taken together, these principles embody a commitment to moving beyond the siloe'd focus on a single nation-state or 'culture area' in isolation, emphasizing instead points of contact, interaction and transformation—ideas all of which work toward the broader ideal of a decolonial Pacific and Asian Studies. Significantly, this entails a movement away from the Cold War paradigm for Area Studies, which – now highlighted in PAAS – is also a change more broadly characteristic of recent developments in the field.

While we are **not** making any radical changes to the structure of the degree programs, there will be a more general reorientation directed to:

- Better serving student need;
- Bringing the curriculum into line with new developments in the field; and
- Adjusting our course offerings to the teaching profiles of recently-appointed faculty members, who now make up over 57% of the Department's FTE complement.

Key changes include:

- An updated sequence of core courses required for the Major;
- Training in critical reading, writing and rhetorical skills, scaffolded into the core sequence (previous bullet point);
- A simplification of the degree requirements;
- The addition of a new option to focus on experiential learning, which will enable students to complete the Major without intensive language study (this option is available, e.g., at U. of Toronto, Leeds, Sydney and ANU);
- The addition of an Experiential Learning requirement for those completing the Major with the Experiential Learning Focus—which may be fulfilled in a variety of ways, ensuring accessibility for all students; and
- The addition of a range of new classes at all UG levels (100-400), some of which are already on the books, reflecting both new developments in the field and the research and teaching profiles of our new faculty members.

As part of our renewal process, the Department conducted a select international survey of degree programs in (Pacific and) Asian Studies, examining graduation requirements at Universities in North America, Europe, Asia and Australia. We also conducted a more detailed study of learning outcomes for leading programs in the field, including:

- UBC, Asian Studies
- Cornell University, Major in Asian Studies
- UC Berkeley, Major in South & SE Asian Studies

- Harvard University, Concentration in East Asian Studies
- University of Hawaii, Major in Asian Studies
- University of Wisconsin-Madison, Major in Asian Languages & Cultures
- Leeds University, Asia Pacific Studies BA
- Australian National University, BA in Asian Studies
- University of Sydney, Asian Studies BA

The structural, theoretical and thematic changes cited above are in line with developments in the field, as reflected in these international programs. However, PAAS is also leading the field with its more inclusive array of options for students, enabling them to select between one of three foci—*viz.* Language Intensive; Language and Culture; Experiential Learning. The Experiential Learning focus is both unique in the field and ‘on message’ for UVic strategic planning.

More generally, our curriculum renewal in PAAS speaks directly to the University’s International Plan (e.g., through extensive course offerings in the languages, histories, cultures and societies of the Asia-Pacific) and Strategic Enrolment Plan (e.g., through emphasis on experiential learning). If we are able to secure an additional faculty line, there is potential to offer more substantive engagement with indigenous issues in the Asia-Pacific region, contributing to the priorities specified in the Indigenous Plan.

We are not proposing changes to any of the degree programs’ names (*viz.* for the Major, Honours, Minor or General, and Certificates).

The **impact for students** will be a program that offers a broader set of choices for degree focus (e.g., providing a pathway for students whose plans do not require the study of one of the languages we offer), and better prepares them to pursue a wider array of opportunities for employment and further study post-graduation.

For reference, a complete set of the documents summarizing the updated curriculum is appended.

**C. What impact does the proposed change have on student recruitment, retention and success? Are there current labour market indicators to support the proposed change?**

We anticipate the thematic and theoretical update – in conjunction with the expanded options for degree focus (viz. intensive language; language and culture; experiential learning) – will increase student numbers at the level both of individual classes and Major/Honours enrolment.

**D. Does the proposed change require additional resources (faculty/staff appointments, space, library) beyond the unit's current complement? If yes, please provide details.**

No new resources are required.

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

No impact on current policies.

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

- Does the proposal involve changes to the curriculum design? If yes, clearly identify the existing curriculum and proposed changes.

**Existing Program**

| Requirement        | Units                                                                                                |
|--------------------|------------------------------------------------------------------------------------------------------|
| Core Sequence      | 6 units (3 units at upper-division)                                                                  |
| Upper-Division     | 9 units                                                                                              |
| Language           | Option 1: 9 units of Chinese or Japanese language (3 units = upper div.)                             |
|                    | Option 2: 6 units of Indonesian language +<br>3 units of upper-div. Southeast Asian / Global Studies |
| <b>Total Units</b> | <b>24 units</b>                                                                                      |

**Restructured Program**

| Requirement              | Units                                                                                                                                                      |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Core Competency Sequence | 6 units<br>(NB: 3 of these units are upper-division)                                                                                                       |
| Upper-Division           | 9 units                                                                                                                                                    |
| Focus                    | <b>LANGUAGE INTENSIVE</b><br>9 sequential units of an Asian or Pacific language (to 300-level)                                                             |
|                          | <b>LANGUAGE AND CULTURE</b><br>6 sequential units of an Asian or Pacific language (to 200-level) +<br>3 additional units of upper-division classes in PAAS |
|                          | <b>EXPERIENTIAL LEARNING</b><br>6 additional units of PAAS courses +<br>Completion of the Experiential Learning Requirement (ELR)*                         |
| <b>Total Units</b>       | <b>24 units</b>                                                                                                                                            |

**Experiential Learning requirement for Honours and Major programs**

One of the following is required for all Honours and Major programs in Pacific and Asian Studies that do not include at least 6 sequential units of a language from the Asia-Pacific:

- a minimum of one Co-op work term arranged through the Humanities Co-operative Education Program, working either in the Asia-Pacific region or addressing issues pertinent to the Asia-Pacific + PAAS 396 (concurrent w/ Coop) + PAAS 398 (in semester following Coop);
- completion of an internship program of at least 250 hours-working either in the Asia-Pacific region or addressing issues pertinent to the Asia-Pacific + PAAS 396 (concurrent w/ internship) + PAAS 398 (in semester following internship);
- a minimum of 3 upper-division units from a university in the Asia-Pacific region obtained through a UVic International Exchange Program or a Letter of Permission;
- completion of a 3-unit Field School in Pacific and Asian Studies (PAAS 397).

\* See separate document on the Experiential Learning Requirement

- The updated Core Competency Sequence:
    - Replaces the 300- and 400-level classes in the sequence with new classes (PAAS 215, PAAS 315)
    - Updates the Learning Objectives for the Sequence to include scaffolded training in critical reading, writing and rhetoric.
- [See Appendix for Learning Outcomes and details regarding the updated Core Competency Sequence.](#)

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

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

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

No. The new program does not include plans for distance education.

***G. Does your program have learning outcomes? If so, does the proposed change affect the current program learning outcomes? If yes, identify the revised program learning outcomes.***

Yes. These update the existing outcomes for the program.

The new learning outcomes adopted for the program are as follows (also in Appendix):

### **PAAS Learning Outcomes**

A degree in Pacific and Asian Studies (PAAS) prepares students to engage critically with the languages, histories, cultures and societies of Asia and the Pacific. In addition to competence in research, rhetoric and writing, an education in PAAS provides students with an appreciation of and respect for the politics of place, and of boundary-making, and the ongoing transformation of linguistic, social and cultural life.

To this end, PAAS students pursue three closely interrelated lines of enquiry, including the study of: language as a mode of articulation and embodiment; history, culture and society; and general principles of critical enquiry. Separable for purposes of analysis and reflection, in practice these three aspects of our degree program are inextricably tied up with one another.

#### **1. Language as a Mode of Articulation and Embodiment**

On completing the PAAS Major, students will have a critical understanding of the social, cultural and historical particularity of **language as a mode of articulation and embodiment**. This includes the ability to analyze the role of language in shaping our experience as human beings, both individually and collectively. This reflexive awareness of language supports the development of the transferable skills in critical thinking, reading and writing that are central to a liberal education,

lifelong learning and constructive civic participation. Our degree program enables students to achieve this outcome in several ways—

1. Completing 9 sequential units of an Asian or Pacific language (to 300-level), and completing the Majors Core Competencies Sequence.
2. Completing 6 sequential units of an Asian or Pacific language, and completing the Majors Core Competencies Sequence.
3. Completing the Majors Core Competencies Sequence.

## **2. History, Culture, Society**

Through a critical and creative engagement with both primary and secondary sources, and participation in experiential learning opportunities, students will acquire a situated understanding of the **histories, cultures and societies** constitutive of Asia and the Pacific, with special attention to the politics of knowledge, the legacies of colonization, and the emergence of new connectivities across boundaries of nation, ethnicity and language.

## **3. General Principles of Critical Enquiry**

Through course work and individual research, PAAS Majors develop core competence in the **general principles of critical enquiry**. This competence is centred on the ability to argue persuasively in both speech and writing through the reasoned presentation of evidence, grounded in a reflexive awareness of the material, theoretical, linguistic and ethical conditions under which enquiry is pursued. Students will be able to link their work on Asia and the Pacific to broader conversations in the Humanities and the wider world.

***H. Does the proposed change affect anticipated times to completion? If yes, provide the revised anticipated times to completion.***

The proposed change does not affect anticipated times to completion.

***I. Does the proposed change provide opportunities to include Indigenous perspectives and decolonization of the curriculum/program? If yes, please provide details.***

With the recent arrival of a new faculty member (Dr. lewallen) specializing in Indigenous perspectives from Japan and India, this will be an increasingly important aspect of our programs.



***J. Does the proposed change provide opportunities for global engagement or perspectives? If yes, please provide details.***

All teaching in the Department of Pacific and Asian Studies is by its nature geared to engaging global and international perspectives.

***K. Does the proposed change promote justice, equity, diversity and inclusion? If yes, please provide details.***

The new learning outcomes (see Appendix) and foci of specific classes promote justice, equity, diversity and inclusion from a variety of perspectives. Examples of classes with a special emphasis on these issues include:

- PAAS 208 Gender and Sexuality in the Asia-Pacific Family
- PAAS 253 Activism in Asia;
- PAAS 285 Environmental Justice in Asia;
- PAAS 309 Human Rights and Cultural Expression in the Asia-Pacific Region;
- PAAS 385 Sex, Gender and the Body in Japanese Culture;

***L. Does the proposed change involve places for integration of teaching and research? If yes, please provide details.***

All teaching in Pacific and Asian Studies – including our language programs – is directly rooted in faculty members' ongoing research. (For language teaching, three of our four Teaching-Stream instructors hold PhDs in second-language linguistics, and maintain active research programs in this field.) Faculty members are actively encouraged to bring their current research into the classroom, and to involve students in their research where possible.

***M. How does the proposed change align with or distinguish the program from related undergraduate programs in other BC post-secondary institutions?***

**Aspects of the program that distinguish it from related UG programs in BC post-secondary institutions include:**

- Focus on transcultural issues, and an explicit shift away from the US Area Studies model of country- and ‘culture-area’ based expertise (see above).
- The option to complete the degree with a focus on experiential learning (see Appendix), without necessarily requiring the study of an Asian language (compare, for example, the undergraduate Major in Contemporary Asian Studies at UToronto).
- Scaffolded training in critical reading, writing and rhetorical skills through the updated Core Competency Sequence (PAAS 100, 215, 315, 400); see Appendix.
- The option to study Indonesian language—which sets UVic apart, as the only postsecondary institution in all of Canada currently offering for-credit instruction in a Southeast Asian language.

***N. Does the proposed change affect anticipated enrolment and student financial support plans? If yes, please provide details.***

N/A. (No changes from prior program.)

***O. 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).***

*See below.*

## Appendix: Departmental Process

The renewal of our Major and Honours programs is part of a broader process of departmental renewal that began 2018. This has included the appointment of 8 new faculty members out of our total 14 FTE—and, with this, came a substantial change in the Department’s research and teaching profile.

In the first year of the renewal (2018-19), we struck an ad hoc Working Group on Departmental Strategy to facilitate discussion and planning for the renewal. The Working Group was also explicitly charged with the task of ensuring an inclusive process, opening up multiple avenues for participation. Following a period of extensive reflection and consultation, PAAS adopted a new Vision and Mission Statement in March 2019 (see attached), outlining the principles that would inform our subsequent work on policy and procedure, hiring strategy and, ultimately, curriculum renewal.

In 2019-20, a second Working Group was struck to renew departmental policy and procedure. In that year, we studied University- and Faculty-level policy and strategy documents, and worked to draft and adopt a new set of policies and procedures for PAAS—covering everything from representation on our standing committees and faculty recruitment process to class wait-listing and TA allocation.

We had intended to begin the undergraduate curriculum renewal in 2020-21. However, with the arrival of the pandemic, the Department had to focus its attention on the delivery of our academic programs in what turned out to be an extremely challenging and unpredictable context.

So, in 2021-22, we began the undergraduate curriculum renewal in earnest, facilitated by a new Working Group, on which have served – in rotation – all PAAS faculty members eligible for service.

In addition to ongoing discussion in the Working Group and wider Department, and sustained consultation with the office of the Dean of Humanities, specific steps we took in 2021-22 included:

- A study of our undergraduate degree programs;
- A review of pertinent Faculty- and University-level documents and policies (e.g., UVic learning outcomes, strategic frameworks);
- PAAS Faculty Questionnaire I: on learning outcomes (anonymous);
- Select international survey of learning outcomes and degree structures for undergraduate programs in (Pacific and) Asian Studies;
- Extensive online survey of students (158 responses), including both PAAS Majors and other students who have taken PAAS classes in the last 2 years (optionally anonymous);
- Drafting and adoption of (provisional) Learning Outcomes;
- PAAS Faculty Questionnaire II: on core course sequence and scaffolded training in critical reading, writing and rhetorical skills (anonymous);
- Consultation with Coop and Career Services Office, with an eye to a new requirement in Dynamic Learning; and
- Consultation with the Registrar’s Office.



Pacific and Asian Studies  
Curriculum Renewal Documents\*

Approved by Department on April 12, 2022

\* Includes 2019 PAAS Vision & Mission document for reference



## Vision & Mission Statement

### Pacific and Asian Studies

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#### **Vision: What is Pacific and Asian Studies?**

Pacific and Asian Studies (PAAS) challenges us to think critically about issues and events pertaining to Asia and the Pacific, raising questions of language, history, culture and society. Drawing inspiration from – and contributing to – wider debates within the Humanities, PAAS stages a reflexive dialogue between differing ways of knowing, being in, and working to transform the world—in a word, ways of being *human*. Its work is resolutely directed to decolonizing knowledge and problematizing approaches that would reify difference or objectify Others. PAAS cultivates a recognition of, and respect for, the politics of place, and of boundary-making, and the ongoing transformation of linguistic, social and cultural life. It is on these grounds that PAAS is particularly attentive to issues of media, transculturality, social complexity and linguistic heterogeneity.

To this end PAAS pursues three closely interrelated lines of enquiry, including: language as a mode of articulation and embodiment; history, culture and society; and general principles of critical enquiry. Separable for purposes of analysis and reflection, in practice these three aspects of the field are inextricably tied up with one another, as exemplified by curriculum, pedagogy, scholarship and community engagement.

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#### **Mission: Pacific and Asian Studies at UVic**

##### ***To Enquire, Learn, and Transform...***

#### **Language as a Mode of Articulation and Embodiment**

approaching language-learning as a transformative experience that entails gaining both a practical competence in a new language and a reflexive awareness of the social, cultural and historical particularity of one's given language(s);

#### **History, Culture, Society**

engaging critically and creatively with the histories, cultures and societies constitutive of Asia and the Pacific, with special attention to the politics of knowledge, the legacies of colonization, and the emergence of new connectivities across boundaries of nation, ethnicity and language;

#### **General Principles of Critical Enquiry**

reflecting rigorously on the material, theoretical, linguistic and ethical conditions under which scholarly enquiry is pursued, bringing our work on Asia and the Pacific to bear on broader conversations in the Humanities and beyond.

## PAAS Learning Outcomes

A degree in Pacific and Asian Studies (PAAS) prepares students to engage critically with the languages, histories, cultures and societies of Asia and the Pacific. In addition to competence in research, rhetoric and writing, an education in PAAS provides students with an appreciation of and respect for the politics of place, and of boundary-making, and the ongoing transformation of linguistic, social and cultural life.

To this end, PAAS students pursue three closely interrelated lines of enquiry, including the study of: language as a mode of articulation and embodiment; history, culture and society; and general principles of critical enquiry. Separable for purposes of analysis and reflection, in practice these three aspects of our degree program are inextricably tied up with one another.

### 1. Language as a Mode of Articulation and Embodiment

On completing the PAAS Major, students will have a critical understanding of the social, cultural and historical particularity of **language as a mode of articulation and embodiment**. This includes the ability to analyze the role of language in shaping our experience as human beings, both individually and collectively. This reflexive awareness of language supports the development of the transferable skills in critical thinking, reading and writing that are central to a liberal education, lifelong learning and constructive civic participation. Our degree program enables students to achieve this outcome in several ways—

1. Completing 9 sequential units of an Asian or Pacific language (to 300-level), and completing the Majors Core Competencies Sequence.
2. Completing 6 sequential units of an Asian or Pacific language, and completing the Majors Core Competencies Sequence.
3. Completing the Majors Core Competencies Sequence.

### 2. History, Culture, Society

Through a critical and creative engagement with both primary and secondary sources, and participation in experiential learning opportunities, students will acquire a situated understanding of the **histories, cultures and societies** constitutive of Asia and the Pacific, with special attention to the politics of knowledge, the legacies of colonization, and the emergence of new connectivities across boundaries of nation, ethnicity and language.

### 3. General Principles of Critical Enquiry

Through course work and individual research, PAAS Majors develop core competence in the **general principles of critical enquiry**. This competence is centred on the ability to argue persuasively in both speech and writing through the reasoned presentation of evidence, grounded in a reflexive awareness of the material, theoretical, linguistic and ethical conditions

under which enquiry is pursued. Students will be able to link their work on Asia and the Pacific to broader conversations in the Humanities and the wider world.

PAAS Major Unit Structure

Background

- Building on the PAAS Vision & Mission Statement, our working document on Learning Outcomes calls for the development of ‘an appreciation of and respect for the politics of place, and of boundary-making, and the ongoing transformation of linguistic, social and cultural life’.
- The latter includes an emphasis on ‘a situated understanding of the histories, cultures and societies constitutive of Asia and the Pacific, with special attention to the politics of knowledge, the legacies of colonization, and the emergence of **new connectivities across boundaries of nation, ethnicity and language**’.
- Taken together, these principles embody a commitment to moving beyond the siloed focus on a single nation-state or ‘culture area’ in isolation, emphasizing instead points of contact, interaction and transformation—ideas all of which work toward the broader ideal of a decolonial Pacific and Asian Studies (and, significantly, a movement away from the Cold War paradigm for Area Studies).
- The following tables provide an overview of our current program, alongside a prospective structure that enables new pathways – and entries to the Major– **without unduly limiting students’ options for specialization**.

Existing Program

| Requirement        | Units                                                                                                |
|--------------------|------------------------------------------------------------------------------------------------------|
| Core Sequence      | 6 units (3 units at upper-division)                                                                  |
| Upper-Division     | 9 units                                                                                              |
| Language           | Option 1: 9 units of Chinese or Japanese language (3 units = upper div.)                             |
|                    | Option 2: 6 units of Indonesian language +<br>3 units of upper-div. Southeast Asian / Global Studies |
| <b>Total Units</b> | <b>24 units</b>                                                                                      |

Restructured Program

| Requirement              | Units                                                                                                                                                      |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Core Competency Sequence | 6 units<br>(NB: 3 of these units are upper-division)                                                                                                       |
| Upper-Division           | 9 units                                                                                                                                                    |
| Focus                    | <b>LANGUAGE INTENSIVE</b><br>9 sequential units of an Asian or Pacific language (to 300-level)                                                             |
|                          | <b>LANGUAGE AND CULTURE</b><br>6 sequential units of an Asian or Pacific language (to 200-level) +<br>3 additional units of upper-division classes in PAAS |
|                          | <b>EXPERIENTIAL LEARNING</b><br>6 additional units of PAAS courses +<br>Completion of the Experiential Learning Requirement (ELR)*                         |
| <b>Total Units</b>       | <b>24 units</b>                                                                                                                                            |

\* See separate document on the Experiential Learning Requirement



| <b>Total Units in Selected Humanities' Majors</b> |            |                  |          |                        |            |
|---------------------------------------------------|------------|------------------|----------|------------------------|------------|
| Linguistics                                       | 28.5 units | English          | 21 units | Philosophy             | 21 units   |
| History                                           | 22.5 units | Greek & Roman    | 21 units | Gender Studies         | 19.5 units |
| French                                            | 22.5 units | Hispanic Studies | 21 units | Latin American Studies | 15 units   |
| Germanic Studies                                  | 22.5 units |                  |          |                        |            |

## PAAS Experiential Learning Requirement

*\*With input from consultations with the Office of Academic Advising, the Humanities' Associate Dean Academic (Lisa Surridge), and the Dept of French & Francophone Studies (who have a similar requirement).*

### Background: Prospective Majors Structure

| Requirement              | Units                                                                                                                                                      |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Core Competency Sequence | 6 units<br>(NB: 3 of these units are upper-division)                                                                                                       |
| Upper-Division           | 9 units                                                                                                                                                    |
| Focus                    | <b>LANGUAGE INTENSIVE</b><br>9 sequential units of an Asian or Pacific language (to 300-level)                                                             |
|                          | <b>LANGUAGE AND CULTURE</b><br>6 sequential units of an Asian or Pacific language (to 200-level) +<br>3 additional units of upper-division classes in PAAS |
|                          | <b>EXPERIENTIAL LEARNING</b><br>6 additional units of PAAS courses +<br>Completion of the Experiential Learning Requirement (ELR)*                         |
| <b>Total Units</b>       | <b>24 units</b>                                                                                                                                            |

*NB: All Major programs must include 15 units of upper-division credit; consequently, for Focus 3, the ELR must provide 3 units of upper-division credit to bring the total to 15 upper-division units.*

### Draft Language for Experiential Learning Requirement

#### Experiential Learning requirement for Honours and Major programs

One of the following is required for all Honours and Major programs in Pacific and Asian Studies that do not include at least 6 sequential units of a language from the Asia-Pacific:

- a minimum of one Co-op work term arranged through the Humanities Co-operative Education Program, working either in the Asia-Pacific region or addressing issues pertinent to the Asia-Pacific + PAAS 396 (concurrent w/ Coop) + PAAS 398 (in semester following Coop);
- completion of an internship program of at least 250 hours-working either in the Asia-Pacific region or addressing issues pertinent to the Asia-Pacific + PAAS 396 (concurrent w/ internship) + PAAS 398 (in semester following internship);
- a minimum of 3 upper-division units from a university in the Asia-Pacific region obtained through a UVic International Exchange Program or a Letter of Permission;
- completion of a 3-unit Field School in Pacific and Asian Studies (PAAS 397).

### PAAS 396 & PAAS 398

**PAAS 396 Units: 1.5 Hours: 3-0-0**

#### Directed Experiential Learning in Pacific and Asian Studies<sup>1</sup>

Conducted in relation to an experiential learning opportunity, such as a Coop or internship placement, in the Asia-Pacific region or substantively addressing a theme pertaining to the Asia-Pacific. Students prepare for and engage in experiential learning and assessment of work methods in an applied setting. Topics addressed include ethical issues pertinent to the experiential learning context; methods of

\* See separate document on the Experiential Learning Requirement

<sup>1</sup> NB: Language for PAAS 396 patterned on **Chem 664** (*Directed Experiential Learning in Chemistry*).

recording and reflecting on this experience; and forms of knowledge mobilization such as report-writing, research papers, creative projects, blogging, community-based events.

**Note:** *May be taken more than once for credit in different topics with permission of the department to a maximum of 4.5 units.*

**Prerequisite(s):** *Academic Writing Requirement satisfied. Permission of Department.*

**PAAS 398** Units: 1.5 Hours: 3-0-0

### **Asia-Pacific Experiential Learning Experience Research Project**

The academic component for students in an exchange, study abroad term, co-op placement or internship in the Asia-Pacific region **or substantively addressing a theme pertaining to the Asia-Pacific.** Students create a ~~research and analysis~~ **knowledge mobilization** project (such as a research paper, creative project, blog, community event, photography project) based on their ~~exchange~~ **experiential learning opportunity**, aspects of which are determined in advance in consultation with a departmental instructor.

**Note:** *May be taken more than once for credit in different topics with permission of the department to a maximum of 4.5 units.*

**Prerequisite(s):** *Academic Writing Requirement satisfied.*

**NB:** The text for PAAS 398 (above) includes changes to the existing course description, which may be reviewed here: [link](#)

## **Background: From Dept of French & Francophone Studies**

### **Experience requirement for Honours and Major programs**

One of the following is required for all Honours and Major programs in French:

- a minimum of 1.5 units from a francophone university obtained through a UVic International Exchange Program;
- a minimum of 1.5 transferable units from a francophone university obtained through a Letter of Permission;
- a minimum of one Co-op work term in a francophone environment in a French-speaking country or province, through the Humanities Co-operative Education Program;
- completion of one of [FRAN 360](#), [FRAN 360A](#), [FRAN 365](#), or [FRAN 367](#).

## Core Competency Sequence

| Core Competency Class                                                                         | Draft Calendar Description                                                                                                                                                                                                                                                                                         | Competencies / Learning Outcomes in Critical Reading, Writing & Rhetoric<br>("The ability to...")                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>100-level</b><br><b><i>Introduction to PAAS</i></b>                                        | Introduces central themes in Pacific and Asian Studies and develops foundational skills required for more advanced study. Areas covered may include film, literature, new media, religion, gender, art, music, pop culture, politics and economics.                                                                | <ul style="list-style-type: none"> <li>• Read critically for an author's central argument.</li> <li>• Write a succinct and clearly stated summary of an author's central argument, identifying: the question(s) that the author's argument answers; its core presuppositions and 'keywords'; the evidence marshalled in support of the argument; and the argument's broader significance.</li> <li>• Engage in critical, collegial discussion of ideas and arguments from class readings.</li> </ul> |
| <b>200-level</b><br><b><i>Language, Media and Translation in PAAS</i></b>                     | Introduces approaches to language, media and translation in Pacific and Asian Studies, with an emphasis on reading critically for meaning, style, genre and context. Fosters an appreciation for the role of language in shaping our experience as human beings, both individually and collectively.               | <ul style="list-style-type: none"> <li>• Read critically across a range of media for meaning, style, genre and context;</li> <li>• Develop a practical awareness of translation in its various literary, cultural and philosophical senses;</li> <li>• Write a persuasive 2000-word essay in response to a prompt;</li> <li>• Present an argument orally to one's peers, and discuss critically their questions and comments.</li> </ul>                                                             |
| <b>300-level</b><br><b><i>Critical Approaches to History, Culture and Society in PAAS</i></b> | Develops students' understanding of critical approaches to history, culture and society in Pacific and Asian Studies. Students learn to analyze the rhetorical strategies employed in academic prose, and to contextualize scholarly arguments with reference to broader social, cultural and historical contexts. | <ul style="list-style-type: none"> <li>• Read critically and analyze the rhetorical strategies employed in academic prose;</li> <li>• Contextualize an argument and its line of questioning in relation to broader social, cultural and historical contexts;</li> <li>• Research, synthesize and present evidence in support of an original argument;</li> <li>• Write a persuasive 3000-word essay addressing a topic or research question of the student's choosing.</li> </ul>                    |
| <b>400-level</b><br><b><i>Advanced Research Seminar</i></b>                                   | Leads to the research, writing and presentation of an original paper on a theme relevant to Pacific and Asian Studies.                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Research and write an original research paper of between 5000 and 6000 words based on the critical evaluation of a diverse range of source materials;</li> <li>• Present orally a piece of original research supported by audio-visual accompaniments;</li> <li>• Engage in critical, collegial conversation on issues pertinent to PAAS and the Humanities more broadly.</li> </ul>                                                                        |

## CONSULTATIONS WITH HUMANITIES' UNITS

**From:** Richard as PAAS Chair <[paaschair@uvic.ca](mailto:paaschair@uvic.ca)>

**Date:** Monday, June 13, 2022 at 5:42 PM

**Subject:** Curriculum Renewal in PAAS, Consultation to Chairs & Directors

Dear colleagues,

Pacific and Asian Studies has recently completed a thoroughgoing review of our curriculum, and we are proposing a renewal of the undergraduate major for submission in Cycle 1—with an eye to better serving student need and reflecting more recent developments in the field.

The reason I'm writing is to request your support, and to ask whether you have any additional input or objections to this renewed program.

Briefly by way of background, preparations for the renewal included an extensive student survey and a pair of (anonymous) smaller-scale faculty questionnaires within the Department, as well as a select international review of (Pacific and) Asian Studies programs at other institutions. This provided foundations for a robust discussion within the Department, facilitated by an *ad hoc* working group on curriculum renewal—on which all PAAS faculty eligible for service participated for a full semester in AY 2021-22.

The output of this process includes new learning outcomes, an updated unit structure for the major, and a new core competency sequence that, in addition to providing subject-specific foundations for the major in PAAS, is also geared to developing fundamental skills in critical reading, writing and argumentation.

Attached you'll find a set of documents that summarizes the renewed program. I've also included our V&M statement from 2019, as this provides important context for the learning outcomes and other elements of the renewal.

I'd be grateful if you'd kindly get back to me with an acknowledgement of support and/or any other input you may wish to share.

And, of course, I'd also be happy to answer any questions, or meet (probably online) for a chat if that would be helpful.

With my thanks, and

very best to all,

Richard

## RESPONSES TO CONSULTATION WITH HUMANITIES UNITS

**From:** Colin Macleod - Philosophy Chair <philchr@uvic.ca>  
**Date:** Monday, June 20, 2022 at 10:37 AM  
**To:** Richard as PAAS Chair <paaschair@uvic.ca>  
**Subject:** Re: Curriculum Renewal in PAAS, Consultation to Chairs & Directors

Dear Richard,

I have reviewed the curriculum renewal document you circulated. I have no comments or feedback on the proposal. It all looks fine to me.  
So I am happy to indicate that I support the program as described.

Best

Colin

Colin Macleod  
Professor of Philosophy & Law  
Chair of Philosophy  
University of Victoria

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**From:** Jason Colby - Chair of History <histchr@uvic.ca>  
**Date:** Wednesday, July 27, 2022 at 5:33 PM  
**To:** Richard as PAAS Chair <paaschair@uvic.ca>  
**Subject:** Re: PAAS Curriculum Renewal, following up

Richard,

You caught me at a good time. I was just sitting down on my porch when this came in.

It looks terrific. I think it is very carefully planned, well thought out, and more flexible and inclusive than the previous structure. In short, I commend you and the rest of PAAS for undertaking this constructive overhaul of the program. I think it is going to yield not only higher enrolments but happier students.

I hope you and your family are well,

J

Jason M. Colby  
Chair, Department of History  
University of Victoria

PO 1700, STN CSC  
Victoria, BC V8W 2Y2  
Phone: 250-721-7383

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**From:** Latin American Studies <latam@uvic.ca>  
**Date:** Thursday, July 28, 2022 at 8:31 AM  
**To:** Richard as PAAS Chair <paaschair@uvic.ca>  
**Subject:** Re: PAAS Curriculum Renewal

Dear Richard,

It the program renewal looks great! I support it. It sounds like you've put a lot of work into it.

Best regards, Michelle

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Dr. Michelle Bonner, Professor  
Director of Latin American Studies  
Department of Political Science  
University of Victoria  
Tel: 250-853-3561  
[mbonner@uvic.ca](mailto:mbonner@uvic.ca) / [web profile](#)

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**From:** Luke Carson - Chair of English <englchr@uvic.ca>  
**Date:** Thursday, July 28, 2022 at 3:38 PM  
**To:** Richard as PAAS Chair <paaschair@uvic.ca>  
**Subject:** Re: PAAS Curriculum Renewal

Hi Richard,

I've looked over the document with our curriculum committee, which as you may know is completing an overhaul of our curriculum, and we admire what you've done; we will be happy to support you. If you are interested, there were three comments:

1. one committee member admired this formulation for decolonizing knowledge: "Its work is resolutely directed to decolonizing knowledge and problematizing approaches that would reify difference or objectify Others."
2. That person, here thinking about the Humanities as a whole, also commented that the mission statement could mention the preservation of knowledge or culture since championing change benefits from reflecting on what is worth preserving.
3. one member admired the experiential learning component.

I wish you well with the rest of the process as well as your summer.

Luke

Dr. Luke Carson | he/him  
Chair  
Department of English  
[University of Victoria](https://www.uvic.ca/humanities/english/)  
Office: Cle C343a  
T 250-721-7235  
<https://www.uvic.ca/humanities/english/>

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**From:** "Catherine Caws, Acting Chair" <chairfran@uvic.ca>  
**Date:** Friday, July 29, 2022 at 12:06 PM  
**To:** Richard as PAAS Chair <paaschair@uvic.ca>  
**Subject:** Re: PAAS Curriculum Renewal, following up

Dear Richard,

I have read with much interest your proposal and congratulate your department on creating a very innovative and fascinating new program.

I fully endorse and support it,

With regards

Catherine Caws (she/her)  
Acting Chair  
[Department of French and Francophone Studies](#)  
University of Victoria  
Canada

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**From:** Sara Humphreys - ATWP Director <atwpdir@uvic.ca>  
**Date:** Tuesday, August 2, 2022 at 9:14 AM  
**To:** Richard as PAAS Chair <paaschair@uvic.ca>  
**Subject:** Re: PAAS Curriculum Renewal, following up



Looks terrific! Thanks Richard and sorry for the delay.

I hope you were able to enjoy the long weekend.

Cheers,  
Sara

Sara Humphreys, PhD  
Acting Director, ATWP  
Editor [Why Write?: A Guide for Students in Canada](#)  
Assistant Teaching Professor  
Academic and Technical Writing Program  
University of Victoria

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**From:** "Director, Religious Studies" <dirrels@uvic.ca>  
**Date:** Tuesday, August 2, 2022 at 2:35 PM  
**To:** Richard as PAAS Chair <paaschair@uvic.ca>  
**Subject:** RE: PAAS Curriculum Renewal, following up

Dear Richard,

Just a quick note to say that I have now had the opportunity to review this document, and find it admirably clear, and most compelling. Speaking on my own behalf (I have not consulted with other RCS colleagues about it during the summer), the plan has my enthusiastic support.

With best wishes,

Andrew

Andrew M. Wender, J.D., Ph.D.  
Associate Teaching Professor  
Departments of Political Science and History, and Religion, Culture and Society Program  
(Director)  
University of Victoria  
T 250-853-3580

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**From:** dirmedi <dirmedi@uvic.ca>  
**Date:** Tuesday, August 2, 2022 at 3:27 PM

**To:** Richard as PAAS Chair <paaschair@uvic.ca>  
**Subject:** Re: PAAS Curriculum Renewal, following up

Hi Richard,

I've had a look and like what I see. If we had leisure, and mostly out of curiosity, I'd start a conversation about the apparent overlap between "culture" and "society" rubrics. I assume the former is oriented more towards the arts, religion, learning, and so on, the latter towards demographics, classes, federations, institutions, etc. Are these are well-understood terms of art in your field(s)?

No need to answer, just musing! Good luck with the process.

Allan

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**From:** Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>  
**Date:** Tuesday, August 2, 2022 at 4:01 PM  
**To:** Richard as PAAS Chair <paaschair@uvic.ca>  
**Subject:** Re: Curriculum Renewal in PAAS, Consultation to Chairs & Directors

Dear Richard,

My apologies for this ultra-slow response.

I strongly support your proposal. It is excellent and suggests critical pathways and foci (especially the integration of experiential learning opportunities) that could be extremely relevant for other language/lit/culture departments. The capstone course looks great, too.

This is amazing, Richard!

All best,  
Charlotte

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

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**From:** Silvia Colas Cardona - Chair of Hispanic and Italian Studies <hispchair@uvic.ca>

**Date:** Wednesday, August 3, 2022 at 2:25 PM  
**To:** Richard as PAAS Chair <paaschair@uvic.ca>  
**Subject:** RE: PAAS Curriculum Renewal

Hi Richard,  
Thank you for sending me your curriculum review. I imagine we might talk about it tonight, but for now I just wanted to say how impressed I am with the overall changes to the program. Needless to say, you have my full support, and if you don't mind, it would be great to have your review as a reference for future changes in our own program.  
Thank you, and I will see you tonight.  
Silvia

Silvia Colás Cardona  
Teaching Professor  
Chair  
Hispanic and Italian Studies  
University of Victoria  
T 250-721-7418

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From: Ying Liu  
Humanities Librarian, Asian Studies, Linguistics, & Religious Studies  
Email: [yingliu@uvic.ca](mailto:yingliu@uvic.ca)

To: Dr. Richard Fox  
Professor & Chair of Pacific and Asian Studies  
Professor of Anthropology (by courtesy)  
University of Victoria (BC, Canada)  
[www.berubah.org](http://www.berubah.org)

Re: PAAS Curriculum Renewal 2022: a statement from the library

Dear Richard,  
Thank you for your message on August 4<sup>th</sup>, 2022. As requested, I assessed our present collection and drafted the following statement from the library related to the resource support for the curriculum renewal of the Pacific & Asian Studies in 2022. Please feel free to let me know if you have any questions.

Generally speaking, the library's continuous acquisition efforts in the relevant areas, our present [EBA program](#), databases and the print collections are adequate to support the curriculum needs regarding to the sources in English language and in other key languages under study.

To support the curriculum need of moving toward "the broader idea of a decolonial Pacific & Asian Studies", I assume that the academic outcomes and primary sources from the Pacific & Asian Studies regions under study are important. The library has databases of primary sources and academic journals in Asian Studies such as Global Newsbank, Adam Matthew digital collections, Duxiu, etc. to support the curriculum needs.

The subject librarian will continue to work with the instructors to identify the needs of non-English materials for teaching and the library will continue to source the required materials outside the EBA plan. If the instructors require print materials to be ordered from overseas for teaching purposes, please reach out to the subject librarian as early as possible due potential shipping delays from overseas providers.

I will be more than happy to talk about the possible solutions to better support the PAAS program.

Thanks,  
Ying



**Date:** November 16, 2022

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to establish an undergraduate certificate in Media Studies in the Faculty of Humanities**

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At its meeting on November 2, 2022, the Senate Committee on Planning considered the proposal to establish an undergraduate certificate in Media Studies in the Faculty of Humanities.

The proposed undergraduate certificate in Media Studies is in direct response to the anticipated demand for media literacy in the job market, highlighted by the increasing use of audio, images, video, and text to communicate. Understanding media will be essential in industries where significant job growth is anticipated such as communications, education, management, information, culture, recreation, and systems design.

**The following motion is recommended:**

Motion: that Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish an undergraduate certificate in Media Studies, as described in the document "Media Studies", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Respectfully submitted,

**2022-2023 Senate Committee on Planning**

|                                     |                               |
|-------------------------------------|-------------------------------|
| Dr. Elizabeth Adjin-Tettey, Chair   | Ms. Alyssa Jackson            |
| Dr. Evanthia Baboula                | Dr. Michelle Lawrence         |
| Dr. Rustom Bhiladvala               | Dr. Annalee Lepp              |
| Dr. Alexandrine Boudreault-Fournier | Dr. Kin Fun Li                |
| Dr. Alexandre Brolo                 | Dr. Cynthia Milton            |
| Dr. Jo-Anne Clarke                  | Dr. Ulrich Mueller            |
| Dr. Adam Con                        | Dr. Joban Raiwal              |
| Ms. Andrea Giles                    | Ms. Ada Saab                  |
| Dr. Robin Hicks                     | Ms. Wendy Taylor              |
| Dr. Cindy Holder                    | Dr. Jie Zhang                 |
| Dr. Sandra Hundza                   | Ms. Sandra Duggan (Secretary) |

**UNIVERSITY OF VICTORIA**  
**STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE**

**MEDIA STUDIES**

Indicate the type of change being proposed:

- Double or dual degree programs involving existing degrees
- Programs involving partnerships or agreements with other institutions
- Changes to a program degree or title
- Significant changes to program focus, content, structure, new stream within existing program or requirements
- Other, please specify: **new undergraduate certificate program**

| <b>Submitted by:</b> | <b>Name and title</b>                                            | <b>Email</b>     |
|----------------------|------------------------------------------------------------------|------------------|
| Contact person       | Lisa Surridge, Associate Dean Academic,<br>Faculty of Humanities | humsada@uvic.ca  |
| Dean or designate    | Annalee Lepp, Dean, Faculty of Humanities                        | deanhums@uvic.ca |

*Please provide dates of all approvals*

| <b>Required approvals</b>                                                                                                               | <b>Date</b>       |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Pre-consultation with AVPAP (by contact person and Dean/designate)<br><br>Elizabeth Adjin-Tettey with Lisa Surridge                     | 28 July 2022      |
| Departmental/School approval<br><br>Faculty of Humanities' Directors and Chairs                                                         | 6 September 2022  |
| Faculty Curriculum Committee approval                                                                                                   | 13 September 2022 |
| *Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)<br><br>Faculty of Humanities; see also Appendices 1 and 2 | 20 September 2022 |

*Please complete all rows with date or N/A*

| <b>Consultations</b> (as applicable; see notes below)<br><i>*supporting documentation required for all consultations</i>                        | <b>Date (or N/A)</b> | <b>Supporting Documentation Attached (Y/N)</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------------|
| Libraries – Jonathan Bengtson, University Librarian<br><a href="mailto:bengtson@uvic.ca">bengtson@uvic.ca</a>                                   | 5 October 2021       | Yes; see Appendix 3                            |
| Executive Director, Co-operative Education and Career Services – Andrea Giles, <a href="mailto:agiles@uvic.ca">agiles@uvic.ca</a>               | 18 December 2021     | Yes; see Appendix 4                            |
| Office of the Registrar – please submit consult request to <a href="mailto:OREGSCPConsultation@uvic.ca">OREGSCPConsultation@uvic.ca</a>         | 29 July 2022         | Yes; see Appendix 5                            |
| Indigenous Academic and Community Engagement – Rob Hancock, Associate Director Academic, <a href="mailto:iaceadac@uvic.ca">iaceadac@uvic.ca</a> | 8 November 2021      | Yes; see Appendix 6                            |

| <b>Non-standard Tuition</b>                                                                                                                    | <b>Yes* or N/A</b> | <b>Non-standard form attached (Y/N)</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------|
| Proposed program change involves non-standard tuition<br>*If you answered Yes, complete the <a href="#">UVic Non-standard Tuition Template</a> | N/A                |                                         |





UNIVERSITY OF VICTORIA  
STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

*MEDIA STUDIES*

SUMMARY of NEW PROGRAM

|                                                                                                                                                   |                                                                                                                      |                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Name, Location, Academic units<br>(Faculties, departments, or schools)                                                                            |                                                                                                                      | Media Studies (MDIA)<br>Faculty of Humanities<br>Clearihue Building |
| Anticipated start date of proposed program<br><i>*Note – the program <u>must not be</u> advertised/offered until all approvals are finalized.</i> | May 2023                                                                                                             |                                                                     |
| Name, title, phone number and e-mail<br>address of contact person                                                                                 | Lisa Surridge, Associate Dean Academic, Faculty of Humanities<br>Office: Cle C309   T 250-721-7246   humsada@uvic.ca |                                                                     |

**A. Provide a summary of the proposed program and clearly articulate how the program aligns with current institutional plans and priorities. (maximum 1 page) – PAGE 4**

After 18 months of revisions and 13 months of consultation across campus, including extensive consultation with Fine Arts (see Appendix 1D), the Faculty of Humanities proposes the following certificate program in Media Studies.

The last two decades demonstrated the need for media literacy in our occupations and everyday lives. Although “media” may sound rather technical, they are ultimately about how we relate to each other. The 2021 *British Columbia Labour Market Outlook* reflects this fact. It reveals that—for 1,003,600 job openings projected in the province by 2031—the strongest demands will be for “people skills” such as active listening, speaking, and critical thinking as well as competencies like complex problem solving. The importance of these practices is evident across occupational interests that are artistic, social, investigative, and enterprising. Such skills cannot be replaced by technologies; however, they are increasingly mediated by our use of audio, images, video, and text to communicate. Understanding media will thus be essential in industries where significant job growth is anticipated: communications, education, management, information, culture, recreation, and systems design, for instance. Given this jobs forecast, today’s students need to know how media shape not only information but also the stories we tell across modalities (vision, audition, and touch, for example). The province responded to this need by introducing New Media to its secondary English Language Arts curriculum, and the University of British Columbia, Simon Fraser University, University of the Fraser Valley, and Vancouver Island University now offer bachelor degrees in media and communication. Meanwhile, students at UVic are unable to credential in the field, and our university faces numerous obstacles to attracting students with critical interests in media.

The proposed certificate in Media Studies (MDIA) engages these issues by 1) creating an inclusive culture and unique credential for Media Studies; 2) complementing existing programs by creating media-literate students; 3) building a curriculum of five courses featuring diverse methods and global content; 4) grounding that content in anti-racist, Indigenous, decolonial, and inclusive learning; and 5) growing Media Studies in collaboration with community partners. The certificate will also gauge student appetites for the credential and could lead to a minor and general degree.

The certificate is designed for a positive impact on EETs in the Humanities and other participating faculties such as Fine Arts and Social Sciences. It can be run without any new faculty lines and will instead repurpose the teaching commitments of 5 to 10 current Humanities faculty members, all of whom already expressed their commitment to Media Studies at UVic. MDIA courses will be taught by Humanities faculty as well as (with the approval of their chairs and subject to availability) faculty in Fine Arts and Social Sciences; it will also feature a collaboration with UVic Libraries. Credits for MDIA enrollments will return to the department and faculty of the MDIA instructor.

The MDIA program aligns with UVic’s Strategic Framework by:

1. *Cultivating an extraordinary academic environment.* MDIA will attract, develop, and support a diverse community of talented students, working professionals, and expert faculty invested in the people skills of critical media practice.
2. *Advancing research excellence and impact.* MDIA invests in UVic’s existing strengths in Media Studies, where there are tremendous opportunities for growth, prominence, and collaboration. Nearly 60 current faculty members and Libraries staff have offered to serve as MDIA members, with over 20 volunteering to teach its five courses (see Section D).
3. *Intensifying dynamic learning.* MDIA students will actively develop the people skills and attributes that support success, lifelong learning, leadership, and social responsibility in today’s global media landscape. They will also participate in co-op and internship experiences as part of their learning beyond the classroom (see Appendix 9).
4. *Fostering and respecting reconciliation.* MDIA will contribute to a welcoming environment for all and include the community in Indigenous-engaged learning to promote mutual understanding and respect through reciprocity. A course in Indigenous Studies will be required to complete the certificate, and a commitment to anti-racist, decolonial, and inclusive pedagogies, including Anti-racism Education Program (ARE) training, will drive every MDIA course (see Appendix 9).
5. *Promoting sustainable futures.* MDIA will pursue excellence by optimizing existing resources through careful planning, earning public support, and attracting partnerships. To promote interfaculty collaboration, all EETs credit for MDIA enrollments will return to the department and faculty of the MDIA instructor. MDIA will encourage cross-listing of courses to expand options for students without pressuring units with limited faculty complements. It will establish a Program Committee, which will include community partners, to provide feedback in this and other areas (see Section D).
6. *Engaging locally and globally.* MDIA will implement enhanced communications with UVic partners to establish more, deeper, and longer-lasting connections and to advance UVic’s reputation in Media Studies (see Section C). Every MDIA course will address media literacy through a combination of local, global, and cultural perspectives (see Appendix 9).

**B. What are the current labour market indicators to support the proposed program? – PAGE 5**

This year, Employment and Social Development Canada’s Future Skills council outlined how and why employer demands for media literacy have increased since the COVID-19 pandemic. Distributed working conditions as well as much-needed improvements in broadband and telecommunications access across underserved areas (including First Nation, Inuit, and Métis communities) mean that students are preparing to interact and communicate in heavily mediated environments as part of their future employment. Today’s media landscape is also subject to constant change, especially as more and more forms of work are digitized. Employers thus typically prefer flexibility and adaptability to one-size-fits-all media solutions. (For the complete Future Skills report, see <https://www.canada.ca/en/employment-social-development/programs/future-skills/report-learning-nation.html>.)

This ongoing, if not rising, demand for media literacy since the pandemic matters for UVic because small and medium-sized enterprises as well as non-profit organizations in Canada will increasingly rely on post-secondary institutions to educate students in media and multimodal communications (audio, image, video, and text). The 2021 *British Columbia Labour Market Outlook* suggests that the relevance of such education will persist given media literacy’s “evergreen” applicability across industries and occupations, National Occupational Classification Skill Types 0 (management jobs) and A (professional jobs) among them. As of this writing in 2022, labour market indicators imply that British Columbia will continue to require media-literate workers. This requirement should be ongoing and indeed increasing since media literacy is a foundational competency involving critical and adaptive practices like speaking, active listening, critical thinking, and complex problem solving.

The attached letters of support (see Appendix 7) from UVic alumni currently working in British Columbia at *The Narwhal*, Electronic Arts, Benevity, and Echosec Systems corroborate federal and provincial market forecasting, noting that media literacy is pivotal to communication and flexibility in the workplace. The letters attest to how a credential in Media Studies will also make media literacy identifiable for employers and employees alike. Equally important, they underscore how Media Studies is a recognized field with traction beyond the academy. Employers know to look for Media Studies on résumés and application materials, one reason why the proposed MDIA certificate resonates nicely with Co-op and Career Services at UVic (see Appendix 4).

These emergent market forces are complemented by British Columbia’s newly revised curriculum for English Language Arts, which features New Media 10, 11, and 12. Students experienced in this curriculum will arrive at UVic with a background in Media Studies and the expectation to credential in it. Here, UVic is well outside the norm within the province, where certificates, minors, and degrees in media and communication are now a common, if not essential, feature of undergraduate education (see Appendix 8).

**C. How is the proposed program aligned with or distinct from other related undergraduate programs in other BC post-secondary institutions? – PAGES 5 - 9**

Media Studies has a rich history in Canada, and UVic is among very few post-secondary institutions in the country without a degree option in Media Studies and/or the adjacent field of Communication Studies. (For a list of such degrees offered across Canada, see Appendix 8.) Of course, UVic’s status as an outlier in the country’s Media Studies community is alone insufficient to justify establishing the proposed MDIA certificate program on our campus.

The MDIA curriculum (see Appendix 9) will thus *align with related undergraduate programs* at the University of British Columbia (Bachelor of Media Studies), Vancouver Island University (BA in Media Studies), Simon Fraser University (BA in Communication), and University of the Fraser Valley (BA in Media & Communications) by:

- Understanding Media Studies as an established, interdisciplinary field of study with a reputation and scholarly presence in not just Canada but across the globe (see Appendix 8 as well as journals such as *New Media and Society*, *Critical Studies in Media Communication*, *Feminist Media Studies*, *Media History*, and *Media, Culture, and Society*).
- Stressing the people skills of critical media practice across sensory modalities (audition, vision, and touch) with attention to the histories, cultures, and contexts of media and communication, including the roles they play today in information, storytelling, and identity. Like other programs in the province, MDIA will offer courses in studies of the book, studies of sound, global and local media, and critical media practice in society today.
- Creating several distinct paths to completion that are conducive to students in multiple disciplines, such that the certificate supports learners with artistic, social, investigative, *and/or* enterprising occupational interests.

- Upskilling existing programs on campus and appealing to both full-time students and working professionals. Here, MDIA will resonate with certificate and minor programs at UFV and VIU, respectively.

Importantly, to respond to feedback from Fine Arts in particular, MDIA at UVic will emulate how Media Studies is currently taught in British Columbia's secondary curriculum. It will distinguish between *Media Studies* in the context of Language Arts (on the one hand) and *Media Arts* in the context of Arts Education (on the other hand). This distinction means MDIA will approach media literacy with *a critic's intention* (the study of media) and *not the intention of an artist* (creative media). It is also a distinction conducive to collaboration across Fine Arts and Humanities, both of which invite humanistic inquiry into the critical dimensions of media, and in which Fine Arts engages in both media criticism and media practice. Specifically, this cross-faculty collaboration will recognize that Fine Arts engages in the creation and study (historical, theoretical, and technical as applicable) of visual, textual, oral, auditory, and material cultures.

The following aspects of the program will *make the MDIA certificate unique* within the province. MDIA will:

- *Cultivate an extraordinary academic environment* across UVic's 11 faculties and divisions by sparking and supporting one-of-a-kind collaborations that augment UVic's global reputation for SSHRC- and CFI-supported digital research and teaching (see, for instance, projects based in the Humanities Computing and Media Centre). These collaborations already happen at UVic, but they are diffuse. MDIA will offer them a palpable sense of connection, supported by consistent internal communications, organizational effectiveness, and increased efficiency that would inevitably attract a diverse community of students and working professionals looking to credential in Media Studies and enrich their career options.
- *Advance research excellence and impact* in Media Studies by articulating UVic's ongoing research projects in media and communication with a certificate, thus further integrating research with teaching. MDIA will significantly advance students' access to this research by facilitating their engagement with research centres and labs across campus (see Appendix 2 for letters of support), providing them with a scholarly field and identity to conduct that work, and creating connections for them to collaborate with community partners. UVic is well-poised within British Columbia and all of Canada to advance research excellence and impact in the following areas: Indigenous media, anti-racist communication, crisis communication and climate action, stewarding historical media into the future, and cultural strategies for inclusive and meaningful media experiences.
- *Intensify dynamic learning* by grounding every MDIA course in evidence-based teaching practices that are situated in local communities as well as UVic Libraries (see letters of support in Appendices 1 and 2). Every MDIA course will have an experiential learning component, and courses such as MDIA 350: "Cultures of the Book" and MDIA 375: "Cultures of Sound" (see Appendix 9) will privilege embodied learning in UVic Libraries' internationally renowned spaces, including the Digital Scholarship Commons, Obsolete Computing and Media, and Special Collections and University Archives. MDIA 400: "Topics in Media Studies" will also require experiential learning, typically in collaboration with UVic's community partners (see Appendix 9). Given increasing employer demand for media literacy, MDIA is an ideal fit with Co-op and Career Services, too (see Appendix 4). The collocation of these learning opportunities in a single post-secondary program would be unique to UVic, which already leads the country in digital research.
- *Foster and respect reconciliation* by ensuring that media literacy at UVic is defined by decolonial, Indigenous, and anti-racist methodologies motivated by reciprocity as well as respect for the ʔəḡəḡən peoples on whose traditional territory UVic stands and the Songhees, Esquimalt, and WSÁNEĆ peoples whose historical relationships with the land continue to this day. The MDIA certificate will require a course in Indigenous Studies, and its curriculum will facilitate community-based knowledge production (see Appendix 9 and MDIA 300 and 400 in particular). Every MDIA course will engage work by First Nation, Inuit, and Métis communities and foster cultures of media literacy that are decolonial *in practice*. This approach would again be unique to MDIA at UVic.
- *Promote sustainable futures* by upskilling existing UVic programs and by complementing those with aligned or adjacent interests, such as Indigenous Studies, Professional Communication, Technology and Society, Film Studies, and Journalism and Professional Writing (see letters of support in Appendices 1 and 2). The Faculty of Humanities consulted extensively with these programs and their faculties to ensure the MDIA certificate will not only complement them but also help guarantee their sustainability. General degrees that combine these programs with MDIA may be possible in the near future if MDIA expands beyond a certificate program, and the availability of some of these generals would be unique to UVic. MDIA could also assist aligned and adjacent programs in attracting more media and communication researchers, including new faculty members and postdoctoral fellows, to UVic.

- *Engage locally and globally* by augmenting UVic’s unique global learning initiatives, such as the Faculty of Humanities’ Global Language and Culture requirement for all Bachelor’s degrees, and its distinctive community-based programs, including the Indigenous Language Revitalization certificate, with additional job-ready skills that equip students to make local changes with global effects across a plurality of media. UVic is already an international leader in these areas, and MDIA will further enhance them through an intercultural curriculum grounded in the nuances of meaningful interactions and multimodal communications.

As the Associate Dean of Fine Arts noted in an email dated 27 September 2022 (see Appendix 1D), the Faculty of Humanities went to great lengths “to alleviate some of the concerns Fine Arts had expressed about the level of overlap with existing interdisciplinary programs, including Digital and Interactive Media in the Arts, Technology and Society and Film Studies.” MDIA will, for instance, distinguish itself from the following UVic programs while complementing them in the following ways:

- Film Studies (minor across Fine Arts and Humanities): MDIA will not centre instruction on film or film history. It will instead attend to a broad range of oral, visual, written, print, and digital materials, with an emphasis on foundations for media literacy. Here, MDIA will complement Film Studies much in the way that media complements cinema in the Society for Cinema and Media Studies (a scholarly organization in the U.S. and Canada). A goal for the near future of both programs could be a general in Film and Media Studies at UVic.
- Professional Communication (minor in English): No MDIA course will include instruction in technical practices such as copy editing, report writing, web design, workplace presentations, and technical communication. A goal for the near future of both programs could be a general in Media and Communication at UVic.
- Journalism and Professional Writing: No MDIA course will include instruction in the professional practices of journalism, government writing, public relations, academic administration, or freelance writing. A goal for the near future of both programs could be a general in Professional Writing and Media at UVic.
- Technology and Society: No MDIA course will centre instruction on technological change, social studies of technology, technological futures, or the field of Science and Technology Studies. MDIA will instead draw primarily from cultural studies of media, with attention to the people skills of media literacy.
- Fine Arts: MDIA will not instruct students in media arts.

*The proposed certificate will also be the most narrowly scoped Media Studies program in British Columbia* to ensure that time to completion is two years or less. It is appropriately scoped because its approach to media literacy is grounded in a critic’s intention. It is also modelled on success, namely the widely popular Book and Media Studies program at the University of Toronto, which involves “an interdisciplinary and historical investigation of the role of printing, books, reading, and electronic and digital media in cultures past and present. [Book and Media Studies] topics include: manuscript and book production, internet publishing, book illustrations, advertising, censorship, reading and entertainment alongside the development of mass media—the advent of radio and the emergence of television, global telecommunications, social media, and the internet.”

MDIA also corresponds with similar Media Studies programs at UBC (Bachelor of Media Studies) and SFU (BA in Communication); however, the scope of the proposed MDIA certificate is much narrower than that of either UBC or SFU. At UBC, for instance, students pursue computer science and information studies as part of their degree, and SFU’s program requires empirical research methods. Meanwhile, the MDIA certificate at UVic is grounded in humanistic inquiry and methods. This narrow scope for the Media Studies certificate is also intended to promote fruitful humanistic collaboration, including potential cross-listing as desired by units across MDIA, Art History and Visual Studies, Music, Writing, Film Studies, Medieval Studies, and the Humanities at UVic.

*MDIA’s learning outcomes (see Section G) are similarly scoped and, equally important, reflect UVic’s institutional-wide learning outcomes.* MDIA used UVic’s recommended learning outcomes to frame its approach to media literacy, refine its goals, communicate those goals to its target audience of UVic students. The proposed core courses, as informed by the learning outcomes, will provide the necessary framework for students to navigate electives by theorizing media in their multiple forms and training students in the intellectual, academic, and practical skills needed to address specific media in program electives.

As such, the proposed courses address the following observation made by the Associate Dean of Fine Arts on 27 September 2022: “The proposal focuses on the multi-disciplinary approaches that the core courses will use in order to pull program electives together from different disciplines and departments. It is not entirely clear yet how this vast collection of media can work under consistent learning outcomes in the core courses or in collections of program electives, although it is to be appreciated that the availability of program electives is such that students will have to take ownership of their course choices and make sense of the eventual credential.” See Appendix 9, for instance, which demonstrates the narrow scope of the proposed MDIA courses and provides clear scaffolding for students to follow toward completion of the certificate (10.5 units). MDIA students, including working professionals (see Section E), will be carefully advised by MDIA to follow that scaffolding with opportunities such as Humanities and Fine Arts Co-op program in mind.

The “core” of the MDIA curriculum consists of five courses that scaffold the development of critical media literacy.

The first course (MDIA 200) is an introduction to media that engages students in current issues across the globe to help them develop a common vocabulary and understanding—a “language” for media studies and critical media literacy.

- **MDIA 200: “Media in the 21<sup>st</sup> Century”** (1.5 units; 60 students)  
Surveys the cultural and material roles media play around the world in the 21<sup>st</sup> century. Emphasis on building a common vocabulary for studying media as well as understanding how audio, images, video, and text mediate people’s relation to culture. *Prerequisite: completion of the AWR. This course is offered at least once each academic year. Online hybrid (synchronous and asynchronous) option available.*

The second course (MDIA 300) shifts student learning from the language of media to better grasping how, for whom, by whom, and under what assumptions media are made—the techniques and values of critical media practice.

- **MDIA 300: “Critical Media Practice”** (1.5 units; 35 students)  
A study of how audio, images, video, and text are produced around the world today. Emphasis on the values of media practice and applying such knowledge to critical, cultural, and community-based work. *Prerequisites: completion of the AWR plus either MDIA 200 or permission from the director. This course is offered at least once each academic year.*

The third and fourth courses (MDIA 350 and 375) engage students in histories and cultures of the book and sound, respectively. This approach is common in Media Studies programs across Canada as it affords a sense of medium specificity while encouraging experiential learning with media. If these two courses prove to be successful, and MDIA expands into a minor and general degree, then the Media Studies Program Committee, in consultation with the Dean of Humanities, may propose similar courses on “Cultures of the Image” and “Games and Culture,” for example.

- **MDIA 350: “Cultures of the Book”** (1.5 units; 35 students)  
The book as both culture and material. Surveys approaches to the book around the world, from oral traditions, clay tablets, and the codex to print, illustrated books, ebooks, and audiobooks. Emphasis on experiential learning in UVic Libraries and local communities. *Prerequisite: completion of the AWR. This course is offered at least once every other academic year.*
- **MDIA 375: “Cultures of Sound”** (1.5 units; 35 students)  
Sound as both culture and material. Surveys approaches to sound around the world, from oral storytelling, soundscapes, and acoustics to wax, wire, tape, discs, streaming, and the MP3. Emphasis on experiential learning in UVic Libraries and local communities. *Prerequisite: completion of the AWR. This course is offered at least once every other academic year.*

The final course (MDIA 400) is a special topics course intended to highlight current research in the field. Such topics might include Indigenous media, decolonial or anti-racist communication, game studies, queer media, media and disability, and crisis communication and climate action. MDIA will welcome proposals for MDIA 400 from across campus. All special topics proposals for MDIA 400 will be reviewed by the MDIA Program Committee (see Section D).

- **MDIA 400: “Topics in Media Studies”** (1.5 units; 20 students)  
Study of current topics and research in Media Studies conducted in a seminar environment. Emphasis on experiential learning and community-based media practice. *Prerequisites: MDIA 200, MDIA 300, completion of the AWR, and either third-year standing or permission from the director.*

MDIA also offers directed studies, to be described in the calendar as follows:

- **MDIA 490: “Directed Studies”** (1.5 units)  
Supervised study in an area of Media Studies to be determined by the student and the instructor. *Prerequisites: MDIA 200, MDIA 300, completion of the AWR, and third-year standing.*

*These MDIA courses may be taught by any faculty member on campus with permission from their department chair or program director.*

*All EETs credit for MDIA enrollments will return to the department and faculty of the MDIA instructor. MDIA also encourages cross-listing of courses to expand options for students without pressuring units with limited faculty complements.*

***D. Please indicate areas of specialization and evidence of adequate faculty complement to support the proposed program. – PAGES 9 - 12***

MDIA will be located administratively in the Humanities (meaning that its director, who can be drawn from any faculty, will report to the Dean of Humanities) but will draw its expertise, program members, advisory committee, instructors, and courses from across campus in collaboration with UVic Libraries. Again, it is designed for a positive impact on EETs in the Humanities and any other participating faculty, including Fine Arts and Social Sciences. It can be run without any new faculty lines and will instead repurpose the teaching commitments of current Humanities faculty members. Credits for MDIA enrollments will return to the department and faculty of the MDIA instructor and course releases for the director can return to any faculty.

The following faculty members and Libraries staff confirmed in writing their interest in serving as MDIA program members, and *twenty-three of them also volunteered in writing to teach one or more MDIA courses:*

(As already noted, teaching in MDIA will require the support of the chair of the faculty member in question as well as that of the MDIA director.)

- Tina Bebbington (Libraries), with expertise in newspapers, games, and graphic novels
- Nina Belmonte (Philosophy; Cultural, Social, and Political Thought), with expertise in philosophy and film
- Jonathan Bengtson (Libraries), with expertise in manuscripts, print, print rooms, Medieval Studies, and a range of digital media
- Marina Bettaglio (Hispanic and Italian Studies; Cultural, Social, and Political Thought), with expertise in graphic novels, Italian media and cultural studies, and gender studies
- Michelle Bonner (Political Science), with expertise in mass media, human rights, and authoritarian practices
- Alexandrine Boudreault-Fournier (Anthropology), with expertise in sound studies, ethnography, Cuban culture, and infrastructure studies
- Laurel Bowman (Greek and Roman Studies), with expertise in film, including the ancient world on film
- Shamma Boyarin (English; Medieval Studies; Religion, Culture, and Society), with expertise in book history, manuscript studies, cultural studies, and popular music
- Silvia Colás Cardona (Hispanic and Italian Studies) with expertise in the representation of urban spaces in film
- H  l  ne Cazes (French; Medieval Studies; Cultural, Social, and Political Thought), with expertise in book culture, editorial mediations, and manuscript culture
- Alison Chapman (English), with expertise in book and manuscript studies
- Rachel Hope Cleves (History; Cultural, Social, and Political Thought), with expertise in alternative pedagogies, such as the unessay and teaching with role-playing games
- Diane Dakers (Writing), with expertise in media studies, journalism, and nonfiction
- Heather Dean (Libraries), with expertise in literary archives, artists’ books, and histories of the book
- Dennine Dudley (Art History and Visual Studies), with expertise in popular culture, textile history, and visual culture
- John Durno (Libraries), with expertise in networked media, games, and retrocomputing
- Erin Ellerbeck (English), with expertise in adaptation, including Shakespeare on film
- Richard Fox (Pacific and Asian Studies), with expertise in religion, media, and popular culture in South and Southeast Asia
- Lisa Goddard (Libraries), with expertise in publishing, preservation, and a range of digital media
- Peter G  lz (Germanic and Slavic Studies), with expertise in German film and vampire films

- Chris Goto-Jones (Philosophy; Cultural, Social, and Political Thought), with expertise in the philosophy of video games and graphic and interactive media in/from Japan
- Mariel Grant (History), with expertise in mass media, propaganda, and modern British history
- Rebecca Halliday (English; Professional Communication), with expertise in media studies, communication studies, popular culture, immaterial labour, and fashion
- Justin Harrison (Libraries), with expertise in comics and graphic novels
- Sara Harvey (French; Cultural, Social, and Political Thought), with expertise in media archeology and cultural studies of media and power
- Iain Higgins (English; Medieval Studies), with expertise in manuscript studies and comparative media
- J. Matthew Huculak (Libraries), with expertise in book history, print culture, and modernist periodicals
- Sara Humphreys (Academic and Technical Writing Program), with expertise in game studies, rhetorical theory (genre and media), and social media
- Timothy Iles (Pacific and Asian Studies), with expertise in Japanese cinema, literature, propaganda in Asia, and Asian cinema
- Janelle Jenstad (English), with expertise in book history, remediation, interface theory, and XML markup
- Chase Joynt (Gender Studies), with expertise in trans media, queer media, LGBT media history, gender, documentary, and social change
- Inba Kehoe (Libraries), with expertise in publishing and fair dealing
- Erin Kelly (English; Academic and Technical Writing Program), with expertise in book history
- Gary Kuchar (English; Cultural, Social, and Political Thought), with expertise in television and sound studies
- Thomas Land (Philosophy), with expertise in critical thinking as applied to media literacy
- Pierre-Luc Landry (French; Cultural, Social, and Political Thought), with expertise in queer studies, cinema, television, and visual media
- Mary Elizabeth Leighton (English), with expertise in the periodical press, Victorian illustrated fiction, and histories of the book
- Michael Lines (Libraries), with expertise in book history and Medieval Studies
- Ying Liu (Libraries), with expertise in Chinese media
- Alexis Luko (Music), with expertise in film, sound studies, and integrated soundtracks
- Sada Niang (French), with expertise in postcolonial film, the cinema of Francophone Sub-Saharan Africa, Francophone women's films, and documentary filmmaking
- Mark Nugent (Greek and Roman Studies), with expertise in Greece and Rome in film, popular fiction, and comics
- Elena Pnevmonidou (Germanic and Slavic Studies; European Studies; Cultural, Social, and Political Thought), with expertise in aesthetics and film, including Expressionist film
- Matt Pollard (Germanic and Slavic Studies), with expertise in German film
- Olga Pressitch (Germanic and Slavic Studies), with expertise in Soviet and Ukrainian cinema
- Sheila Rabillard (English), with expertise in performance, comics, and graphic novels, including Canadian graphic novels
- Stephen Ross (English; Cultural, Social, and Political Thought), with expertise in cultural studies, critical theory, and 20<sup>th</sup>-century literature and culture
- Dan Russek (Hispanic and Italian Studies), with expertise in aesthetics, cinema, and visual media, including Latin American film as well as photography in 20th-century Spanish American fiction
- Joseph Salem (Music), with expertise in sound studies and music history
- Jentery Sayers (English; Cultural, Social, and Political Thought), with expertise in sound studies, media history and theory, games and interactive fiction, and prototyping
- Charlotte Schallié (Germanic and Slavic Studies), with expertise in film and visual storytelling, including graphic novels and post-1945 diasporic and transcultural filmmaking
- W. Andrew Schloss (Music), with expertise in acoustics and electronic and computer music
- Lincoln Shlensky (English; Cultural, Social, and Political Thought), with expertise in film, cultural studies, postcolonial studies, and Jewish studies
- Nicole Shukin (English; Cultural, Social, and Political Thought), with expertise in cultural studies and animal media



- Lisa Surrige (English), with expertise in 19<sup>th</sup>-century book history, illustration techniques, serials, and periodicals
- Tad Suzuki (Libraries), with expertise in book history, including Italian, Spanish, and Portuguese books from the 16<sup>th</sup> and 17<sup>th</sup> centuries as well as early modern Japanese scripts and books
- waaseyaa'sin Christine Sy (Gender Studies), with expertise in audio poetry, photo essays, Indigenous cinema, and Indigenous feminist cultural production
- Christine Walde (Libraries), with expertise in archives, book arts, and experimental media
- Adrienne Williams Boyarin (English; Medieval Studies), with expertise in book history, manuscript studies, and medieval material culture
- Serhy Yekelchyk (History; Germanic and Slavic Studies; European Studies), with expertise in film, including the Cold War on film

*MDIA Core Courses:* The MDIA certificate program will draw from existing research, teaching, and community practices and initiatives at UVic, with the addition of five MDIA “core” courses (see Appendix 9) that fall well within the capacity of current faculty members and their expertise.

*Eligible Electives:* Lists of courses required beyond the MDIA core (see Appendix 9) draw from offerings in Anthropology, Art History and Visual Studies, Computer Science, English, Fine Arts, French, Gender Studies, Germanic and Slavic Studies, Greek and Roman Studies, Hispanic and Italian Studies, History, Indigenous Education, Indigenous Studies, Medieval Studies, Music, Pacific and Asian Studies, Philosophy, Political Science, Professional Communication, Sociology, Technology and Society, Theatre, and Writing.

*Program Committee:* The MDIA certificate program will be guided by a multidisciplinary, interfaculty Program Committee, consisting of twelve members:

- The MDIA program director (may be from any faculty on campus; reports in their administrative capacity to the Dean of Humanities)
- A member of MDIA staff
- One MDIA undergraduate student
- Two MDIA instructors (MDIA program members but not currently Faculty or Libraries representatives; see below)
- One Libraries representative (an MDIA program member but not currently an MDIA instructor)
- One Faculty representative from Fine Arts (an MDIA program member but not currently an MDIA instructor; ideally the director of Film Studies)
- One Faculty representative from Social Sciences (an MDIA program member but not currently an MDIA instructor)
- Two Faculty representatives from Humanities (MDIA program members but not currently MDIA instructors)
- A community partner or community-based media practitioner in British Columbia
- An Indigenous, community-based media practitioner in British Columbia whom MDIA will offer an honorarium for their service (see Section M).

The size of the Program Committee (twelve members) is intended to foster ongoing consultation across the Humanities, Fine Arts, Social Sciences, and Libraries and to integrate feedback from UVic’s community partners who are invested in critical media literacy and job-ready media skills. Representation from Fine Arts, Social Sciences, and Libraries was also recommended during consultations in 2021-22. Other UVic programs, such as Cultural, Social, and Political Thought, have sizeable program committees, and Media Studies believes the size of its Program Committee will help it to maintain a sense of cohesion and continuity across changes in campus initiatives and leadership, including the leadership of the MDIA director, who will serve three-year terms (see Section M).

The Program Committee will revise MDIA’s learning outcomes (see Section G) as necessary, articulate individual MDIA course learning outcomes (MDIA 200, 300, 350, and 375; see Appendix 9), and shape MDIA communications and learning initiatives. They will also review topics proposals (MDIA 400; see Appendix 9) with the MDIA program director and ensure MDIA curricula complements existing UVic programs, including Indigenous Studies, Film Studies,

Professional Communication, Journalism and Professional Writing, and Technology and Society. In due course, the committee will consider whether a minor and general credential are justified based on student demand.

**E. What are the admission requirements for the proposed program? – PAGE 12**

The proposed MDIA certificate will be open to all undergraduate students admitted to the University of Victoria but will also exist as a stand-alone certificate if students meet the Faculty of Humanities admission requirements. Following Section 3.1.3 of UVic Policy AC1135, credit courses completed in the MDIA certificate program may be applied toward undergraduate degree programs with approval of the appropriate academic units offering the degree program. Following Section 3.1.4 of that same policy, MDIA's minimum admission requirements will be secondary school graduation. Applicants who do not meet the normal admission requirements who are particularly qualified by appropriate experience may also be admissible.

The following courses will have the following prerequisites (see also Appendix 9):

- MDIA 200: "Media in the 21st Century." *Prerequisite: completion of the AWR.*
- MDIA 300: "Critical Media Practice." *Prerequisites: completion of the AWR plus either MDIA 200 or permission from the director.*
- MDIA 350: "Cultures of the Book." *Prerequisite: completion of the AWR.*
- MDIA 375: "Cultures of Sound." *Prerequisite: completion of the AWR.*
- MDIA 400: "Topics in Media Studies." *Prerequisites: MDIA 200, MDIA 300, completion of the AWR, and either third-year standing or permission from the director.*
- MDIA 490: "Directed Studies." *Prerequisites: MDIA 200, MDIA 300, completion of the AWR, and third-year standing.*

**F. Curriculum design (Include draft curriculum, if applicable, as Appendix). – PAGES 12-13**

The draft curriculum for the Media Studies certificate is attached as Appendix 9. The curriculum includes the proposed MDIA courses, the proposed eligible electives, and a rationale for all requirements. Importantly, in response to feedback from Fine Arts in 2021-22, MDIA at UVic will emulate how Media Studies is currently taught in British Columbia's secondary curriculum. It will distinguish between *Media Studies* in the context of Language Arts (on the one hand) and *Media Arts* in the context of Arts Education (on the other hand). This distinction means MDIA will approach media literacy with *a critic's intention* (the study of media) and *not the intention of an artist* (creative media). It is also a distinction at work in most Media Studies programs across Canada, including Book and Media Studies (BMS) at the University of Toronto, which is a model for the MDIA certificate. Consultation with members of that BMS program was a part of early MDIA planning and coordinated with UVic Libraries.

**Does the proposal involve changes to the curriculum design? If yes, clearly identify the existing curriculum and proposed changes.**

No. Media Studies would be a new undergraduate certificate program (MDIA).

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

Yes, as described above, every MDIA course will have an experiential learning component, and courses such as MDIA 350: "Cultures of the Book" and MDIA 375: "Cultures of Sound" (see Appendix 9) will privilege learning in UVic Libraries' internationally renowned spaces, including the Digital Scholarship Commons, Obsolete Computing and Media, and Special Collections and University Archives. MDIA 400: "Topics in Media Studies" will require experiential learning as well, typically in collaboration with UVic's community partners (see Appendix 9). As the course title suggests, MDIA 300: "Critical Media Practice" will be driven by the people skills of media and their practical applications, informed such as they are by current research in Media Studies (see Appendix 9).

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

MDIA anticipates fruitful collaborations with UVic Libraries to enrich and foster opportunities for experiential learning at UVic (see Appendix 3). MDIA courses will coordinate with the Digital Scholarship Commons, Obsolete Computing and Media, and Special Collections and University Archives and also collaborate with UVic Libraries staff to meet and exceed the MDIA program's learning outcomes (see Section G). Learning activities will include hands-on studies of the book, ephemera, multimedia collections, and digital media and computers.

MDIA will also collaborate with the CFI- and SSHRC-supported Praxis Studio for Comparative Media Studies (located in the Clearihue building; see Appendix 2) for courses such as MDIA 300: "Critical Media Practice" and MDIA 400: "Topics in Media Studies." The Praxis Studio is established internationally in the areas of media history, theory, and prototyping, and its researchers focus on multimodal scholarly communications across audio, image, video, and text. Learning activities will attend to cultural strategies for inclusive and meaningful media experiences, including media's role in information and storytelling.

Finally, MDIA will coordinate actively with Co-Operative Education and Career Services to create, develop, and sustain new connections with UVic's community partners (see Appendix 4). Media literacy and co-op experiences in communications, education, management, information, culture, recreation, systems design, and game design are especially promising areas for local placements.

**Opportunities for community-engaged and research-enriched learning.**

Students completing the MDIA certificate program will not only take a course in Indigenous Studies but also situate their media literacy and critical media practice in community- and evidence-based methods shaped by current research and inclusive, decolonial approaches to Media Studies. For more, see Sections H, I, J, and K below.

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

Yes. Subject to approval by the dean, MDIA will offer both online hybrid (synchronous and asynchronous) and face-to-face (synchronous) iterations of MDIA 200: "Media in the 21<sup>st</sup> Century" to render the program accessible to a wide array of undergraduates, especially working professionals and summer session students. Should distance delivery of MDIA 200 prove to be both feasible and successful, then the program may also offer an online hybrid (synchronous and asynchronous) iteration of MDIA 300: "Critical Media Practice," which will initially be offered only face-to-face (synchronous). Subject to changes suggested by the MDIA Program Committee, all other MDIA courses will be taught face-to-face (synchronous).

Online hybrid offerings in Media Studies will use existing UVic infrastructure and software, including Zoom and Brightspace, for learning and communication. To include a broader audience, especially working professionals unable to access classes during the day and/or in Victoria, MDIA may also use UVic's multi-access classrooms for hybrid sessions. In consultation with the MDIA Program Committee and the Dean of Humanities (see Section D), Media Studies may further consider offering the courses in a manner to ensure that some or all of it is feasible to complete remotely.

***G. Describe the learning outcomes of the proposed program. – PAGE 14***

The learning outcomes of Media Studies and its certificate are modelled on UVic's institutional-wide learning outcomes.

MDIA students will gain intellectual, academic, and practical skills in:

- Inquiry, analysis, and complex problem solving across media (audio, image, video, and text)
- Critical, innovative, and decolonial thinking across media (audio, image, video, and text)
- Anti-racist, inclusive communication across media and sensory modalities (audition, vision, and touch)
- Critical evaluation of information and storytelling, including how both are shaped by history, culture, context, and particular media (audio, image, video, and text)
- Critical management and stewarding of source materials across digital and analog environments
- The ability to collaborate and work in teams and highly mediated environments
- Cultural strategies for inclusive and meaningful media experiences

MDIA students will develop their sense of personal and social responsibility with respect to:

- Informed civic engagement and cultural understanding, from local to global, across media (audio, image, video, and text)
- Indigenous-engaged media practices to promote mutual understanding and respect through reciprocity
- Intercultural knowledge and sensitivity, including an awareness of how media shape information and storytelling
- Ethical, professional, and decolonial reasoning and reciprocal action across sensory modalities (audition, vision, and touch)
- Inclusive, life-long learning that adapts to changes in media over time

These outcomes will be achieved through:

- An undergraduate certificate program in the field of Media Studies for students and working professionals, with an emphasis on forms and cultures of media literacy currently demanded by labour markets in British Columbia and across Canada
- The integration of research and teaching across five MDIA courses in collaboration with UVic Libraries, Co-op and Career Services, the Office of Indigenous Academic and Community Engagement, and UVic's community partners
- Learning and teaching environments informed by equity, diversity, and inclusion (EDI) principles, Anti-Racist Education Program (ARE) training, Indigenous protocols, respect for the land, and promotion of sustainable futures
- Critical media practice across sensory modalities (audition, vision, and touch) and the iterative development of media-related people skills and competencies through progressively more challenging problems, assignments, projects, and standards for performance (scaffolded from MDIA 200 to 400; see Appendix 9)
- Opportunities for dynamic learning and research across media labs, work-integrated and community-based projects, Indigenous-engaged initiatives, and UVic Libraries, including the Digital Scholarship Commons, Special Collections and University Archives, and the Obsolete Computing and Media Centre
- Decolonial methodologies and diverse content from Media Studies across the globe that are situated in particular contexts and cultures.

Every academic year, the Media Studies Program Committee (see Section D) will review these learning outcomes and their application in each MDIA course and then revise the outcomes and course descriptions as necessary. MDIA will also ensure that its learning outcomes adapt readily to changes across provincial, national, and global media landscapes, not to mention labour market demands, especially those in British Columbia. The proposed curriculum (see Appendix 9) is designed with such changes in mind and thus encourages the principles of flexibility, inclusion, and experimentation across teaching, learning, and communication. The MDIA program will consider these principles to be fundamental to the people skills of media literacy.

***H. Does the proposed program provide opportunities to include Indigenous perspectives and decolonization of the curriculum/program? If yes, please provide details. – PAGE 15***

As evidenced by the work of Jordan Abel, Candis Callison, Marisa Elena Duarte, David Gaertner, Jules Arita Koostachin, Elizabeth LaPensée, Michelle Lorna Nahanee, Deanna Reder, Karyn Recollet, June Scudeler, Noenoe K. Silva, Leanne Betasamosake Simpson, Aaron Trammel, and Kim van der Woerd among many others, the field of Media Studies is a compelling site for Indigenous and decolonial research. MDIA courses at UVic, including MDIA 200: “Media in the 21<sup>st</sup> Century,” will engage work by these scholars and others with aligned investments in critical media. Offerings such as MDIA 300: “Critical Media Practice” will also underscore the values of media practice and how they can be not only community-based but also decolonized through shifts in language, perception, culture, representation, and media habits (see Appendix 9).

Elsewhere, courses like MDIA 350: “Cultures of the Book” and MDIA 375: “Cultures of Sound” will attend to Indigenous media practices while tracing how media have been variously used as instruments of both resistance and colonial power. These historical perspectives will shape the MDIA program’s overall culture and specifically its approach to media literacy by ensuring students’ intellectual, academic, and practical skills do not rehearse deeply entrenched, colonial models of education and communication, where media are often at the centre of human relations. Community partnerships, Indigenous-engaged experiential learning, respect for the land, and reciprocity will thus be foundational to the Media Studies program and its paradigm for critical media literacy, and courses such as MDIA 400: “Topics in Media Studies” will create spaces and opportunities for engaging with Indigenous and decolonial media (see Appendix 9).

Feedback from the Media Studies Program Committee (see Section D) as well as a pedagogical commitment to decolonization and reconciliation will help to ensure the curriculum is providing these opportunities via a dedication to media practice in the classroom and beyond it. MDIA will also sponsor and facilitate campus events related to these important topics. The “Decolonizing Technologies, Reprogramming Education” HASTAC conference co-sponsored in 2019 by UVic’s Faculty of Humanities and UBC’s Institute for Critical Indigenous Studies (with SSHRC support) will offer MDIA a model in this regard.

***I. Does the proposed program design provide opportunities for global engagement or perspectives? If yes, please provide details. – PAGE 15***

Understanding media is pivotal to studying transnational and global communication today. In Media Studies at UVic, students will have opportunities to engage books from China and Germany, soundscapes from South Africa and the Pacific Ocean, animations from Canada and South Korea, music videos from Nigeria and Vietnam, manuscripts from Greece and Italy, radio from France and the Caribbean, film from India and Ukraine, games from Egypt and Australia, comics from Japan and Brazil, and much more.

The five “core” MDIA courses will afford these opportunities, but so too will eligible electives offered by Anthropology, Art History and Visual Studies, English, Fine Arts, French, Gender Studies, Germanic and Slavic Studies, Greek and Roman Studies, Hispanic and Italian Studies, History, Indigenous Education, Indigenous Studies, Medieval Studies, Music, Pacific and Asian Studies, Philosophy, Political Science, Professional Communication, Sociology, Technology and Society, Theatre, and Writing (see Appendix 9).

Additionally, the MDIA certificate will upskill degrees in language, period, and area studies by augmenting them with additional perspectives and approaches from across the globe, and MDIA 400: “Topics in Media Studies” will be cross-listed where possible with courses from programs participating in the Faculty of Humanities’ Global Language and Culture requirement. MDIA courses will not centre North America even if they will be taught mostly in English (including translations and localizations of media content), and the importance of multilingualism to Media Studies and global communication will be demonstrated regularly in the classroom.

The media literacy skills fostered by MDIA should also be useful to those who wish to study abroad and/or collaborate internationally with UVic’s partners.

**J. Does the proposed program promote justice, equity, diversity and inclusion? If yes, please provide details. – PAGE 16**

Media Studies will promote justice, equity, diversity, and inclusion across its content, approaches, and culture. Courses such as MDIA 300: “Critical Media Practice” will stress the values at play in media and how critical media practices are central to many social, racial, gender, LGBTQ2SIA+, and disability justice movements. The content for all courses, including MDIA 200: “Media in the 21<sup>st</sup> Century,” will speak to a variety of lived experiences, perspectives, and identities across the globe, particularly those that are non-dominant or marginalized. Every course, but especially MDIA 300: “Critical Media Practice,” MDIA 350: “Cultures of the Book,” MDIA 375: “Cultures of Sound,” and MDIA 400: “Topics in Media Studies,” will bring true lived experiences with media practice into the classroom and expand that classroom through active engagements with library collections, cultural documentation, storytelling, and community-based knowledge (see Appendix 9).

All MDIA instructors will commit to inclusive, anti-racist, and decolonial pedagogies, including Anti-racism Education Program (ARE) training, and MDIA’s intersectional methodologies will privilege media literacy as a job-ready agent for social and cultural change across occupational interests that are artistic, social, investigative, and enterprising. Importantly, anti-racist, inclusive, and decolonial learning will be a part of every MDIA course. In November 2021, MDIA confirmed this commitment with the Office of Indigenous Academic and Community Engagement (see Appendix 6). Here, work by the following scholars will be especially informative: Ruha Benjamin, Wendy Hui Kyong Chun, Beth Coleman, Cathy Davidson, Stuart Hall, bell hooks, Audre Lorde, Shannon Mattern, Tara McPherson, Lorna Roth, Bo Ruberg, Sara Sharma, Leanne Betasamosake Simpson, Susan Stryker, Jonathan Sterne, Karen Tongson, and Shawn Wilson.

Echoing the work of Darnel Degand, key questions for students across all MDIA courses and eligible electives will be:

- Who created this message? For whom?
- Which media, modalities, and techniques were used?
- How might different people understand or experience this message?
- Whose lifestyles, values, and perspectives are included, foregrounded, overlooked, and omitted?
- Why and under what assumptions was this message sent?
- To what effects was this message sent, and how was it circulated, amplified, and modified?

(See Darnel Degand, “Introducing Critical Race Media Literacy in an Undergraduate Education Course about Technology and Arts-Based Inquiry,” *International Journal of Multicultural Education* 22.3 2020.)

With feedback from the Program Committee, MDIA will also adapt its culture and curriculum to respond to UVic’s Equity Action Plan (currently under development).

**K. Does the proposed program involve places for integration of teaching and research? If yes, please provide details. – PAGES 16-17**

As outlined in Sections C and F, Media Studies at UVic will articulate ongoing research projects in media and communication with a certificate, thus further integrating research with teaching. MDIA will significantly advance students’ access to this research by facilitating their engagement with research centres and labs across campus (see Appendix 2), providing them with a scholarly field and identity to conduct that work, and creating connections for them to collaborate with community partners. UVic is well poised within British Columbia and all of Canada to advance research excellence and impact in the following areas: Indigenous media, anti-racist communication, crisis communication and climate action, stewarding historical media into the future, and cultural strategies for inclusive and meaningful media experiences. Courses such as MDIA 350: “Cultures of the Book” and MDIA 375: “Cultures of Sound” will foreground hands-on research with media and historical materials in UVic Libraries, and MDIA 300: “Critical Media Practice” and MDIA 400: “Topics in Media Studies” will ensure that students are participating actively in communities and current research. In short, MDIA will be an exciting space for faculty members to teach and demonstrate their research, and for students to become undergraduate researchers across multiple places.

UVic Libraries (including the Digital Scholarship Commons, Obsolete Computing and Media, and Special Collections and University Archives) and the Praxis Studio for Comparative Media Studies are sites committed to this integration of teaching and research (see Appendices 2 and 3), and Media Studies will coordinate with the Humanities Computing and Media Centre to engage students, faculty, and staff in digital research projects on our campus (see Appendix 2).

***L. Describe the enrolment plan for the length of the degree and student financial support plan. – PAGE 17***

The proposed Media Studies certificate anticipates 5-15 students in the first year (2023-24) of the program and a steady state of 20-40 students graduating per year by 2029-30. MDIA will attract students who completed New Media 10, 11, and/or 12 in British Columbia's newly revised secondary curriculum as well as Humanities, Fine Arts, Social Sciences, Computer Science, and Business undergraduates and working professionals looking to enrich their studies and expand their career options with a media literacy credential. Students in Indigenous Studies, Professional Communication, Technology and Society, Film Studies, and Journalism and Professional Writing in particular may be interested in the MDIA certificate, especially if Media Studies expands in the near future to offer a minor and general degree in combination with some or all of those programs. The MDIA program will be supported in its development needs by the faculty of Humanities Development Officer, and its students will be eligible for Faculty of Humanities awards.

***M. Resource requirements (include a table of program revenue and expenditures). Indicate resources required for new faculty and staff appointments, space and library. – PAGE 17***

The proposed Media Studies certificate program can be offered with the existing Humanities faculty and staff complement as well as current courses already offered (see Section D); it may, as permitted by chairs and subject to availability, draw on instructors from other faculties, including Fine Arts and Social Sciences. It will have no impact on current UVic policies, including admissions, student evaluation, supervision, and oral examinations. Credits for MDIA enrollments will return to the department and faculty of the MDIA instructor.

*All costs for the MDIA program will be borne by the Faculty of Humanities. Those costs are:*

- Course releases for the MDIA director, who will serve three-year terms. This director will be offered a course release during the first two years of the program (2022-23 and 2023-24). After these two years, they will receive a .5 course release (.75 units) per year. This release can be claimed by a director from any faculty in the university.
- A \$500 honorarium per academic year for an Indigenous, community-based media practitioner to serve on MDIA's Program Committee (see Section D). This honorarium is intended to show appreciation for the work completed and assumes a rate of \$50 per hour. MDIA will follow Financial Services' "Payments for Indigenous Payees" procedures developed in conjunction with the Office of Indigenous Academic and Community Engagement to ensure that payments made to Indigenous payees are completed in a culturally sensitive way.
- Staffing by the Interdisciplinary Program office in the Humanities, the expansion of which will require additional staff time.

MDIA will coordinate with UVic Libraries to access, engage, and amplify existing Library resources and initiatives, especially when offering MDIA 200, 300, 350, and 375 (see Appendix 9 and Section F). Faculty, staff, and students participating in the MDIA program will also receive research support from the CFI-funded Praxis Studio for Comparative Media Studies (Clearihue Building; formerly the Maker Lab in the Humanities), which has over a decade's worth of SSHRC-funded experience in Media Studies.

***N. Provide evidence of consultation with related programs and UVic departments/faculties participating in or affected by the new program (emails/letters of support in an appendix). – PAGES 17 - 18***

Please see Appendix 1 for letters of support and evidence of consultation with the following faculties participating in or affected by the proposed Media Studies program:

- Faculty of Business
- Faculty of Education
- Faculty of Engineering and Computer Science

- Faculty of Fine Arts, including Film Studies, Digital and Interactive Media in the Arts, Technology and Society, and Journalism and Professional Writing
- Faculty of Humanities Chairs and Directors
- Faculty of Social Sciences.

Please see Appendix 2 for letters of support and evidence of consultation with the following groups participating in or affected by the proposed Media Studies program:

- Humanities Computing and Media Centre
- Indigenous Studies
- Professional Communication
- Praxis Studio for Comparative Media Studies.

Finally, see Appendices 3, 4, and 6 for letters of support and evidence of consultation with UVic Libraries, Co-Operative Education and Career Services, and the Office of Indigenous Academic and Community Engagement, respectively.

***O. Provide external letters of support from other BC post-secondary institutions and/or community partners. – PAGE 18***

Please see Appendix 7 for external letters of support from the following community partners in British Columbia:

- Nina Belojevic, Senior Manager of Product Content Design at Benevity (UVic BA 2007; UVic MA 2014)
- Carol Linnitt, Executive Editor of *The Narwhal* (UVic PhD 2021; Emerging Alumni Award 2022)
- Shaun Macpherson, Engineering Manager at Echosec (UVic BA 2011; UVic MA 2014), and
- Ian Waddell, Writer and Narrative Designer at Electronic Arts (UVic MA 2020).



**APPENDIX 1: EVIDENCE OF CONSULTATION WITH THE FACULTIES OF BUSINESS, EDUCATION, ENGINEERING AND COMPUTER SCIENCE, FINE ARTS, HUMANITIES, AND SOCIAL SCIENCES**

*Please note that initial drafts of the proposal included an MDIA minor as well as a certificate. Feedback on those drafts resulted in the proposal at hand, for only a certificate.*

**A. Evidence of consultation with the Faculty of Business**

From: Graham Brown <[grbrown@uvic.ca](mailto:grbrown@uvic.ca)>  
Date: Monday, May 16, 2022 at 6:31 AM  
To: "Lisa Surridge - Humanities Associate Dean, Academic" <[humsada@uvic.ca](mailto:humsada@uvic.ca)>  
Cc: Jentery Sayers <[jentery@uvic.ca](mailto:jentery@uvic.ca)>, Annalee Lepp - Dean of Humanities <[deanhums@uvic.ca](mailto:deanhums@uvic.ca)>  
Subject: RE: Proposed minor and certificate in Media Studies

Hi Lisa – the proposal sounds interesting. We have no concerns.

In terms of comments feedback, our students can't access the minor so it would just be the 10.5 unit certificate. There's quite a few upper level classes which poses registration issues for our students if there are 3rd year standing or many pre-requisites so I wonder if the departments would consider letting our 2nd year students in to some of the courses through a waiver (if needed) at the department level?

Thanks  
Graham

GRAHAM BROWN, PhD, Associate Dean, Programs  
Associate Professor and Tim Price Entrepreneurship Fellow  
Gustavson School of Business | University of Victoria  
PO Box 1700 STN CSC | Victoria BC, V8W 2Y2  
[grbrown@uvic.ca](mailto:grbrown@uvic.ca) | 250-721-6069  
<https://www.uvic.ca/gustavson/faculty/faculty/faculty/current/browng.php>

We acknowledge and respect the lək̓ʷəŋən 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.

**RESPONSE TO THIS FEEDBACK FROM THE FACULTY OF BUSINESS:** Standing can be waived with permission of the director for MDIA 300, 400, or 490.

**B. Evidence of consultation with the Faculty of Education**

From: "Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education" <[adup@uvic.ca](mailto:adup@uvic.ca)>  
Date: Thursday, May 19, 2022 at 11:54 AM  
To: "Lisa Surridge - Humanities Associate Dean, Academic" <[humsada@uvic.ca](mailto:humsada@uvic.ca)>  
Subject: Re: Proposed minor and certificate in Media Studies

Dear Lisa,

Thank you for sharing your proposal for a credential in Media Studies with us in the Faculty of Education. The proposal is well-crafted and clearly lays out the justification for the program and the benefits for students. We're happy to support you as you move forward with this proposal.

I consulted with the Departments of Indigenous Education and Curriculum and Instruction, as they were the two units in our Faculty that offer the Education courses you included as acceptable electives in your credential. Indigenous Education is happy to have you include IED 377 (Indigenous Voices in Video, Audio, Film) as an acceptable elective for your

certificate/minor. However, Curriculum and Instruction stated that EDCI 340 (Media Activism, Social Justice, and Change) is only offered as an elective for students enrolled in a Teacher Education program, so would not be a suitable (open) elective to include in your list. They suggest that EDCI 335 (Learning Design for Technology-Mediate Environments) or EDCI 337 (Interactive and Multimedia Learning) might be other options, if you wish to consider these for inclusion in your list of appropriate electives.

Best wishes as you move forward with this proposal. Let us know if we can help in any way.

Leslee

--  
Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs  
Faculty of Education  
University of Victoria  
PO box 1700, STN C  
Victoria, BC. V8W 2Y2  
250-721-6570

**RESPONSE TO THIS FEEDBACK FROM THE FACULTY OF EDUCATION:** EDCI 335 and 337 added; EDCI 340 removed.

### **C. Evidence of consultation with the Faculty of Engineering and Computer Science**

From: "Associate Dean Undergraduate Programs, Engineering and Computer Science" <[engradu@uvic.ca](mailto:engradu@uvic.ca)>  
Date: Wednesday, July 27, 2022 at 3:08 PM  
To: "Lisa Surridge - Humanities Associate Dean, Academic" <[humsada@uvic.ca](mailto:humsada@uvic.ca)>  
Subject: Re: Proposed minor and certificate in Media Studies

Lisa,

See attached for responses from our main curriculum committees. All are supportive of the minor. The Computer Science department suggests that *"It would be beneficial for students to have either an introductory programming course or at least an introductory web development course."*

Sincerely,  
LillAnne J.

--  
LillAnne Jackson, PhD, P.L.Eng.,  
Associate Dean Undergraduate Programs  
Faculty of Engineering and Computer Science  
University of Victoria

Pronouns: she/her

**RESPONSE TO THIS FEEDBACK FROM THE FACULTY OF ENGINEERING AND COMPUTER SCIENCE:**  
At UBC, students pursue computer science and information studies as part of their Media Studies degree, but this certificate is deliberately created to be narrower in scope and is grounded in humanistic inquiry and methods. That said, a technical path is available for 1.5 Units of Eligible Electives from Lower-Level Media and/or Culture Courses (100- or 200-level). See Appendix 9.

\*\*\*\*\*

From: Celina Berg <celinag@uvic.ca>  
Date: Wednesday, July 27, 2022 at 2:30 PM  
To: "Associate Dean Undergraduate Programs, Engineering and Computer Science" <engradu@uvic.ca>  
Subject: Re: Proposed minor and certificate in Media Studies

Hi LillAnne

Our Curriculum Committee in Computer Science had a look at this proposal and the only suggestion we have is .. It would be beneficial for students to have either an introductory programming course or at least an introductory web development course.

Celina Berg, PhD (she/her)  
Assistant Teaching Professor  
Department of Computer Science  
Faculty of Engineering and Computer Science  
University of Victoria  
Office: ECS 618  
Email: [celinag@uvic.ca](mailto:celinag@uvic.ca)

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From: Brad Buckham, MECH Chair  
Sent: Thursday, June 30, 2022 3:39 PM  
To: Rustom Bhiladvala <[rustomb@uvic.ca](mailto:rustomb@uvic.ca)>; Associate Dean Undergraduate Programs, Engineering and Computer Science <[engradu@uvic.ca](mailto:engradu@uvic.ca)>  
Cc: Brad Buckham, MECH Chair <[mech.chair@uvic.ca](mailto:mech.chair@uvic.ca)>  
Subject: RE: Proposed minor and certificate in Media Studies

Hi Rustom – I got behind on email today and just replied to an old message. Ignore my comment about tabling this at curriculum. I also have no issue with this proposed minor and I see no need to table it if you, Daniela and I are all in favour and see no negative implications for MECH.

BB

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From: Rustom Bhiladvala  
Sent: June 30, 2022 12:30 PM  
To: Associate Dean Undergraduate Programs, Engineering and Computer Science <[engradu@uvic.ca](mailto:engradu@uvic.ca)>  
Cc: Brad Buckham, MECH Chair <[mech.chair@uvic.ca](mailto:mech.chair@uvic.ca)>  
Subject: Proposed minor and certificate in Media Studies

Hi Lil-Anne,

I have reviewed the document and concur with Daniela. I do not see any MECH Department concerns with the Faculty of Humanities creating this Media Studies program. I have also looked over all MECH course offerings and do not see any courses that could serve as possible electives to the program.

Rustom

Dr. Rustom Bhiladvala | Associate Professor  
Acting Director of Undergraduate Studies  
Director | Nanoscale Transport, Mechanics & Materials Laboratory  
Department of Mechanical Engineering

University of Victoria  
EOW 548, 3800 Finnerty Road, Victoria BC V8W 2Y2 Canada

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From: Michael Adams <[mdadams@ece.uvic.ca](mailto:mdadams@ece.uvic.ca)>  
Sent: Thursday, June 30, 2022 1:22 PM  
To: Associate Dean Undergraduate Programs, Engineering and Computer Science  
Subject: Re: FW: Proposed minor and certificate in Media Studies

LillAnne,

I will circulate this to the ECE Curriculum Committee and let you know if anyone has any concerns. For what it is worth, I don't personally have any concerns, as the program seems quite nontechnical in nature.

--Michael

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From: Civil Engineer Chair - Thomas Froese <[civechair@uvic.ca](mailto:civechair@uvic.ca)>  
Date: Tuesday, June 28, 2022 at 4:30 PM  
To: "Associate Dean Undergraduate Programs, Engineering and Computer Science" <[engradu@uvic.ca](mailto:engradu@uvic.ca)>  
Cc: Civil Engineering Administration <[civeadmin@uvic.ca](mailto:civeadmin@uvic.ca)>, civesec <[civesec@uvic.ca](mailto:civesec@uvic.ca)>, Min Sun <[msun@uvic.ca](mailto:msun@uvic.ca)>  
Subject: RE: Proposed minor and certificate in Media Studies

I don't have any concerns with the proposed program. I can't think of any potential electives from our side.

Thanks  
-Thomas

Thomas Froese  
Professor and Chair  
Department of Civil Engineering  
University of Victoria  
T 250-721-7066  
[civil.uvic.ca](http://civil.uvic.ca)

#### **D. Evidence of consultation with the Faculty of Fine Arts**

In 2021 and 2022, the Faculty of Humanities consulted extensively with Fine Arts on the topic of a Media Studies program at UVic. This consultation included 23 meetings, a feedback survey sent to all Fine Arts faculty members, and email exchanges documented below. It also resulted in 18 drafts of this proposal for a Media Studies certificate and 17 invitations to Fine Arts faculty to participate in the Media Studies program (see Section D).

**From:** Lisa Surridge - Humanities Associate Dean, Academic <[humsada@uvic.ca](mailto:humsada@uvic.ca)>  
**Sent:** September 14, 2021 11:31 AM  
**To:** Fine Associate Dean <[fineassociatedean@uvic.ca](mailto:fineassociatedean@uvic.ca)>  
**Cc:** Jentery Sayers <[jentery@uvic.ca](mailto:jentery@uvic.ca)>; Annalee Lepp - Dean of Humanities <[deanhums@uvic.ca](mailto:deanhums@uvic.ca)>  
**Subject:** Request for Consultation: Proposed Media Studies Minor

Dear Eva:

Welcome back into the role of associate dean! I look forward to working with you again in that capacity.

Annalee and I are writing to ask if we could consult you about the attached draft proposal for a certificate and minor in Media Studies.

This is very much in draft form and we want to hear from your faculty before proceeding any further. It has been developed by Jentery Sayers over the summer and has just today received preliminary support from a group of our chairs at a consultation session. It has not yet entered any of the formal curriculum channels.

Before it does so, we want to consult with you about your faculty's potential involvement and support. The current proposal has been written to observe the traditional distinction between Humanities as teaching criticism of media and FA as covering media production. Catherine Harding, who was present at today's consultation session as director of MEDI, was very enthusiastic about the proposal and urged us to consider making the proposal more thoroughly interdisciplinary and to involve more courses and FA units than are currently suggested here. We would be very happy to do so if your faculty supports that idea.

Please let us know if we can meet to have a preliminary discussion and then perhaps, if you are willing, to have a wider consultation with your chairs.

Many thanks—Lisa and Annalee

**From:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Date:** Tuesday, September 14, 2021 at 12:06 PM  
**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>, Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>, Fine Dean <finedean@uvic.ca>  
**Subject:** RE: Request for Consultation: Proposed Medial Studies Minor

Thank you Lisa,

This is a good opportunity to start liaising about common interests. I will go through and provide comments once I have had the chance to consult with our faculty; and we indeed are discussing developments around interdisciplinary programs over this year.

I can see from a quick look that the proposal includes several things that are already taught in Fine Arts, and I do feel I need to make a correction right from the start about the connection of Fine Arts solely to production. The Faculty has a long history of encompassing the study and analysis of a wide range of media, both historical and contemporary.

When did you hope to take this through Senate Committees?

Copying Allana so that she is aware of the conversation.

All best,  
Eva

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Date:** Friday, September 24, 2021 at 3:38 PM  
**To:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>, Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>, Fine Dean <finedean@uvic.ca>  
**Subject:** Re: Request for Consultation: Proposed Medial Studies Minor

Dear Eva: I realise that I did not reply to your other question. We hope to have this in Cycle 2.

Lisa.

Thanks for your very swift reply, Eva, and for the correction.

I should have said that **Humanities** has traditionally stayed away from the study of production. I was incorrect to imply that FA has stayed away from critical study. My apologies for having misspoken.

Thanks too for the offer of consultation with your chairs. Annalee and I would also very much welcome the opportunity to chat with you (and Allana, if she has time to be there!) about the proposal and how it can be adjusted to meet your faculty's concerns and plans.

Finally, we would also love to liaise more closely about other INTD programs, how they can be strengthened and how the many mutual interests of our faculty reinforced.

All the very best--Lisa.

**From:** Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>  
**Sent:** October 25, 2021 2:26 PM  
**To:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>  
**Subject:** Feedback on MDIA peposal

Dear Eva:

I am sorry to bother you at what is no doubt a very busy time of year, but I am writing to ask if you have the feedback from your faculty on the media studies proposal. We would very much welcome hearing from you and look forward to making revisions in response to your faculty's feedback.

I want to reiterate too that we are very excited about the possibility of a major in media, film, and communications and that we look forward to revising the film studies minor and possibly expanding it into a major with you starting in January 2022.

In order to submit the media studies proposal for cycle two, it is due November 30, and we would like to submit it to faculty council for our November 16 meeting. That way, we can get it to the Senate committee on planning in good time.

Thank you in advance for the feedback consultation. Jentery and I are happy to meet with you if that would be valuable.

Thanks! Lisa.

**From:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Date:** Monday, October 25, 2021 at 4:12 PM  
**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>  
**Subject:** RE: Feedback on MDIA peposal

Hi Lisa,

I've just received the last of what I think is crucial feedback from our faculty, so I'll put everything together and send it back to you by the end of this week. Does this work?

All my best,  
Eva

On Oct 29, 2021, at 12:37 PM, Lisa Surridge - Humanities Associate Dean, Academic <[humsada@uvic.ca](mailto:humsada@uvic.ca)> wrote:  
Dear Eva: I see that I sent this yesterday to your LTSI address so I am resending.

I am writing to ask if you would be willing to send out the attached list of proposed MDIA courses and the survey below.

My proposed email is below. I have not yet seen your feedback on the program, so you may wish to delay sending this out until I have done so.

However, we are trying to prepare the proposal for submission to SCP and faculty council, and I would be loath to do that without consulting as to potential faculty to teach into the program. I trust your judgment as to what is best! Lisa.

Dear Colleagues:

As you may have heard, the Faculty of Humanities is proposing an interdisciplinary Media Studies program. The program, which could launch as early as September 2022, would offer a minor and certificate, with a series of three "core" courses (MDIA 200, 300, and 400) providing a spine for courses nested in units across the university. We are in the process of consulting other faculties, as well as the Libraries and Co-op and Career, many of which have already expressed support and provided feedback.

As we wait for the final round of feedback, we are inviting you to participate in this proposed interdisciplinary program if you're so inclined.

We are seeking program members with teaching, research, and community expertise in areas such as:

- \* Indigenous media
- \* Cuneiform tablets
- \* Book and manuscript studies
- \* Propaganda and advertisements
- \* Television studies
- \* Film studies
- \* Animation
- \* Comics and graphic novels
- \* Game studies and interactive media
- \* Sound studies, including radio and podcasts
- \* Comparative media
- \* Cultural studies of media and power
- \* Media theory and material culture

Please may we invite you to fill out the survey here: <https://www.surveymonkey.ca/r/uvicmdia>.

I attach the course requirements for the proposed credentials in PDF.

With all best wishes, Lisa Surridge

**From:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Date:** Friday, October 29, 2021 at 1:07 PM  
**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>  
**Subject:** Re: Survey of Faculty Interest in Media Studies

No problem, I will. Just in meetings all day, but will send the feedback be end of the day.  
Eva

**From:** Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>  
**Sent:** November 11, 2021 8:59 AM

**To:** Evanthia Baboula - Associate Executive Director of LTSI <ltsiaed@uvic.ca>  
**Cc:** Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>; Jentery Sayers <jentery@uvic.ca>  
**Subject:** Memo re Media Studies

Dear Eva: I am checking in to see if Alana has taken a look at the response memo and if I can share it with Jentery and Annalee. Thanks! Lisa.

**From:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Date:** Thursday, November 11, 2021 at 1:36 PM  
**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Cc:** Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>, Jentery Sayers <jentery@uvic.ca>, Fine Dean <finedeans@uvic.ca>  
**Subject:** RE: Memo re Media Studies

Dear Lisa,

I have not received a specific response from Allana, but we have talked about the feedback repeatedly, so I think it's ok to go ahead and share it. Copying Allana in case she would like to chime in.

Many thanks,  
Eva

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Date:** Wednesday, November 17, 2021 at 5:39 PM  
**To:** Evanthia Baboula - Associate Executive Director of LTSI <ltsiaed@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>, Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>  
**Subject:** Feedback on Media Studies

Dear Eva:

Thank you so much for the detailed feedback that you sent, and which we have read very carefully.

Annalee and Jentery and I have met and we think we see a way forward that would address most of the concerns that you raise. We say *most*, because some of the concerns seemed slightly at odds with each other and we have not yet seen a way of reconciling them completely.

We would be very grateful if you would be able to meet with us shortly so that we can discuss our proposed changes in more detail and consult you about whether you feel this is going in a positive direction in response to your feedback. We are very eager to be good partners with your faculty.

Jentery has prepared a revised proposal that Annalee and I will review and send to you by end of day tomorrow.

Thanks so much for your feedback! Lisa.

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Date:** Monday, November 29, 2021 at 12:00 PM  
**To:** Evanthia Baboula - Associate Executive Director of LTSI <ltsiaed@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>, Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>  
**Subject:** Revised media studies proposal

Dear Eva:

Thank you for our meeting last week and for the previous very detailed feedback from your faculty. Please find attached the



revised MDIA proposal, one in track changes so that you can see our revisions and the second with the changes accepted so that you have a readable version. Feel free to pass along either or both to your chairs and directors. We will wait until you have done so to set up consultation meetings with them. We hope to do that later this week.

The attached changes represent our best effort to respond to your faculty's detailed feedback, for which we thank you. The changes are designed to

1. clarify the definition of media for the purposed of the program;
2. differentiate the program clearly from Film Studies, limiting potential duplication to 3.0 units; and
3. make mandatory a focus on media other than film, by requiring a course on book history.

We would be grateful if you would emphasize to your chairs when you distribute this proposal that we would **very much appreciate suggestions of Fine Arts courses and faculty members** who would like to be included in this program. We have so far consulted HUMS and Social Sciences to that end and the list of courses and faculty members reflects the fact that we have waited to consult and survey Fine Arts faculty until getting the go-ahead from you. I am concerned otherwise that this interdisciplinary program might seem to limit FA involvement, which is not our intention. We would also **love to hear from any FA faculty who might be interested in teaching the mainline courses.**

Please note that in looking back at correspondence, Jentery recalled that our consultation with the AV PAP included permission to launch the minor without ministry approval. We can subsequently add a general as we did for Pro Comm but not simultaneously.

Thank you again for your input and assistance.

Lisa and Jentery

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Date:** Thursday, December 2, 2021 at 3:06 PM  
**To:** Evanthia Baboula - Associate Executive Director of LTSI <ltsiaed@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>  
**Subject:** Follow ups re FA consultation

Dear Eva: I am writing to follow and see if Jentery and I have your go-ahead to contact Fine Arts chairs yet? Thanks—Lisa.

**From:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Date:** Tuesday, December 7, 2021 at 11:35 AM  
**To:** Theatre Chair <theatrechair@uvic.ca>, Music Director <musicdirector@uvic.ca>, Art History Chair <arthistorychair@uvic.ca>, Visual Arts Chair <visualartschair@uvic.ca>, Writing Chair <writingchair@uvic.ca>  
**Cc:** Fine Dean <findean@uvic.ca>, Samantha Knudson <sknudson@uvic.ca>, "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>, Jentery Sayers <jentery@uvic.ca>, Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>  
**Subject:** Revised media studies proposal

Dear Tony, Alexis, Kevin, Marcus and Cedric,

This is a follow-up to the recent discussions and feedback on the Media Studies proposal we received from the Faculty of Humanities in September. The proposal was prepared by Jentery Seyers (Department of English), and overseen by Lisa Surridge (Associate Dean Academic) and Dean Lepp. Jentery and Lisa have made some revisions after having received the collective feedback from Fine Arts. We have agreed that the best next step would be for Jentery and Lisa to seek consultation through meetings with the individual Fine Arts units.

Attached to this message is the revised version of the Media Studies proposal; a reminder that this is for a Minor program and a Certificate program. There is an update proposing that the Minor may also be used as a General with another General (e.g. Media Studies and Film; or Media Studies and Music; or many other combinations) towards a General (BA) degree.

Also see the following message from Lisa. A couple of extra notes: I can confirm that new Minor programs do not need Ministry approval.

In terms of surveying Fine Arts faculty members and instructors for the types of courses they could contribute to Media Studies: I would advise this consultation goes through Chairs and Director and eventually through my office as it is relevant to workload and overall curriculum management.

Many thanks,  
Eva

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Date:** Tuesday, December 7, 2021 at 11:44 AM  
**To:** Fine Associate Dean <fineassociatedean@uvic.ca>, Theatre Chair <theatrechair@uvic.ca>, Music Director <musicdirector@uvic.ca>, Art History Chair <arthistorychair@uvic.ca>, Visual Arts Chair <visualartschair@uvic.ca>, Writing Chair <writingchair@uvic.ca>  
**Cc:** Fine Dean <finedean@uvic.ca>, Samantha Knudson <sknudson@uvic.ca>, Jentery Sayers <jentery@uvic.ca>, Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>  
**Subject:** Re: Revised media studies proposal

Dear Colleagues:

Thank you to Eva for sending this out and to the many of you who sent feedback in the initial round. We read that feedback with care to produce the current revision, which we hope clarifies the purpose and scope of the proposed program.

Jentery and I are keen to meet with and hear from each unit with further feedback and welcome your suggestions as to the best format in which to do this: we would be happy to meet with chairs alone or (ideally) with all faculty present.

Please let us know what suits you, and I will have my assistant set up the meetings.

Thanks in advance for your help and feedback--

Lisa.

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Date:** Wednesday, December 15, 2021 at 2:12 PM  
**To:** Theatre Chair <theatrechair@uvic.ca>, Music Director <musicdirector@uvic.ca>, Art History Chair <arthistorychair@uvic.ca>, Visual Arts Chair <visualartschair@uvic.ca>, Writing Chair <writingchair@uvic.ca>  
**Cc:** Fine Associate Dean <fineassociatedean@uvic.ca>, Jentery Sayers <jentery@uvic.ca>, "Humanities, Deans Office Admin Assistant" <humsassistant@uvic.ca>  
**Subject:** Re: Revised media studies proposal

Dear Tony, Alexis, Kevin, Marcus and Cedric,

I have asked my assistant to set up feedback meetings with each one of you and/or your units early in January. Please expect an invitation shortly.

You are very welcome to invite all faculty members in your unit who would like to have attend, or else I would be delighted to meet with you alone to discuss your unit's feedback.

Thank you in advance for the opportunity to speak to you about this proposal. In the meantime I wish you a happy holiday after what has been a stressful term for many!

All best wishes, Lisa

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Date:** Thursday, January 6, 2022 at 10:09 AM  
**To:** Jentery Sayers <jentery@uvic.ca>  
**Cc:** Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>  
**Subject:** Theatre feedback (cc'd to Annalee FYI only)

Jentery,

Very good meeting with Tony Vickery (Theatre). To-do steps are in yellow. I suggest we delay until we have feedback from everyone in FA before we do any revisions.

- Supportive of program
- Very glad to see new, clearer definition of media.
- They are thinking of developing a new course on the streaming of theatre; I expressed interest in this as a jointly offered MDIA 400 course
- We discussed the principle of EETS returning to the home unit of the instructor. Perhaps add this explicitly to the proposal?
- Lastly, he was grateful that the proposal acknowledges that FA courses do criticism of media as well as HUMS courses do; he noted that this comes late in the proposal. Move this up closer to beginning of proposal?

Tony will send some suggested courses. He was glad to have his course on performance and pop culture included.

Lisa.

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Date:** Friday, January 7, 2022 at 10:44 AM  
**To:** Jentery Sayers <jentery@uvic.ca>  
**Cc:** Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>  
**Subject:** Visual Arts feedback meeting: FYI only, Analee

Annalee, Jentery: My notes from today's meeting

We had another good meeting. Marcus says he is now clearer on the proposal and what we envisage. I think we made it clear that FA instructors will be welcomed as MDIA members and will be eligible for the program committee.

We assured him that this program is not designed to compete with the film studies major or to steal its students.

Marcus will be sending written feedback but this is the gist as I understand it.

- He stressed the need for close communication with Film Studies and asked if the FS director could sit on the program committee.
- Like Tony, he wants a clearer more upfront acknowledgement that FA and esp. Art History does do **criticism** of media not just practice.
- We will add an explanation that EETS will return to the instructor's unit unless there is a paid sessional backfill
- He is keen to start a course on the making of a book (including paper making, printing, and binding) and we encouraged him to think of this as a joint AVGS and MDIA offering.
- He is keen to review the DIMA and T&S as well as Film Studies programs and welcomes the review process that Eva has suggested; she has suggested that HUMS be part of this process for the interdisciplinary programs.

Lisa.

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Date:** Tuesday, January 11, 2022 at 2:26 PM  
**To:** Jentery Sayers <jentery@uvic.ca>  
**Cc:** Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>  
**Subject:** Feedback from Writing re MDIA: FYI only

Good meeting with Kevin Kerr from Writing:

- Discussed EETS to home unit
- Discussed general degrees:
  - MDIA would become a general asap
  - Would be combinable with FA minors
  - Will FA introduce a general—this would be ideal for max flexibility
- Discussed that we have stayed away from content creation to avoid stepping on toes
- Discussed having rep from FS on advisory board to ensure collaboration and good communication
- Discussed that we undertake NOT to compete with FS; this is contrary to all interests
- We expressed support for expansion/rejuvenation of FS
- 

He will discuss proposal with his faculty and get back to us with any further questions/concerns and a list of possible courses.

Lisa.

**From:** Lisa Surridge <lsurridg@uvic.ca>  
**Date:** Wednesday, January 19, 2022 at 11:41 AM  
**To:** Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>  
**Subject:** Media Studies consultation with Music

Great meeting with Alexis Loko.

- New to UVic from Carlton. Area of research is media studies and music.
- Told me that 80% of the critique of the original program was from her unit
- Much of her feedback is consistent with that gleaned so far:
  - EETS to home unit
  - Wants acknowledgement that criticism of media, emphasis on materiality are essential parts of FA research and teaching
- Specific to Music:
  - wants the role of Music acknowledged in the proposal—says it is only mentioned three times
  - wants this credential to empower collaboration and to have this mentioned in the proposal
  - we should mention credential in Musicology and Sound Studies in the proposal
  - will talk to her colleague Joe Salem about possible courses and his interest in teaching into the proposal
  - would love to develop some courses in her area
- on curriculum collaboration in general, we talked about
  - more general degrees: why is there not one in music?
  - A general in FA
  - Development of possible major or majors in Media, Film Studies, Communication

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Date:** Friday, February 18, 2022 at 1:06 PM  
**To:** Jentery Sayers <jentery@uvic.ca>  
**Cc:** Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>  
**Subject:** Visual Arts meeting

I met with Cedric this morning. This was the last meeting with FA chairs.

He concurs with past feedback. In addition,

- He will make some suggestions about courses that involve making as well as studying (ex. digital media)—would like us to include some such as electives.
- He suggests that Jentery reach out to the ex-chair of department, Paul (last name??), re sound studies. (He says you already collaborate or at least know each other well.)

I will try to integrate the collective feedback into the new proposal next week.

Good news overall.

Lisa.

**From:** Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>  
**Sent:** March 6, 2022 1:43 PM  
**To:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>; Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>  
**Subject:** Consultation

Dear Eva,

I want to report that Jentery and I have now finished our consultation with the chairs in Fine Arts units; I will be collating the feedback and integrating it into a revised proposal shortly. I am glad to see that the feedback cohered around a certain number of issues that we see as very possible to address. I will send you the revised proposal as soon as I have it ready.

The meantime, the general tenor of the discussion was that the chairs were happy to participate in the program as long as the contribution and expertise of fine arts is acknowledged, the position of film studies be included and protected, and Fine Arts courses be included for potential inclusion and cross/ joint offerings as long as the principle of EETS returning to the instructor be made explicit.

Inspired by the discussion in the feedback sessions, we will be reaching out to units to ask for suggestions of course is to include and faculty to put on the list of collaborators. Our discussions also raised the passivity of a course on sound studies with FA participation; Jentery will be consulting more with experts on that front.

Thank you again for your honest feedback and for supporting our consultation with chairs in your faculty.

With warm wishes, Lisa.

**From:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Date:** Friday, March 25, 2022 at 3:58 PM  
**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>, Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>  
**Subject:** RE: Consultation

Dear Lisa,

Thank you for this update and all the work taking in feedback from our Fine Arts colleagues.

I look forward to seeing the next iteration of the program proposal. Please feel free to reach out with any questions.

All best,  
Eva

**From:** Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>  
**Sent:** May 10, 2022 10:04 PM  
**To:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>; Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>  
**Subject:** Media studies--revised

Dear Eva:

I attach the proposal for Media Studies (MDIA), revised according to the feedback we received from you and during a series of one on one meetings with your chairs. We hope that the revisions (which foreground the considerable expertise in Fine Arts in media critique, point to our hope for cross listings with your faculty, commit to non-competition with film studies and other existing programs, commit to full participation of Fine Arts faculty in the leadership of the program, create a sound studies course in the core of MDIA, and commit to an EETS strategy wherein enrollment credits go to the department of the instructor) address the concerns and capture the very constructive critical feedback that we received in those meetings.

You will note that the attached proposal does not yet fully list Fine Arts faculty and courses. We did not want to do so before completing our consultation and the accompanying revisions. I am hoping that you will now agree to send the email below out to units with the a survey inviting faculty in Fine Arts to indicate their interest in contributing to the program.

I also want to reiterate in writing to you my full commitment to supporting the Film Studies program. I will be delighted to involve myself in whatever way is constructive and fruitful for your faculty in the search process and beyond.

**May I ask you, then, to send the following email and to let me know if the revisions in the attachment address the concerns raised by your faculty?** We hope very much to enjoy a fruitful collaboration in this program.

Thanks—Lisa.

Email to Fine Arts faculty:

Dear colleagues:

As you may have heard, the Faculty of Humanities is proposing a multidisciplinary Media Studies (MDIA) program to launch as early as May 2023. It would offer a minor and certificate, with a series of “core” courses (see below) intended for students across the university. We are now consulting with several faculties, as well as the Libraries and Co-op and Career, who already expressed support and offered some suggestions.

As we await additional feedback, we are inviting anyone in Fine Arts with interests and expertise in Media Studies to participate in this proposed interdisciplinary program and/or share their comments via <https://www.surveymonkey.ca/r/mdiaUVicFineArts>.

The MDIA course requirements for the proposed credentials are below. Please note that EETs for these courses would follow the instructor and thus be claimed by their home department (not by MDIA).

With all best wishes,  
Lisa Surridge

\*\*\*\*\*

Media Studies “Core”:

MDIA 200: "Media in the 21<sup>st</sup> Century" (1.5 units; 60 students)  
MDIA 300: "Critical Media Practice" (1.5 units; 35 students)  
MDIA 350: "Histories and Cultures of the Book" (1.5 units; 35 students)  
MDIA 375: "Histories and Cultures of Sound" (1.5 units; 35 students)  
MDIA 400: "Topics in Media Studies" (1.5 units; 20 students)  
MDIA 490: "Directed Studies" (1.5 units)

The "core" courses are combined with courses from across campus to offer both a certificate and a minor. The proposed calendar descriptions for the core courses are:

MDIA 200: Media in the 21st Century (1.5 units; 60 students)

Surveys the cultural and material roles media play around the world in the 21st century. Emphasis on building a vocabulary for studying media and developing an understanding of how oral, written, visual, print, and digital texts mediate people's relation to culture. *Prerequisite: completion of the AWR. This course is offered at least once each academic year.*

MDIA 300: Critical Media Practice (1.5 units; 35 students)

A study of how, by whom, for whom, under what assumptions, and to what effects oral, written, visual, print, and digital texts are produced today. Emphasis on applying such knowledge to critical, cultural, and community-based work.

*Prerequisites: MDIA 200 plus completion of the AWR. This course is offered at least once each academic year.*

MDIA 350: Histories and Cultures of the Book (1.5 units; 35 students)

The book as both culture and material. Surveys histories of the book around the world, from oral traditions, clay tablets, and the codex to print, illustrated books, ebooks, and audiobooks. Emphasis on experiential learning in UVic Libraries.

*Prerequisite: completion of the AWR. This course is offered at least once every other academic year.*

MDIA 375: Histories and Cultures of Sound (1.5 units; 35 students)

Sound as both culture and material. Surveys histories of sound around the world, from oral storytelling, soundscapes, and acoustics to wax, wire, tape, discs, streaming, and the MP3. Emphasis on experiential learning in UVic Libraries.

*Prerequisite: completion of the AWR. This course is offered at least once every other academic year.*

MDIA 400: Topics in Media Studies (1.5 units; 20 students)

Study of current topics and research in Media Studies conducted in a seminar environment. Emphasis on experiential learning and critical media practice. *Prerequisites: MDIA 200, MDIA 300, completion of the AWR, and third-year standing.*

**From:** Fine Associate Dean <fineassociatedean@uvic.ca>

**Date:** Wednesday, May 11, 2022 at 9:44 AM

**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Cc:** Jentery Sayers <jentery@uvic.ca>, Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>

**Subject:** RE: Media studies--revised

Thank you, Lisa. The email will go out on Thursday morning, and I'll get back to you with any further concerns or questions.

All my best,

Eva

**From:** Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>

**Sent:** May 27, 2022 4:06 PM

**To:** Fine Associate Dean <fineassociatedean@uvic.ca>

**Cc:** Jentery Sayers <jentery@uvic.ca>

**Subject:** Survey?

Dear Eva, Jentery and I have no responses yet from the survey re MDIA, so I am wondering if it got sent out?

Thanks in advance, Lisa.

**From:** Fine Associate Dean <fineassociatedean@uvic.ca>

**Date:** Friday, May 27, 2022 at 4:13 PM

**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Cc:** Jentery Sayers <jentery@uvic.ca>  
**Subject:** RE: Survey?

Dear Lisa,

Yes, the individual Chairs/Director are responsible for sharing the information with their unit colleagues or responding on behalf of their whole unit. We have a series of members of staff who are teaching, and so the C/D are the best people to judge what might be included in the program. There are many colleagues who are on research trips right now, so I would suggest giving it more time. I am sure you are going to get some responses soon.

Many thanks,  
Eva

**From:** Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>  
**Sent:** June 24, 2022 12:59 PM  
**To:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>  
**Subject:** Re: MDIA Survey

Dear Eva:

I seem to have lost a draft I was about to send you, so I am writing again. My apologies if you get two versions....

Jentery and I have not heard anything from Fine Arts faculty with regards to the survey that you sent out to chairs. I am therefore writing to ask if it would be okay for Jentery to approach faculty individually. He could cc his memo to each member's chair or to you, whatever you think is appropriate.

I also wanted to touch base about the directorship of Film Studies. When we last spoke to you were anticipating a search committee for this position and I was delighted to be asked to serve. I am asking about the timeline for this because the most consistent feedback we had from Fine Arts chairs about the MDIA proposal was that we should work closely and collaboratively with the Film Studies Director. It would be very useful to know when you anticipate this person being in place.

Thanks—Lisa.

**From:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Date:** Friday, June 24, 2022 at 1:04 PM  
**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>  
**Subject:** RE: MDIA Survey

Thank you, Lisa.

I would suggest I send a reminder to the Chairs/Director to see if they have circulated the survey or if they want to answer it themselves. The issue with approaching individual instructors is that courses are not owned by individuals, but rather the units. There are of course, areas which are taught by very specific people. Again, I would suggest the Chairs/Director are the best judges of that.

For the Film Studies Coordinator position: this will be advertised early fall. Blair mentioned that you will be here until the end of the year before you go on sabbatical, so we will reach out with invites. Thank you so much for the information coming from Humanities.

A note that we are understaffed in the Dean's office right now, so I hope we'll get more capacity over the summer!



All my best,  
Eva

**From:** Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>  
**Sent:** June 29, 2022 4:39 AM  
**To:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>  
**Subject:** Re: MDIA Survey

Thanks for this, Eva.

**From:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Date:** Wednesday, June 29, 2022 at 11:30 AM  
**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>  
**Subject:** RE: MDIA Survey

I've sent a reminder, Lisa.  
Eva

**From:** Alexis Luko <alexisluko@uvic.ca>  
**Date:** Tuesday, August 2, 2022 at 5:41 AM  
**To:** Jentery Sayers <jentery@uvic.ca>  
**Cc:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Subject:** Re: Minor and Certificate in Media Studies at UVic

Hi Jentery and Lisa,

Thanks for your message and thank you for this kind invitation.

Can you please send along the updated proposal? As Joe may have already communicated to you via survey monkey, we are in the process of revamping our musicology and sound studies curriculum, so I think there are a number of possibilities ahead.

I'm very new to UVic and am seeking out my intellectual community on campus. I used to have a cross appointment at Carleton University with the Humanities program and Medieval studies, which I enjoyed immensely.

I'm teaching a film music course this Fall (391/grad crosslist which is currently bursting at the seams with students). I focus on the integrated soundtrack (sound, voice, music, silence). I'm hoping to put this course officially on the books after this year. I also regularly teach courses on Ingmar Bergman and courses on sonic style in film and on horror film (also with an integrated soundtrack and media focus). I might potentially be interested in teaching MDIA 375 in future. Can you please share with me a description of the course?

I have also taught courses in the past on music manuscript culture in the Renaissance and Middle ages – but of course, nothing is officially on the books in the School of Music yet. But perhaps this will be a course of interest for your students down the road?

All best,  
Alexis

**From:** Joseph Salem <salemjr@uvic.ca>  
**Date:** Tuesday, August 2, 2022 at 9:11 AM  
**To:** Jentery Sayers <jentery@uvic.ca>  
**Cc:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Subject:** Re: Minor and Certificate in Media Studies at UVic

Dear Jentery and Lisa,

Thank you for your kind note, and my apologies for the delayed response.

I'm happy to include the courses we submitted under the survey in ways that support the program, including my identity as an instructor. (As you reference, my director already asked me to submit a separate set of courses in your survey from her own as head of musicology.) I would also be open to teaching courses with a dual listing as MDIA courses—in fact, I would strongly support this. Furthermore, Jentery mentioned the idea of a coordinated, multi-instructor course at the introductory level. In Musicology and Sound Studies (MSS), we are revising our own core, and we are likely to add a 100 or 200 level topic requirement under sound studies *that can be fulfilled by courses in other departments, with approval of the unit*. My goal with this current idea/proposal is to make space for us to allow some collaborative teaching opportunities at the 100-200 level for our students that would introduce them to classrooms and instructors across campus. You can imagine how this would provide avenues for the type of collaborations you are exploring currently.

I don't want to act independently of my director, or to imply that any of these are promises I can keep. But I have discussed these possibilities in various forms with Dr. Luko (who is a musicologist and is working directly with me on the curriculum reforms), and we continue to keep such ideas in the mix for how we might adapt our programming in the near future. It is certainly helpful to me to have a personal sense of how this program is developing as we try to plan for our own course developments in musicology.

BTW, in musicology, we have developed a particular reliance on topic codes that can be very confusing for others on campus. If you'd like a little more description as to what topics we've actually offered recently under such codes, feel free to ask. I'll also add that we frequently allow undergraduates into our graduate topics courses, which introduces even more opportunities. We do this for reasons that are familiar to other members of the Humanities more broadly: we have so many changes in instructors and offerings recently that it is far more reasonable to use a single course code than to maintain multiple ones with specific topical titles. The negative is that students (and other faculty) have no idea about the diversity of course content we offer at the School of Music on a regular basis across our seven undergraduate programs and nine (soon to be ten) graduate ones.

On a personal note, I wanted to mention that I've put through well over a half dozen major program reforms over the last seven years, including several new concentrations. I know what is involved. Please accept my encouragement and support for sticking with this progressive idea and trying to make it work as best as possible at every level. It is clear that we need to adjust our programming strategies for courses like these at UVic as other structural aspects of the university change. It is painful, disruptive work that easily offends. But it also offers us all (especially students) ways forward that help us to reimagine the relationship between our own areas of specialized research, our graduate programs, and the much larger, more diverse, and less specialized needs of UVic's undergraduate student body.

Best wishes,  
Joe

Joseph Salem, PhD  
Associate Professor of Musicology  
Graduate Advisor  
Head of Musicology  
University of Victoria  
250-721-7910  
MacLaurin B118

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Date:** Tuesday, August 2, 2022 at 10:27 AM

**To:** Joseph Salem <salemjr@uvic.ca>, Jentery Sayers <jentery@uvic.ca>

**Subject:** Re: Minor and Certificate in Media Studies at UVic

Joe, thank you for this generous and lovely message. It is rare to say that an email warms your heart, but this one did! Jentery has worked incredibly hard on this proposal and your encouragement, enthusiasm, and support mean a huge amount right now.

Jentery is off wifi at present, helping his mother move, so you can expect to hear from him in about two weeks.

Warmly, Lisa.

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Date:** Tuesday, August 2, 2022 at 10:55 AM  
**To:** Alexis Luko <alexisluko@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>  
**Subject:** Re: Minor and Certificate in Media Studies at UVic

Dear Alexis:

Thank you for this very detailed and enthusiastic email. Jentery is off line for two weeks helping his mother to move, so I am attaching the latest draft of the proposal.

Here, as requested, is the description of 375:

MDIA 375: Histories and Cultures of Sound (1.5 units; 35 students)  
Sound as both culture and material. Surveys histories of sound around the world, from oral storytelling, soundscapes, and acoustics to wax, wire, tape, discs, streaming, and the MP3. Emphasis on experiential learning in UVic Libraries.  
*Prerequisite: completion of the AWR. This course is offered at least once every other academic year.*

Perhaps when Jentery returns, you and I and he (and Joe, if he is willing) could meet for tea or coffee to discuss possibilities? I am super excited by your email, as well as by a most generous and enthusiastic email we received from Joe! Also, it sounds as if a collaboration with MEDI might be extremely positive here. Can I put you in touch with the director Alan Mitchell?

Just to conform our EETS policy, if you teach MDIA courses, the enrollments return to the home department of the instructor.

Also, it will be possible to offer courses jointly with the MDIA special topics courses, again with EETS to the instructor. The advantage of doing this is that students in MDIA find the courses of relevance to them without going on a hunt through the entire calendar.

I look forward to more discussions with you and Joe! Thanks. Lisa.

**From:** Dennine Dudley <ddudley@uvic.ca>  
**Date:** Tuesday, August 2, 2022 at 1:19 PM  
**To:** Jentery Sayers <jentery@uvic.ca>  
**Cc:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Subject:** Re: Minor and Certificate in Media Studies at UVic

Hi Jentery,

This is great news, I'm pretty excited by the prospect of this area of study being given more weight at UVic. I've been agitating in my department for well over a decade to push for more of this, but have always lacked the clout to get things moving.

In answer to your questions:

1) Yes please add me to the list of program members

2) Some of my courses are already in the list:  
AHVS121 Understanding Visual Culture  
AHVS311D Artists & Art History in Popular Culture

I've just this summer changed from being a part-time continuing sessional to being a part-time ATP, which came with a reduced teaching load - and I haven't yet been able to sit down with my Chair and work out exactly what is staying as part of my future focus. So I can't pinpoint yet how much more there is to add, if anything.

But for the rest of the core that I'm sure will be staying (along with 121 & 311D), I've got 2 DH-oriented courses, that are also part of the Digital and Interactive Media in the Arts minor (AHVS310C and AVHS310B). 310C is about using digital tools and media to shape research, research questions & methodology; 310B is a course on presenting research and involves not only exploiting media for best effect (including social media), but we also address other issues (navigating media for research, how to deal with misinformation, etc).

If either of those seems useful here, I'm happy to have more discussion, or for you put a request through to my Chair as you wish.

As an ex-archaeologist turned visual & cultural historian, my areas of interest literally include clay tablets to digital media, so I am also interested in teaching for MDIA more directly. If you have course descriptions for MDIA 200 & 300, I'd love to see them.

Best wishes to you.  
I hope the summer is treating you well.

Dennine

Dr. Dennine Dudley  
Associate Teaching Professor  
Department of Art History & Visual Studies  
University of Victoria

On Aug 2, 2022, at 4:32 PM, Lisa Surridge - Humanities Associate Dean, Academic <[humsada@uvic.ca](mailto:humsada@uvic.ca)> wrote:

Dear Dennine:

Thank you for your enthusiastic email. Jentery is out of town helping his mother move, and off wifi, so I am replying in the interim.

First, congrats on your new appointment! That is terrific. Thanks also for the information on your courses. I will leave Jentery to address those with you.

I have attached the proposal for you to take a look. The course descriptions are as follows:

MDIA 200: Media in the 21st Century (1.5 units; 60 students)  
Surveys the cultural and material roles media play around the world in the 21st century. Emphasis on building a vocabulary for studying media and developing an understanding of how oral, written, visual, print, and digital texts mediate people's relation to culture. *Prerequisite: completion of the AWR. This course is offered at least once each academic year.*  
MDIA 300: Critical Media Practice (1.5 units; 35 students)

A study of how, by whom, for whom, under what assumptions, and to what effects oral, written, visual, print, and digital texts are produced today. Emphasis on applying such knowledge to critical, cultural, and community-based work. *Prerequisites: MDIA 200 plus completion of the AWR or permission of the department. This course is offered at least once each academic year.*

**MDIA 350: Histories and Cultures of the Book (1.5 units; 35 students)**

The book as both culture and material. Surveys histories of the book around the world, from oral traditions, clay tablets, and the codex to print, illustrated books, ebooks, and audiobooks. Emphasis on experiential learning in UVic Libraries. *Prerequisite: completion of the AWR. This course is offered at least once every other academic year.*

**MDIA 375: Histories and Cultures of Sound (1.5 units; 35 students)**

Sound as both culture and material. Surveys histories of sound around the world, from oral storytelling, soundscapes, and acoustics to wax, wire, tape, discs, streaming, and the MP3. Emphasis on experiential learning in UVic Libraries. *Prerequisite: completion of the AWR. This course is offered at least once every other academic year.*

**MDIA 400: Topics in Media Studies (1.5 units; 20 students)**

Study of current topics and research in Media Studies conducted in a seminar environment. Emphasis on experiential learning and critical media practice. *Prerequisites: MDIA 200, MDIA 300, completion of the AWR, and third-year standing or permission of the department.*

If your chair were to allow you to teach a MDIA course, EETS would flow to your unit. There is also the possibility of jointly offering a Special Topics course with MDIA 400 and a course in your unit. EETS would flow to your department and (a great advantage) the MDIA students would be able to find your class and know it is relevant to their degree.

I will leave the specifics to Jentery but we are delighted to have heard from you and welcome your participation in the program.

Lisa.

**From:** Dennine Dudley <ddudley@uvic.ca>

**Date:** Wednesday, August 3, 2022 at 10:57 AM

**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Subject:** Re: Minor and Certificate in Media Studies at UVic

Dear Lisa,

Thank you so much for all this information!

The courses look fascinating and I'm having some fun musing on topics and design for them.

Seems to me that while all our courses touch on this in some way, something that's a more specific match, i.e, History and Cultures of the Image, might be useful.

Definitely things I'll keep in mind as I talk to my Chair.

And thank you for your kind words of support on my new appointment.

All the best to you.

Dennine

**From:** Diane Dakers <dianedakers@uvic.ca>

**Date:** Wednesday, August 3, 2022 at 11:53 AM

**To:** Jentery Sayers <jentery@uvic.ca>

**Cc:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>, Kevin Kerr <kjkerr@uvic.ca>

**Subject:** Re: Certificate and Minor in Media Studies at UVic

Hi Jentery, I would very much like to be a member of the MDIA program, if Kevin approves.

He is away right now, but when he returns, we can discuss things further.

Meanwhile, I've attached the latest course outline for WRIT 102. Units 1 and 4 are directly relevant to MDIA.

I'd also be interested in seeing the latest draft of the program proposal.

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Date:** Wednesday, August 3, 2022 at 2:19 PM  
**To:** Diane Dakers <dianedakers@uvic.ca>, Jentery Sayers <jentery@uvic.ca>  
**Cc:** Kevin Kerr <kjkerr@uvic.ca>  
**Subject:** Re: Certificate and Minor in Media Studies at UVic

Dear Diane: Thank you for your letter. I attach the latest draft of the proposal and am replying because Jentery is away and out of email contact for a couple of weeks.

We are very keen to involve faculty from Fine Arts and at the same time aware of EETS challenges (we have them too)! So I want to reassure you that EETS will follow the instructors who teach the program's main courses, and that we hope faculty may look at jointly offering courses with the MDIA 400 Special Topics as a way of building EETS for their own classes while offering a breadth of MDIA courses that students can readily find in the timetable.

Jentery can reply in more detail about courses when he returns.

Thanks—Lisa.

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Date:** Friday, August 5, 2022 at 4:21 PM  
**To:** Evanthia Baboula - Associate Executive Director of LTSI <ltsiaed@uvic.ca>, "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>  
**Subject:** MDIA certificate

Dear Reuben and Eva:

I am writing to you to let you know that, based on my discussion last week with Elizabeth Adjin-Tetty, we have decided to launch MDIA as a certificate and build in a year or so to a minor.

She pointed out that a minor needs ministry oversight (not necessarily a full approval process), and that such review might very well hold up the process past our desired approval date of May 2023. With this in mind, we are going to start with the smaller credential to make sure that we have one credential and the courses on the books.

Please let me know if you have concerns—Lisa.

**From:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Date:** Monday, August 8, 2022 at 12:49 PM  
**To:** "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>, "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>  
**Subject:** RE: MDIA certificate

My thanks also, Lisa.

It is interesting to see the evolving Ministry procedures and therefore probably wise to start with the certificate.

All best,  
Eva

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Date:** Tuesday, August 9, 2022 at 5:15 PM  
**To:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>  
**Subject:** Re: MDIA certificate

Thank you, Eva. I am also hoping to send you one last draft of the proposal for the last official consultation.

We have heard from quite a few interested FA faculty members and have told them all that teaching in to the program requires permission of their chair, but that EETS would return to the faculty of the instructor.

**From:** Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>  
**Sent:** September 5, 2022 2:39 PM  
**To:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Cc:** Jentery Sayers <jentery@uvic.ca>; Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>  
**Subject:** Consultation on MEDIA: revised proposal

Dear Eva:

Please find attached the revised proposal for MDIA, with significant revisions that reflect Jentery's and my extensive consultations with Fine Arts chairs and faculty members as well as the feedback and edits that you provided.

We have made revisions to the proposal as follows to reflect the suggestions from you and your chairs; we hope that they address your concerns and reflect your faculty's expertise, commitments and constraints. The new proposal

- Reflects the rich knowledge, research, and teaching in FA in this area but does not commit FA departments to teaching obligations that they may not be able to meet;
- Stresses that FA chairs must approve any teaching in MDIA by their faculty;
- Articulates explicitly that MDIA EETS will return to the department of the instructor;
- Positions MDIA as complementary to but not overlapping or competing with FA programs such as Technology and Society, Film Studies, and Journalism and Professional Writing;
- Includes on the program committee one Faculty representative from Fine Arts (an MDIA program member but not currently an MDIA instructor; ideally the Director of Film Studies)—intending to guarantee a strong advocacy for FS on the committee;
- Adds a Cultures of Sound course in consultation with FA faculty who see this area as one of research and teaching expansion;
- Adds Book History course to minimize overlap with FS and emphasize multiple forms of media.

Please note that, on the advice of Elizabeth Adjin-Tetty, we have decided to start with the certificate and then introduce a minor if the certificate is popular with students.

We attach a few questions for your on the document—could you possibly let us know your replies to these questions. We would also appreciate hearing back from you more generally concerning the proposal as part of our final stage of the consultation process.

Thanks to you, your chairs, and your faculty members for your extensive participation in this process.

Lisa and Jentery

**From:** Jentery Sayers <jentery@uvic.ca>  
**Sent:** September 12, 2022 9:59 AM  
**To:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Cc:** Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>; Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>  
**Subject:** Re: Consultation on MEDIA: revised proposal

Good morning, Eva.

I'm just touching base to see if you've had the opportunity to review the revised MDIA proposal. Please let me know whatever questions or concerns you have. I'm currently serving as the MDIA coordinator for the Faculty of Humanities and am happy to help.

Thank you for your time,  
Jentery

**From:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Date:** Monday, September 12, 2022 at 10:00 AM  
**To:** Jentery Sayers <jentery@uvic.ca>  
**Cc:** Annalee Lepp - Dean of Humanities <deanhums@uvic.ca>, "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Subject:** RE: Consultation on MEDIA: revised proposal

Good morning Jentery,

Thank you for your message. I will come back to you as soon as is humanly possible.

All best,  
Eva

**From:** Jentery Sayers <[jentery@uvic.ca](mailto:jentery@uvic.ca)>  
**Sent:** September 23, 2022 9:29 AM  
**To:** Fine Associate Dean <[fineassociatedean@uvic.ca](mailto:fineassociatedean@uvic.ca)>  
**Cc:** Annalee Lepp - Dean of Humanities <[deanhums@uvic.ca](mailto:deanhums@uvic.ca)>; Lisa Surridge - Humanities Associate Dean, Academic <[humsada@uvic.ca](mailto:humsada@uvic.ca)>  
**Subject:** Re: Consultation on MEDIA: revised proposal

Good morning, Eva. I hope you're keeping well.

I'm just touching base to see if you've had a moment to review the revised draft of the MDIA proposal. We're hoping to finalize it in Kuali and submit it to the Senate Committee on Planning next week, and we welcome your feedback.

I contacted approximately 20 faculty members in Fine Arts this summer to invite them to the program. The following faculty members expressed interest and stated they'd like me to include them as participating members:

- Diane Dakers (Writing) (I'm meeting with Diane and Kevin Kerr next week)
- Dennine Dudley (Art History and Visual Studies)
- Alexis Luko (Music)
- Joe Salem (Music)
- Andrew Schloss (Music)

Thank you for your time. Please let me know what questions or concerns you have.

All the best,



Jentery

**From:** <no-reply=kuali.co@mx3.kuali.co> on behalf of University of Victoria Curriculum Management <no-reply@kuali.co>

**Date:** Saturday, September 24, 2022 at 10:17 PM

**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Subject:** New Comment on Course MDIA 400 - Topics in Media Studies

**Evanthia Baboula** sent you a comment about a proposal for **MDIA 400 - Topics in Media Studies**.

Something to ensure with this course: how to keep track of topics that may be identical to special topics in various Fine Arts programs so that students don't get double credit. Will this be done through OREG or academic advising lists?

**RESPONSE TO THIS FEEDBACK FROM THE FACULTY OF FINE ARTS:** Each fall, when the DTC/TAP process is undertaken, Topic Courses approved by the MDIA director will be communicated to the Associate Deans of all Faculties in question.

**From:** Fine Associate Dean <[fineassociatedean@uvic.ca](mailto:fineassociatedean@uvic.ca)>

**Date:** Monday, September 26, 2022 at 9:07 AM

**To:** Jentery Sayers <[jentery@uvic.ca](mailto:jentery@uvic.ca)>

**Subject:** RE: Consultation on MEDIA: revised proposal

Thank you, Jentery. You will receive a brief response in the next couple of hours.

All best,

Eva

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Date:** Monday, September 26, 2022 at 5:30 PM

**To:** Jentery Sayers <[jentery@uvic.ca](mailto:jentery@uvic.ca)>

**Subject:** FW: New Comment on Course MDIA 400 - Topics in Media Studies

Jentery, This is a good point. Will the director keep track and share with the FA dean or chairs?

From: Fine Associate Dean <[fineassociatedean@uvic.ca](mailto:fineassociatedean@uvic.ca)>

Date: Tuesday, September 27, 2022 at 8:18 AM

To: Jentery Sayers <[jentery@uvic.ca](mailto:jentery@uvic.ca)>, "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

Subject: Media studies certificate feedback

Dear Jentery and Lisa,

Thank you for sending your proposal for Media Studies, which is currently planned as a certificate only rather than both a minor/general and certificate programs.

I had the chance to share the revised proposal with our Chairs and Director team on September 21<sup>st</sup>. There is no substantial new feedback. Everyone appreciates the level of care that has gone into crafting a very good proposal. Also of note is the effort you have taken to alleviate some of the concerns Fine Arts had expressed about the level of overlap with existing interdisciplinary programs, including Digital and Interactive Media in the Arts, Technology and Society and Film Studies.

The following observations are offered in the spirit of fertile collaboration. The first set is necessary clarifications that we want to offer, for the record, due to the extensive scope of the proposed teaching. The second set is questions and suggestions you may want to consider around the program structure and student advising. Thank you for including this feedback in your SCP materials.

### Fine Arts and Media Studies

- We have already discussed the blurry line between terms such as art/culture/media, and you have addressed initial concerns in various ways, including the creation of courses on specific ‘media’ such as sound and book cultures, aspects of which are of course taught in Fine Arts. Still, it is important to point out that the use of ‘media’ by the proposed program seems to encompass a multitude of artistic—cultural production expression modes, including artistic media, social media, digital media, print media and their historic predecessors and future developments, broadcast media and film, audio, tactile artifacts, storytelling, and possibly more that Fine Arts engages with, as well as several Social Sciences departments and increasingly more Humanities departments and colleagues.
- It is also important for us to acknowledge in our feedback that Fine Arts engages both in the creation and study (historical, theoretical, technical as applicable) of visual, textual, oral, auditory and material cultures (sensory cultures, if a common term is to be assigned). It is particularly pertinent to emphasise this mandate for UVic, as our University has the privilege of having a standalone Faculty of Fine Arts that is separate from its disciplinary relatives across campus; hence the close familial connection with Humanities and existing collaboration in fields such as Medieval Studies and Film Studies.

### Program structure, target audience and academic advising

- The proposal focuses on the multi-disciplinary approaches that the core courses will use in order to pull program electives together from different disciplines and departments. It is not entirely clear yet how this vast collection of media can work under consistent learning outcomes in the core courses or in collections of program electives, although it is to be appreciated that the availability of program electives is such that students will have to take ownership of their course choices and make sense of the eventual credential.
- There will have to be some attention to how students are advised around such a diverse certificate, especially if there are thoughts about how the learning experience and employment opportunities can be linked. The success of the Humanities and Fine Arts Co-op program attests to the transferrable skills our students gain through their UVic education, so the above is possible but will be a bit more challenging for a certificate program with such extensive scope.
- In the above vein, it would be interesting to know how professionals (other than existing students) will be integrated in the certificate. Are these professionals who are admissible to UVic, and how is the admission to the certificate to be handled?
- It is tempting to suggest many (most?) other courses from across Fine Arts that could potentially be included in such a wide-ranging program. But if they were included, the lines across several programs would be blurred and academic advising would be challenging. Therefore, I absolutely agree that TS 200 can be included, and we can leave it at that so that the core programming of Technology and Society and Media Studies remain intact. I would also suggest inclusion of FA 245 (Arts and Technology I) as well as FA 101 (Creative Being).

A small correction: the proposal mentions ‘audition’ a few times. Surely, it’s audio/auditory that are meant (?)

We await with interest and curiosity to see how this program will serve students and how it will be combined with other across campus.

With all best wishes,  
Eva

Dr. Evanthia Baboula  
Associate Dean, Faculty of Fine Arts  
Faculty Consultant, LTSI ([Itsiaed@uvic.ca](mailto:Itsiaed@uvic.ca))  
University of Victoria, Canada  
Ph: 250 721 7756  
[fineassociatedean@uvic.ca](mailto:fineassociatedean@uvic.ca)

**RESPONSE TO THIS FEEDBACK FROM THE FACULTY OF FINE ARTS:**

- Students will be admissible to a stand-alone certificate who are admissible to the Faculty of Humanities.
- See Appendix 9, for instance, which indicates that the certificate is not as diverse as similar offerings at other comparator institutions and note that the core courses provide clear scaffolding for students to follow toward completion of the certificate. The same section undertakes that MDIA students and working professionals (see Section E) will be carefully advised by MDIA to follow that scaffolding with opportunities such as Humanities and Fine Arts Co-op program in mind.

**From:** Jentery Sayers <jentery@uvic.ca>

**Sent:** September 27, 2022 1:07 PM

**To:** Fine Associate Dean <fineassociatedean@uvic.ca>; Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>

**Subject:** Re: Media studies certificate feedback

Thank you for your support of the MDIA proposal, Eva.

I've included your email in our SCP materials. The most current version of the proposal is attached for your records.

We can most certainly consider FA 101 and 245 as eligible electives for the Certificate, and I could propose those revisions for Cycle 2. Would you or someone else in Fine Arts be willing to share with me a sample outline for each course?

Elsewhere, the faculty of audition (the transduction of sound waves into neural signals, not restricted to hearing) was the intended word, meant to correspond with the faculties of vision and touch in particular.

We are also excited to see how Media Studies will unfold, and we look forward to collaborating with you and Fine Arts should the proposal pass in December.

Please do not hesitate to send any other concerns or questions my way. I'm happy to help.

All the best,  
Jentery

**From:** Fine Associate Dean <fineassociatedean@uvic.ca>

**Date:** Tuesday, September 27, 2022 at 1:29 PM

**To:** Jentery Sayers <jentery@uvic.ca>, "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Subject:** RE: Media studies certificate feedback

Thanks very much for the clarifications, Jentery.

Yes, let's consider changes for Cycle 2, and it might be good to have a chat with Academic Advising about the addition of FA 101 and 245 just in case it blurs the DIMA and Media Studies programs. On the other hand, perhaps giving students the widest choice possible so they can 'bunch' their courses into the most meaningful credential for them in the end is a good thing.

I'll get you a couple of syllabi to consult.

All best,  
Eva

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

**Date:** Thursday, September 29, 2022 at 4:46 PM

**To:** Fine Associate Dean <fineassociatedean@uvic.ca>, Jentery Sayers <jentery@uvic.ca>

**Subject:** Re: Media studies certificate feedback

I am catching up with my emails very belatedly after a Cycle 1 in Kuali that felt like a cyclone! So many proposals!

Eva, I want to echo Jentery's thanks for your support and register the care of this response. We look forward to working with you and in liaising closely with FA chairs and faculty on this program.

Lisa.

**From:** Jentery Sayers <jentery@uvic.ca>  
**Date:** Tuesday, October 18, 2022 at 9:47 AM  
**To:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Cc:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Subject:** Re: Media studies certificate feedback

Dear Eva:

I hope you're keeping well. Lisa and I have the opportunity to revise the MDIA certificate proposal for the Senate Committee on Planning on November 2<sup>nd</sup>.

We would love to consider FA 101 and 245 as eligible electives for the certificate, and we can still do so in Cycle 1. Are you still willing to send us a couple of syllabi to consult?

We're also happy to wait until Cycle 2 or later if you'd like to further consult with Academic Advising before including F 101 and/or 245 in the MDIA electives list. Just let me know your preference.

All the best,  
Jentery

**From:** Fine Associate Dean <fineassociatedean@uvic.ca>  
**Date:** Wednesday, October 19, 2022 at 10:41 AM  
**To:** Jentery Sayers <jentery@uvic.ca>  
**Cc:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Subject:** RE: Media studies certificate feedback

Dear Jentery,

Thanks for your message. I am attaching the FA 245 syllabus from the last time it ran.

We are looking for the finalised version of FA 101 for this year as I am not sure I have one without track changes. I will send it as soon as I have it.

These courses are taught variably depending on who is teaching, but the core principle is to reach across disciplines (in fine arts and related).

Many thanks,  
Eva

**RESPONSE TO THIS FEEDBACK FROM THE FACULTY OF FINE ARTS:** Added FA 245 to the list of eligible electives (see Appendix 9).

## **F. Evidence of consultation with Faculty of Humanities**

See the minutes for the Humanities Faculty Council Meeting on 20 September 2022, when the Faculty of Humanities

approved this proposal unanimously.

## G. Evidence of consultation with the Faculty of Social Sciences

From: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <[soscasdn@uvic.ca](mailto:soscasdn@uvic.ca)>  
Date: Tuesday, October 5, 2021 at 9:47 PM  
To: "Lisa Surridge - Humanities Associate Dean, Academic" <[humsada@uvic.ca](mailto:humsada@uvic.ca)>  
Cc: Jentery Sayers <[jentery@uvic.ca](mailto:jentery@uvic.ca)>, Annalee Lepp - Dean of Humanities <[deanhums@uvic.ca](mailto:deanhums@uvic.ca)>  
Subject: Re: Request for Consultation: Proposed Media Studies Minor

Hi Lisa,

I have consulted with Anthropology, Political Science, and Sociology about the proposed Media Studies program, and I'm pleased to report back that each of the units is supportive of the proposal for a Media Studies program. I'm happy to support it as well, since it looks like an excellent proposal. Below are some suggestions for potential electives to be added to the program, although some of these courses may be more relevant than others. In particular, ANTH 303 and 409 look particularly germane to the proposed program:

### Anthropology

- Proposal looks good.
- Below are some ANTH courses that could possibly be added as electives:
  - ANTH 303 Anthropology of Sound
  - ANTH 373 Museum and Anthropology (if museum/installation are considered as media)
  - ANTH 409 Applied Ethnographic Film
  - ANTH 460 Ethnographic Mapping and Indigenous Cartographies (might be a stretch, yet mapping could be considered a type of media)

### Sociology

- SOCI 220 (Media and Contemporary Society) makes sense to include, as already suggested in the proposal.
- Other SOCI courses that might be useful options include the following:

#### Media and/or Culture (100/200 level)

SOCI 202 – Constructing Social Problems  
SOCI 235 – Racialization and Ethnicity

#### Media, Culture and/or Film (300/400 level)

SOCI 307 – Moral Panics  
SOCI 384 – Colonialism, Postcolonialism and Indigenous Resurgence

Also, potentially SOCI 430A – Issues in Racialization, Ethnicity and Decolonization (although Sociology majors have priority to meet graduation requirements)

### Political Science

- POLI courses included in proposal look like a good fit.
- No further suggestions for POLI courses to add, but perhaps some POLI special topics might be relevant in the future.

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You're welcome to follow up with further consultations if you'd like, but overall Social Sciences doesn't have any concerns about the proposed program.

All the best,

Reuben

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Reuben Rose-Redwood, Ph.D.  
Associate Dean Academic, Faculty of Social Sciences  
Professor, Department of Geography  
University of Victoria

## **APPENDIX 2: EVIDENCE OF CONSULTATION WITH THE HUMANITIES COMPUTING AND MEDIA CENTRE, INDIGENOUS STUDIES, PROFESSIONAL COMMUNICATION, AND THE PRAXIS STUDIO FOR COMPARATIVE MEDIA STUDIES**

*Please note that initial drafts of the proposal included an MDIA minor as well as a certificate. Feedback on those drafts resulted in the proposal at hand, for only a certificate.*

### **A. Evidence of consultation with the Humanities Computing and Media Centre (Faculty of Humanities)**

From: Stewart Arneil <sarneil@uvic.ca>  
Subject: Re: Possible Collaboration: Insight Proposal  
Date: November 4, 2021 at 12:18:10 PM PDT  
To: Jentery Sayers <jentery@uvic.ca>  
Cc: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>, Martin Holmes <mholmes@uvic.ca>

Hi Jentery

Martin and I have independently read the proposal and compared notes this morning. Here are our thoughts. You can use them or not or write your own characterization of anything we've written as evidence of consultation in section J of the document.

There are three features that we were not clear on, but we may lack relevant background context to understand correctly what's implicit. For example, the specifics may depend on which non-core courses the student takes, so have to be left vague in this description. We're also not the target audience, so aren't sure how they would understand :

1) The term "media" seems to cover both forms of expression (oral, written, visual, and digital) and mechanisms by which those forms are assembled and distributed (hand-made, published/broadcast, streamed/downloaded). The forms aspect is mentioned explicitly a number of times, but the mechanisms aspect is more implicit. For examples:

- Section F says "They have opportunities to study manuscripts, books, and comics alongside film, television, games, and interactive fiction." What about web-based forms (sites, social media) as objects of study? Are the ideas embedded in those forms (user is not the client but the product, engagement algorithms drive polarization) covered by MDIA 300?
- Section F says "Writing effectively about media (audio, video, image, and text)". What about other forms of "writing" (blog, website, participation in social media platform etc.)?

2) The distinction between consumption and production of media (and the blurring of those lines with recent technologies) is also left implicit. Examples we came up with were inadvertent vs conscious publication and potential consequent public shaming, implications of technologies and situations of consumption on apprehension of media content, and what makes a meme a meme versus just a snippet of media?

3) The word "critical" is used frequently, but there is no mention of the theoretical foundation/approach of the criticism. Perhaps its meaning is closer to what we'd think of as "self-aware", or is better understood by the target audience.

On contributions:

HCMC has participated in directed readings courses before and could do so again.

HCMC could provide consultation or examples to instructors on issues relevant to

- production of content and allocating credit especially in a team environment
- long-term viability of material produced
- decolonializing content
- presenting historical material that violates present-day standards for intellectual approach or acceptable vocabulary
- restricting access in response to concerns of community partners

We could do guest presentations on these as well, if that makes sense for all involved.

**B. Evidence of consultation with Indigenous Studies (Faculty of Humanities)**

From: Lisa Kahaleole Hall - Director of Indigenous Studies <isdirector@uvic.ca>  
Subject: Re: MDIA Proposal consultation  
Date: September 26, 2021 at 9:35:34 PM PDT  
To: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
Cc: Jentery Sayers <jentery@uvic.ca>

Hi Lisa,

Jentery and I touched base. I don't have any concerns to the level of wanting to change the proposal; I'm just concerned as always about 2 legitimate and contradictory needs - inclusion and lesser workloads! It's a great proposal.

Lisa Kahaleole Hall, Ph.D  
Director, Indigenous Studies Program  
University of Victoria  
Clearihue A-309

**C. Evidence of consultation with Professional Communication (Department of English)**

From: Richard Pickard <rpickard@uvic.ca>  
Subject: Re: Request for Consultation: Proposed Media Studies Minor  
Date: November 15, 2021 at 11:48:34 AM PST  
To: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
Cc: Jentery Sayers <jentery@uvic.ca>, "Humanities, Deans Office Admin Assistant" <humsassistant@uvic.ca>

Hello Lisa,

The current MDIA proposal would be a really intriguing contribution to Humanities' future at UVic, and I think there are useful opportunities for its connections with Professional Communication (especially after we've taken the planned next steps toward modernizing Pro.Comm). In other words, as the acting advisor for Professional Communications, I'm keen to see MDIA come into being, and to see it succeed.

I will say, though, that MDIA needs to receive sustained support right from its founding, rather than initial support. When a program loses some of its essential supports, then as we've seen with Professional Communication, it becomes extremely difficult for the program to continue its achievements.

In sum, I'm firmly supportive of the MDIA proposal, and I hope that it can be founded with a clear sense of how its administrative system can lead to success across the long term.

Richard Pickard, PhD  
A/Advisor, Professional Communication Program  
Dept. of English / Academic & Technical Writing Program

**From:** Rebecca Halliday <[rebeccahalliday@uvic.ca](mailto:rebeccahalliday@uvic.ca)>  
**Date:** Saturday, October 22, 2022 at 4:45 PM  
**To:** Jentery Sayers <[jentery@uvic.ca](mailto:jentery@uvic.ca)>  
**Subject:** Re: Revisions to the MDIA Proposal

Hi Jentery,

As the new Professional Communication Adviser, I am pleased to endorse the most recent version of the MDIA proposal and to express the same sentiments as those of my predecessor, Professor Richard Pickard.

Even as a new hire, I can see demonstrable evidence of instructor expertise and student interest in media studies and new



media practice on campus, both within and outside of Humanities. There are numerous opportunities for cross-pollination between a revitalized Professional Communication minor and the MDIA: at the moment these include cross-listed courses and instruction opportunities, but in future these could productively take the form of a general in Media and Communication, as outlined elsewhere in the proposal. At the same time, I recognize the consultation that has taken place in order to ensure that both Media Studies and Professional Communication maintain distinct areas of purview, and the continued need to delineate between how media and communication theories are incorporated, and which practical components should be introduced. These discussions are instructive as we refine and build onto the Professional Communication curriculum parallel to the solidification of the MDIA.

I look forward to watching the MDIA tap into and further the climate of innovation at the University of Victoria and the broader arts and media sectors across the province.

Cheers,

Becky

**D. Evidence of consultation with the Praxis Studio for Comparative Media Studies (Faculty of Humanities)**

From: "Jentery Sayers (UVic English)" <jentery@uvic.ca>  
Subject: MDIA Proposal: Praxis Studio for Comparative Media Studies  
Date: November 3, 2021 at 3:45:51 PM PDT  
To: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

Dear Lisa:

I'm writing to confirm that the Praxis Studio for Comparative Media Studies wholeheartedly supports the Faculty of Humanities' proposal for an interdisciplinary Media Studies minor and certificate at UVic.

Please let me know how the Studio might contribute to this exciting program.

All the best,  
Jentery

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Jentery Sayers (he / him)  
Associate Professor | English  
Faculty Member | CSPT  
Director | Praxis Studio  
University of Victoria  
[jentery@uvic.ca](mailto:jentery@uvic.ca)

### APPENDIX 3: EVIDENCE OF CONSULTATION WITH UVIC LIBRARIES

*Please note that initial drafts of the proposal included an MDIA minor as well as a certificate. Feedback on those drafts resulted in the proposal at hand, for only a certificate.*

From: Jonathan Bengtson <bengtson@uvic.ca>  
Subject: RE: Media Studies Proposal: Consultation with the Libraries  
Date: October 5, 2021 at 8:48:42 AM PDT  
To: Jentry Sayers <jentry@uvic.ca>  
Cc: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>

Hi Jentry and Lisa,

Apologies for the delay. Please see attached for some comments/suggested edits. In discussing this with my senior folks in the library, the other feedback is that there is a lot of theory in the core courses which perhaps could be balanced with skill development in producing, manipulating, and curating media. Additional comments along these lines:

- (1) I would think this program would offer something for students to put in an e-portfolio. The courses listed right now, don't seem to offer a tangible way to bring together their knowledge and apply it for creation. They have nailed the foundational content needed, but need to move higher up the Bloom's Taxonomy to design and creation outcomes. Otherwise the content seems more like a media/visual literacy program.*
- (2) If the purpose of this program is to respond to the job market, then I would think that media production skills will be necessary to complement the critical skills that are foregrounded here.*

In any case, we certainly would be keen to see this program launched!

Cheers,

JB

#### APPENDIX 4: EVIDENCE OF CONSULTATION WITH CO-OPERATIVE EDUCATION AND CAREER SERVICES

*Please note that initial drafts of the proposal included an MDIA minor as well as a certificate. Feedback on those drafts resulted in the proposal at hand, for only a certificate.*

**From:** "Allison Benner - Acting Associate Director, Optional and Professional Programs" <[oppadirector@uvic.ca](mailto:oppadirector@uvic.ca)>  
**Date:** Saturday, December 18, 2021 at 1:20 PM  
**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <[humsada@uvic.ca](mailto:humsada@uvic.ca)>  
**Cc:** "Joy Andrews, Humanities & Fine Arts Co-op Coordinator" <[hufaco@uvic.ca](mailto:hufaco@uvic.ca)>  
**Subject:** Media Studies Minor

Hi Lisa,

In catching up before my departure for the holidays, I realized that I had never followed up on our meeting earlier this term regarding the proposed minor in Media Studies.

Joy Andrews and I appreciated your sharing the draft proposal and meeting with us to discuss it. The proposed minor in Media Studies addresses a demand for students preparing for opportunities through the Co-op program and more broadly as they progress into their careers upon graduation. We believe that the emphasis on critical analysis would appeal to students who want to contribute these valuable skills in various sectors through working with media. The proposed minor also aligns with a need in the labour market for skill in creating and analyzing media content and trends, not only in communication roles, but also in a variety of professional roles in government, not-for-profit, and private sector organizations. The focus on media builds on and amplifies foundational Humanities skills in research, writing, and other communication skills.

We strongly support this proposal and look forward to further discussion as you develop it further. In our meeting, I referred to existing calendar entries for Co-op in a minor that you could draw on in proposing a Co-op stream for students in the Media Studies minor. The links below are for the Public Administration and Business minors, respectively. You will see information about Co-op at the bottom for Public Administration and towards the middle for Business.

<https://www.uvic.ca/calendar/undergrad/index.php#/programs/ry8YaXRzE?bc=true&bcCurrent=Public%20Administration&bcItemType=programs>

<https://www.uvic.ca/calendar/undergrad/index.php#/programs/rJRup7RM4?bc=true&bcCurrent=Business&bcItemType=programs>

I hope this information, along with our support for your proposal, is helpful.

Best, Allison

Allison Benner, Ph.D. (she/her/hers)  
Acting Associate Director, Optional & Professional Programs  
Co-operative Education & Career Services  
[University of Victoria](https://www.uvic.ca)  
CSB 113  
T 250.721.8821  
Web [uvic.ca/coopandcareer](http://uvic.ca/coopandcareer) | Portal [learninginmotion.uvic.ca](https://learninginmotion.uvic.ca)

**APPENDIX 5: EVIDENCE OF CONSULTATION WITH THE OFFICE OF THE REGISTRAR**

**From:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Date:** Friday, July 29, 2022 at 1:13 PM  
**To:** Curriculum and Calendar <calendar@uvic.ca>  
**Cc:** "Asia Longphee, Acting Curriculum and Calendar Director" <calmgr@uvic.ca>, Jentery Sayers <jentery@uvic.ca>, Laura Smith - Deans Office Admin Assistant <humsassistant@uvic.ca>  
**Subject:** Re: MDIA course code

Thank you—my error. That is correct, MDIA would be a new program.

Dr. Lisa Surridge | she/her  
Associate Dean Academic  
Faculty of Humanities  
[University of Victoria](#)  
Office: Cle C309  
T 250-721-7246

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.

**From:** Curriculum and Calendar <calendar@uvic.ca>  
**Date:** Friday, July 29, 2022 at 12:49 PM  
**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Cc:** "Asia Longphee, Acting Curriculum and Calendar Director" <calmgr@uvic.ca>, Jentery Sayers <jentery@uvic.ca>, Laura Smith - Deans Office Admin Assistant <humsassistant@uvic.ca>  
**Subject:** RE: MDIA course code

Hi Lisa,

Your email response alerted me that I was discussing a program code not a course code.

Please proceed with that course code and I will send follow up information.

Best,  
Sara

**Sara Henderson** (she/her)  
Acting Calendar Coordinator  
| Curriculum and Calendar |  
Office of the Registrar | Division of Student Affairs|  
[University of Victoria](#)  
T 250-853-3570  
[calendar@uvic.ca](mailto:calendar@uvic.ca)  
<http://studentaffairs.uvic.ca/>  
*Together, we transform students' lives.*

Please tell us how we did today. Provide your feedback [here](#).

*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.*

**From:** Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>  
**Sent:** July 29, 2022 11:04 AM

**To:** Curriculum and Calendar <calendar@uvic.ca>  
**Cc:** Asia Longphee, Acting Curriculum and Calendar Director <calmgr@uvic.ca>; Jentery Sayers <jentery@uvic.ca>;  
Laura Smith - Deans Office Admin Assistant <humsassistant@uvic.ca>  
**Subject:** Re: MDIA course code

Thank you for this permission.

Can I ask what might affect the final selection of the code? Are there factors that we should consider right now?

Dr. Lisa Surridge | she/her  
Associate Dean Academic  
Faculty of Humanities  
[University of Victoria](#)  
Office: Cle C309  
T 250-721-7246

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.

**From:** Curriculum and Calendar <calendar@uvic.ca>  
**Date:** Friday, July 29, 2022 at 7:50 AM  
**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Cc:** "Asia Longphee, Acting Curriculum and Calendar Director" <calmgr@uvic.ca>  
**Subject:** RE: MDIA course code

Good morning Lisa,

We can assign this code to the new credential in Quali while it is awaiting all the approvals.

When all the approvals are done an official code will be assigned, which may be different than the initial code.

Best,  
Sara

**Sara Henderson** (she/her)  
Acting Calendar Coordinator  
| Curriculum and Calendar |  
Office of the Registrar | Division of Student Affairs|  
[University of Victoria](#)  
T 250-853-3570  
[calendar@uvic.ca](mailto:calendar@uvic.ca)  
<http://studentaffairs.uvic.ca/>

Please tell us how we did today. Provide your feedback [here](#).

*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.*

**From:** Lisa Surridge - Humanities Associate Dean, Academic <humsada@uvic.ca>  
**Sent:** July 28, 2022 4:15 PM  
**To:** Curriculum and Calendar <calendar@uvic.ca>  
**Subject:** MDIA course code

Hello, Humanities will be proposing a new Media Studies Credential in Cycle 1. We had planned this for Cycle 2 last year

I am trying to recall if you already granted us permission to use the MDIA course code?

Thanks for looking into this.

Lisa.

Dr. Lisa Surridge | she/her  
Associate Dean Academic  
Faculty of Humanities  
[University of Victoria](#)  
Office: Cle C309  
T 250-721-7246

We acknowledge and respect the lək̓ʷəŋən 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.

## APPENDIX 6: EVIDENCE OF CONSULTATION WITH THE OFFICE OF INDIGENOUS ACADEMIC AND COMMUNITY ENGAGEMENT

*Please note that initial drafts of the proposal included an MDIA minor as well as a certificate. Feedback on those drafts resulted in the proposal at hand, for only a certificate.*

**From:** Jentery Sayers <jentery@uvic.ca>  
**Date:** Tuesday, November 9, 2021 at 3:56 PM  
**To:** "Lalita Kines, IACE Associate Director" <iaceassocdir@uvic.ca>, "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>  
**Cc:** Candice Work - AVPI Admin Assistant <avpindadmin@uvic.ca>, "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
**Subject:** Re: Consultation re Media Studies proposal

Yes, thank you both for your support and feedback.

Lalita: We will revise the proposal to address your question. Much appreciated. I'll commit those revisions (and others) this month and send you an updated copy.

Anti-racist pedagogy will be a core part of MDIA's teaching and learning culture, and MDIA 300 in particular will engage anti-racist media practice (while MDIA 200 will attend to examples of such practices).

If you've any other feedback along the way, then please don't hesitate to let us know. We'll be sure to integrate it into the proposal.

All the very best,  
Jentery

On Nov 8, 2021, at 6:34 PM, Lisa Surridge - Humanities Associate Dean, Academic <[humsada@uvic.ca](mailto:humsada@uvic.ca)> wrote:

Thanks you both for these responses. Lalita, I will touch base with Jentery on the HOW of responsible communication.

Lisa Surridge | she/her  
Associate Dean Academic  
Faculty of Humanities  
[University of Victoria](https://www.uvic.ca)  
Office: Cle C309  
T 250-721-7246

From: "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>  
Subject: Re: Consultation re Media Studies proposal  
Date: November 8, 2021 at 8:42:33 AM PST  
To: "Lalita Kines, IACE Associate Director" <iaceassocdir@uvic.ca>, "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>  
Cc: Jentery Sayers <jentery@uvic.ca>, Candice Work - AVPI Admin Assistant <avpindadmin@uvic.ca>

Hi Lisa,

Thanks for sharing this proposal — it's very exciting, and I'll echo Lalita's support for it. Robina has advised us that until a permanent Executive Director is in place in IACE she will be signing off on program proposals. I've cc'ed her assistant, Candice Work, here, who can arrange for her signature when it's needed.

Rob H.

--

Robert L. A. Hancock, Ph.D. (Cree-Metis) (he/him/his)  
Interim Co-Executive Director  
Office of Indigenous Academic & Community Engagement  
University of Victoria

**From:** "Lalita Kines, IACE Associate Director" <[iaceassocdir@uvic.ca](mailto:iaceassocdir@uvic.ca)>  
**Date:** Monday, November 8, 2021 at 8:02 AM  
**To:** "Lisa Surridge - Humanities Associate Dean, Academic" <[humsada@uvic.ca](mailto:humsada@uvic.ca)>, "Rob Hancock, IACE Associate Director Academic" <[iaceadac@uvic.ca](mailto:iaceadac@uvic.ca)>  
**Cc:** Jentery Sayers <[jentery@uvic.ca](mailto:jentery@uvic.ca)>  
**Subject:** RE: Consultation re Media Studies proposal

Good morning Lisa;

Thank you for reaching out to us for feedback on your proposal.

I am in support of this proposal, as media literacy is key for employment core competencies.

I am curious about how you will emphasize “responsible communication following Indigenous protocols with an awareness of not only equity, diversity and inclusion (EDI) principles, but also colonialism’s ongoing effects throughout the world, including Canada”. Will anti-racism be a part of the emphasis, or is it hoped the IS courses will cover this content?

Wishing you the best with this proposal.

Lalita Kines, Interim Co-Executive Director  
Office of Indigenous Academic and Community Engagement  
First Peoples House | University of Victoria  
PO Box 1700 STN CSC First Peoples House | Victoria BC V8W 2Y2  
T: 250-472-4618 | C: 250-217-0458 | F: 250-472-4952 | Email: [iaceassocdir@uvic.ca](mailto:iaceassocdir@uvic.ca) | Website: [www.uvic.ca/iace](http://www.uvic.ca/iace)

I acknowledge and respect the  $l\acute{a}k^{w}\acute{a}n$  peoples on whose traditional territory the university stands and the Songhees, Esquimalt and  $\underline{W}S\acute{A}NEC$  peoples whose historical relationships with the land continue to this day.



**APPENDIX 7: EXTERNAL LETTERS OF SUPPORT**

See attached.

6 September 2022

Faculty of Humanities  
University of Victoria  
PO Box 1700  
Victoria BC V8V 2Y2  
Canada

To the Faculty of Humanities at the University of Victoria:

This letter expresses my support for the Media Studies (MDIA) Undergraduate Certificate Program at the University of Victoria.

As a UVic alumna who entered the media and technology job market after completing my undergraduate degree and then again after completing my graduate degree, I speak from experience when I say that I would have greatly benefited from official University credentials indicating competencies related to media literacy. The Media Studies (MDIA) Certificate would provide a structured way for students to learn and engage in this field, and a certificate would formalize that experience when seeking opportunities in a competitive job market where many other graduates can already demonstrate their expertise through similar programs from other Universities.

As a professional who is responsible for leading digital content and user experience teams, as well as conducting the hiring and people management that comes with this work, some of the key capabilities I look for when building teams are media literacy and critical thinking. Companies are increasingly invested in building more inclusive and meaningful digital environments in ways that are sustainable and have a positive social impact. The content that the Media Studies (MDIA) program would teach is particularly relevant in this industry landscape. While other programs teach students about designing and building digital experiences, what is often lacking is the critical thinking and the social and cultural understanding of the complexities entailed in today's digital environments. What the Media Studies program sets out to cover is exactly the type of skill set that is becoming more relevant for many employers in the technology and digital communications space.

The creation of the Media Studies (MDIA) Undergraduate Certificate Program at the University of Victoria is an exciting prospect. It would facilitate new professional opportunities for your students and aid in the more critical treatment of the complex media contexts that many companies face.

Sincerely,



Nina Belojevic  
Senior Manager, Product Content

September 4, 2022

Faculty of Humanities  
University of Victoria  
PO Box 1700  
Victoria BC V8V 2Y2  
Canada

Dear Faculty of Humanities,

My name is Ian Michael Waddell and I'm a narrative designer with Electronic Arts' mobile gaming division, and a recent graduate of the Master's program in English literature (with a focus on digital media) at the University of Victoria. I'm writing to express my enthusiastic recommendation for the proposed Media Studies (MDIA) certificate at UVic.

When I arrived at the University of Victoria in 2018 to begin my graduate degree, I felt lost. I had experience as an amateur videogame developer and musician, but those skills and interests were not easily or readily transferable to the graduate program options available to me. Instead, I took a variety of classes in many different subject areas, hoping to find a direction that interested me enough to pursue for the remainder of my program. Eventually, I found the path I was looking for when I began work as a teaching assistant with Jentery Sayers for a first-year class in (what was then known as) digital humanities. From this point forward, I focused on digital media, which provided me with the opportunity to heighten my media literacy skills through theory and practice. Such a path was not easily foregrounded when I initially arrived as a Master's student in 2018.

The proposed certificate in Media Studies ameliorates this issue. Undergraduate students with a specific interest in audio, images, video, games, and/or text would be able to comprehensively specialize in their chosen area through a focused and streamlined MDIA certificate—which, I have no doubt, would prove enticing to employers. When I was interviewing for prospective game design positions after my graduation, my experience in digital media studies (as both a student and teaching assistant) was often referenced by interviewers who were seeking particular skills in game design, analysis, and criticism. Without this experience in media studies, I believe it would have been very difficult for me to gain employment in the videogame sector. The MDIA certificate would therefore provide a clearer and more comprehensive path for interested undergraduate students to follow than the path I ultimately took. It would not only give students the confidence that their effort and investment will lead to interest from employers, but would also provide those employers—especially in

Victoria's burgeoning tech industry—with the assurance that UVic graduates are well-equipped to tackle the demands of a capricious work sector that increasingly requires greater media literacy and experience.

The MDIA certificate is something I wish existed when I was still an undergraduate student. I have no doubt in my mind that this program would be of immeasurable value to both the University of Victoria and the greater British Columbia work sector as a whole.

Thank you very much for your time. If you have any further questions, please don't hesitate to reach out.

Best regards,

Original signed by Ian Waddell

Ian Michael Waddell

**Electronic Arts**

Narrative Designer  
EA Mobile

# The Narwhal

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To the Humanities Faculty at the University of Victoria,

I'm writing to you today to express my keen interest in and support of the creation of a Media Studies certificate at UVic. As a UVic alumni and the co-founder of a new media publication, *The Narwhal*, I can attest to the value such a program would bring to the university – for both students and employers.

My studies at UVic culminated in a PhD in English and Cultural, Social and Political Thought with dissertation research that examined the interplay between representations of the end of the world and our shared and diverse experiences of the ongoing environmental crisis. Within my doctoral research, I explored how media coverage of environmental catastrophes and Indigenous land rights struggles influence political and ethical imaginaries. In particular, I questioned how journalistic practices as political, aesthetic acts can either foreground or obscure the experiences of society's most vulnerable. Such questions are of utmost importance in our current era, marked as it is by successive and escalating ecological crises. These concerns continue to permeate the media landscape, and a critical awareness of them is more important than ever to navigating representations of our complicated reality.

As an employer I can attest to the value of media studies backgrounds when it comes to employability in the digital publication workplace. I have reviewed the applications of hundreds of individuals in the last two years, and a media studies certificate would immediately single out an applicant. While our team at *The Narwhal* has received numerous applications from students studying Media Studies and Communication at universities across Canada, the absence of such applicants from UVic is notable. The creation of a Media Studies certificate at UVic would most certainly benefit students looking to enter into the new media landscape, and as a professional journalist and alumni I would be eager to volunteer my time to support this program.

Sincerely,

Original signed by Carol Linnitt

Carol Linnitt, PhD

Executive editor and co-founder, *The Narwhal*





September 6, 2022

To the Faculty of Humanities at the University of Victoria:

I'm an alumni of the University of Victoria's English (BA, 2011) and CSPT (MA, 2014) programs, and have since gone on to pursue a career in technology, specifically in the area of Open-Source Intelligence (OSINT). OSINT is a field focused primarily on intelligence-gathering from open online forums such as social media, news aggregation sites, image hosting, and message boards. My current employer, Echosec Systems, builds software tools that enable intelligence analysts to gain real-time, actionable insights into extremist or otherwise dangerous online discourse.

The past two-and-a-half years of the COVID pandemic have demonstrated a fundamental shift in how people consume and contribute to online media. In the face of lockdowns, closures, and prolonged social distancing, an entire culture has migrated to the screen. Accordingly, the OSINT community has observed a wide proliferation of extremist social media, violence against marginalized communities, calls to overthrow governments, rejection of science, and other disturbing modes of discourse fueled by widely disseminated and easily accessible mis- and disinformation.

Such a shift isn't a passing trend—it's the new reality of how we communicate as a society. What has become clear in the light of this emergent discursive landscape is how, in the absence of an informed media literacy, vulnerable people can fall sway to extremist ideologies.

Of late, public discussions have shone a spotlight on the moral, legal, and ethical responsibilities of the companies and organizations who create and host these online forums. What is the responsibility of, say, Facebook, or Mark Zuckerberg, towards principles of free speech? Towards protecting marginalized people from violence, both physical as well as online? Who's in charge, and who is making the business decisions that have created the online world we now live in? Such conversations speak to the need for informed, media-literate people to lead the next wave of technology and business.

Media studies, as a mode of cultivating and training experts in media literacy, therefore represent an urgency in the face of a world growing both more attached to the screen and more suspicious of it. While the prospective students of the proposed certificate program are likely to have already-developed media literacy skills, a focused media studies program would help educate and train these students to become leaders in the media spaces of business and technology. A media studies program would therefore uniquely position UVic itself as a leading institution dedicated to educating this next generation of media experts.

Kind regards,

Original signed by Shaun Macpherson

Shaun Macpherson

## **APPENDIX 8: DEGREE PROGRAMS IN MEDIA STUDIES AND/OR COMMUNICATION STUDIES OFFERED BY POST-SECONDARY INSTITUTIONS IN CANADA**

*Please note these lists are not exhaustive.*

### **In British Columbia:**

- Capilano University, Bachelor of Communication Studies
- Royal Roads University, Bachelor of Arts (BA) in Professional Communication
- Simon Fraser University BA in Communication
- Thompson Rivers University, Bachelor of Arts, Major in Communication
- University of British Columbia, Bachelor of Media Studies
- University of the Fraser Valley, BA in Media and Communications; Certificate in Media Literacy
- Vancouver Island University, BA in Media Studies

### **Beyond British Columbia:**

- Carleton University, Bachelor of Communication and Media Studies
- Concordia University, BA in Communication and Cultural Studies
- Dalhousie University, BA in Cinema and Media Studies
- Guelph University, Bachelor of Applied Arts in Media and Communication Studies
- Lakehead University, BA in Media, Film, and Communications
- McGill University, Minor in Communication Studies (with three themes: History and Theory of Media; Media, Communication and Culture; Power, Difference and Justice)
- McMaster University, BA in Communication Studies and/or Media Arts
- Memorial University, BA / major in Communication Studies
- Queen's University, BA in Film and Media, and Certificate in Media Studies
- Trent University, BA in Media Studies
- University of Alberta, BA in Media Studies
- University of Calgary, BA in Communication and Media Studies
- University of Manitoba, three BA options offered by the Department of English, Theatre, Film & Media
- Université de Montréal, Majeure en sciences de la communication
- University of New Brunswick, Bachelor in Media Arts & Cultures (offered by the Department of Culture and Media Studies)
- University of Ottawa, BA in Communication (with courses in two areas: Media Studies and Organizational Communication)
- University of Prince Edward Island, BA in Applied Communication, Leadership, and Culture
- Université du Québec à Montréal, Baccalauréat en communication (stratégies de production culturelle et médiatique)
- University of Regina, Master of Arts (MA) in Media Studies
- University of Toronto, BA in Book and Media Studies
- University of Toronto, Scarborough, BA in Media Studies
- Western University, BA in Information and Media Studies
- Windsor University, BA in Communication, Media, and Film
- York University, BA in Cinema and Media Studies as well as Communication and Media Studies

## APPENDIX 9: MEDIA STUDIES (MDIA) CURRICULUM DESIGN

The University of Victoria’s Media Studies (MDIA) undergraduate certificate program offers students a unique space and inclusive culture to credential in the people skills of media literacy. Students analyze a range of media from across the globe through situated, decolonial, anti-racist, and Indigenous perspectives. They have opportunities to study clay tablets, manuscripts, books, newspapers, and comics alongside film, television, websites, and games. They also learn to communicate dynamically, critically, ethically, and responsibly across media (audio, image, video, and text) and modalities (audition, vision, and touch).

Importantly, the program distinguishes between *Media Studies* in the context of Language Arts (on the one hand) and *Media Arts* in the context of Arts Education (on the other hand). This distinction means MDIA approaches media literacy with *a critic’s intention* (the study of media) and *not the intention of an artist* (creative media). The province of British Columbia relies on a similar distinction as part of its secondary curriculum. Students with experience in New Media 10, 11, and 12 (English Language Arts) learn that “the exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world” and “texts are socially, culturally, geographically, and historically constructed.” Meanwhile, students with experience in Media Arts 10, 11, and 12 (Arts Education) learn that “an artist’s intention transforms media technologies into art” and “growth as an artist requires time, patience, and reflection.” (See <https://curriculum.gov.bc.ca/curriculum>.)

.....

The “core” of the MDIA curriculum consists of five courses that scaffold the development of critical media literacy.

The first course (MDIA 200) is an introduction to media that engages students in current issues across the globe to help them develop a common vocabulary and understanding—a “language” for media studies and critical media literacy.

- **MDIA 200: “Media in the 21st Century”** (1.5 units; 60 students)  
Surveys the cultural and material roles media play around the world in the 21st century. Emphasis on building a common vocabulary for studying media as well as understanding how audio, images, video, and text mediate people’s relation to culture. *Prerequisite: completion of the AWR. This course is offered at least once each academic year. Online hybrid (synchronous and asynchronous) option available.*

The second course (MDIA 300) shifts student learning from the language of media to better grasping how, for whom, by whom, and under what assumptions media are made—the techniques and values of critical media practice.

- **MDIA 300: “Critical Media Practice”** (1.5 units; 35 students)  
A study of how audio, images, video, and text are produced around the world today. Emphasis on the values of media practice and applying such knowledge to critical, cultural, and community-based work. *Prerequisites: completion of the AWR plus either MDIA 200 or permission from the director. This course is offered at least once each academic year.*

The third and fourth courses (MDIA 350 and 375) engage students in histories and cultures of the book and sound, respectively. This approach is common in Media Studies programs across Canada as it affords a sense of medium specificity while encouraging experiential learning with media. If these two courses prove to be successful, and MDIA expands into a minor and general degree, then the Media Studies Program Committee, in consultation with the Dean of Humanities, may propose similar courses on “Cultures of the Image” and “Games and Culture,” for example.

- **MDIA 350: “Cultures of the Book”** (1.5 units; 35 students)  
The book as both culture and material. Surveys approaches to the book around the world, from oral traditions, clay tablets, and the codex to print, illustrated books, ebooks, and audiobooks. Emphasis on experiential learning in UVic Libraries and local communities. *Prerequisite: completion of the AWR. This course is offered at least once every other academic year.*
- **MDIA 375: “Cultures of Sound”** (1.5 units; 35 students)  
Sound as both culture and material. Surveys approaches to sound around the world, from oral storytelling, soundscapes, and acoustics to wax, wire, tape, discs, streaming, and the MP3. Emphasis on experiential learning in UVic Libraries and local communities. *Prerequisite: completion of the AWR. This course is offered at least once every other academic year.*

The final course (MDIA 400) is a special topics course intended to highlight current research in the field. Such topics might include Indigenous media, decolonial or anti-racist communication, game studies, queer media, media and disability, and crisis communication and climate action. MDIA will welcome proposals for MDIA 400 from across campus. All special



topics proposals for MDIA 400 will be reviewed by the MDIA Program Committee (see Section D).

- **MDIA 400: “Topics in Media Studies”** (1.5 units; 20 students)  
Study of current topics and research in Media Studies conducted in a seminar environment. Emphasis on experiential learning and community-based media practice. *Prerequisites: MDIA 200, MDIA 300, completion of the AWR, and either third-year standing or permission from the director.*

MDIA also offers directed studies, to be described in the calendar as follows:

- **MDIA 490: “Directed Studies”** (1.5 units)  
Supervised study in an area of Media Studies to be determined by the student and the instructor. *Prerequisites: MDIA 200, MDIA 300, completion of the AWR, and third-year standing.*

All EETs credit for MDIA enrollments return to the department and faculty of the MDIA instructor. MDIA encourages cross-listing of courses to expand options for students without pressuring units with limited faculty complements.

Specific learning outcomes for each of these courses follow program-wide outcomes (see Section G) and are also shaped by the MDIA Program Committee in consultation with MDIA program members (see Section D). Each course is driven by a program-wide commitment to inclusive, anti-racist, and decolonial pedagogies, including Anti-racism Education Program (ARE) training.

Alongside the five MDIA core courses, which afford students with a cohesive, grounded, and focused approach to Media Studies as both a globally recognized field and critical practice, MDIA students have the choice to 1) pursue advanced studies of particular media (such as books, comics, or games), 2) further develop their understanding of culture (through area, period, or cultural studies), or 3) apply Media Studies to studies of film. They also have the choice whether to count technical or non-technical courses as their 100- / 200-level eligible electives. (See “Requirements for the Certificate” below for more.)

Students wishing to complete the MDIA certificate are required to take one Indigenous Studies course (IS 100, 101, or 201) to further develop their understanding of how to practice reciprocal and responsible communication according to Indigenous protocols and to be mindful of colonialism’s ongoing effects. They are also encouraged, but not required, to participate in co-op and/or internship experiences.

Finally, MDIA complements or upskills the following UVic programs and avoids significant overlap with them to help guarantee their sustainability on campus:

- **Film Studies:** MDIA 200, 300, 350, and 375 will not centre instruction on film or film history. They will instead attend to a range of oral, visual, written, print, and digital materials, with an emphasis on foundations for media literacy. Here, MDIA will complement Film Studies much in the way that media complements cinema in the Society for Cinema and Media Studies (a scholarly organization in the U.S. and Canada).
- **Professional Communication:** No MDIA course will include instruction in technical practices such as copy editing, report writing, web design, workplace presentations, and technical communication.
- **Journalism and Professional Writing:** No MDIA course will include instruction in the professional practices of journalism, government writing, public relations, academic administration, or freelance writing.
- **Technology and Society:** No MDIA course will centre instruction on technological change, social studies of technology, technological futures, or the field of Science and Technology Studies.
- **Fine Arts:** MDIA will invest in a critic’s intention to study media and will not instruct students in media arts.

MDIA also includes courses from these programs in its list of eligible electives (see below).

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## Requirements for the Certificate

Students in the MDIA certificate program are required to take a total of **10.5 units** of coursework:

- 3.0 units of MDIA courses: MDIA 200 and MDIA 300 (see above)
- 1.5 units in studies of the book or sound: MDIA 350 or MDIA 375 (see above)
- 1.5 units chosen from one of IS 100, 101, or 201 (see below)
- 1.5 units chosen from lower-level Media and/or Culture courses (see below)
- 3.0 units chosen from upper-level Media, Culture, and/or Film and Television courses (see below)

No more than 4.5 units (excluding MDIA courses) may be taken in a single department / unit at UVic.

### **1.5 Units of Eligible Electives in Indigenous Studies (100- or 200-level)**

This course requirement helps students to further develop their understanding of how to practice reciprocal and responsible communication according to Indigenous protocols and to be mindful of colonialism's ongoing effects.

- IS100 - Responsibilities and Reciprocity in the Place You Are Now
- IS101 - Indigenous Foundations
- IS201 - Introduction to Indigenous Studies

### **1.5 Units of Eligible Electives from Lower-Level Media and/or Culture Courses (100- or 200-level)**

This course requirement helps students to further develop critical knowledge of foundations in a specific approach to media and/or culture. Students may choose to focus on either technical or nontechnical approaches for this requirement.

*Technical (media for design and development)*

- CSC101 - Untangling the Web by Analyzing and Architecting Digital Solutions
- CSC103 - Introductory Programming and Software Development
- CSC130 - World Wide Web and Mobile Applications
- CSC167 - Game Strategy, Interaction and Design
- ENSH 202 - Technical Communications: Written and Verbal
- MUS207 - Music, Science and Computers

*Nontechnical (media for history, culture, and/or storytelling)*

- AHVS121 - Understanding Visual Communication
- AHVS264 - Art History and the Lens
- ENSH213 - How Popular Genres Work
- ENSH220 - Cultural Studies
- ENSH223 - Narrative Worldmaking
- FA245 - The Arts and Technology I
- FRAN280 - Literature, Media, and Culture I
- GNDR100 - Gender, Power, and Difference
- GNDR200 - Popular Culture and Social Media
- GNDR202 - Globalization and Resistance
- GRS204 - The Ancient World on Film
- PAAS101 - Text, Manipulation, Propaganda
- PAAS206 - Comics and Graphic Novels in Asia and the Pacific
- SOCI220 - Media and Contemporary Society
- SOCI235 - Racialization and Ethnicity
- TS 200 - Introduction to the Human Uses of Technology
- WRIT102 - Introduction to Professional Nonfiction

### **3.0 Units of Eligible Electives from Upper-Level Media, Culture, and/or Film and Television Courses (300- or 400-level)**

This course requirement affords students with opportunities to pursue 1) advanced studies of particular media, 2) further develop their understanding of culture (through area, period, or cultural studies), or 3) apply Media Studies to studies of film and television (including film history, narrative, and form). Electives may be combined for 3.0 units across these three lists.

*Advanced study of particular media*

- AHVS310B - Presenting Digital Art History
- AHVS310C - Digital Tools for Art History and Visual Studies
- AHVS311E - History of Video Games and Interactive Media
- AHVS311F - Horror Video Games
- AHVS369 - History of Photography
- ANTH303 - Anthropology of Sound
- ANTH408 - Anthropology and Photography
- EDCI335 - Learning Design for Technology-Mediated Environments

- EDCI337 - Interactive and Multimedia Learning
- ENSH 305 - Visual Rhetoric for Professional Writers
- ENSH 324 - Comics and Graphic Novels
- ENSH 325 - Games and Interactive Fiction
- ENSH 403 - Digital Communication and Social Media
- HSTR300C - Gaming and the Historical Imagination
- HSTR390A - History to 1750 through Role Playing Games
- HSTR390B - History after 1750 through Role Playing Games
- HSTR489A - Doing History in a Digital World
- MEDI445 - Topics in Medieval Media
- MEDI451 - Reading, Writing, and the Book in the Medieval World
- MEDI452 - Special Topics in Medieval Manuscript Studies
- MDIA350 - Cultures of the Book
- MDIA375 - Cultures of Sound
- MDIA400 - Topics in Media Studies
- MDIA490 - Directed Studies
- PAAS357 - Chinese Cinema from Text to Screen
- PAAS412 - Understanding Chinese Media
- WRIT319 - Studies in the Graphic Novel

*Culture (area, period, or cultural studies)*

- AHVS311D - Artists and Art History in Popular Culture
- AHVS312 - Gender, Identity, and Film
- AHVS332A - Bollywood and Popular Visual Culture in India, 1950s onwards
- AHVS332B - Bollywood Global and Popular Visual Culture, India and Diaspora, 1990s onwards
- AHVS370A - Popular Film and Cultural Theory
- AHVS383B - Indigenous Arts and the Internet
- ANTH373 - Museums and Anthropology
- ANTH460 - Ethnographic Mapping and Indigenous Cartographies
- ENSH312 - Horror
- ENSH 323 - Special Topic: Media and Popular Culture
- ENSH 483 - In the Archives
- FA335 - Popular Culture
- FRAN310 - Literature, Media, and Culture II
- GMST300 - Germanic Cultural Studies
- GMST 355 - German Expressionism
- GMST401 - Topics in Popular Culture (in German)
- GMST455 - German Visual Culture
- GMST452 - Representations of Nazism in Contemporary Film and Visual Culture
- GMST454 - A Cultural History of Vampires in Literature and Film
- GNDR 304 - Gendering India from Empire to Bollywood
- GNDR 308 - Indigeneity, Gender, and Land
- GNDR 310 - Indigenous Feminisms
- GNDR331 - Queering the Undead
- GNDR333 - Anti-Racist Feminisms and Democratic Futures
- GNDR334 - Bodies out of Bounds
- GNDR349 - Topics in Film, Literature, and Cultural Production
- GRS355 - Love, Sex, and the Body in the Ancient World
- GRS383 - Greece and Rome in Modern Popular Culture
- HSTR427A - Decolonizing Settler Societies
- HSTR489A - Doing History in a Digital World
- IED377 - Indigenous Voices in Video, Audio, Film

- IS300 - Community-based Cultural Production
- ITAL306 - Italian Culture (in English)
- ITAL378 - From Mussolini to Berlusconi and Beyond
- ITAL401 - Topics in Italian Culture
- MEDI360 - Selected Topics in Medieval Culture
- MEDI401 - Seminar in Medieval Culture
- MDIA400 - Topics in Media Studies
- MDIA490 - Directed Studies
- PAAS345 - Japanese through Popular Culture
- PAAS358 - Screening the Nation: Nationalism, Ideology, and Politics in Chinese Cinema
- PAAS366 - Gendering India from Empire to Bollywood
- PAAS409 - Globalization, Cosmopolitanism and Asian-Pacific Cultures
- POLI381 - Politics of Mass Media in Latin America
- POLI456 - The Politics of the Internet
- SLST300 - Slavic Cultural Studies
- SLST303 - Russian Popular Culture (in Russian)
- SLST364 - Eastern Europe Through Western Eyes
- SLST403 - Topics in Russian Culture, Literature, Film (in Russian)
- SLST460 - History and Memory in Eastern European Cultures
- SOCI307 - Moral Panics
- SOCI384 - Colonialism, Postcolonialism and Indigenous Resurgence
- THEA339 - Performances in Popular Culture
- WRIT330 - Media and Culture

*Film and Television*

- AHVS312 - Gender, Identity, and Film
- AHVS364 - Documentary Film
- AHVS365 - Experimental Film
- AHVS367 - History in Cinema
- AHVS370A - Popular Film and Cultural Theory
- AHVS370B - Hollywood Genres
- AHVS370C - Horror Cinema
- AHVS370D - Canadian Film
- AHVS370E - The Family in Film
- AHVS370F - Apocalyptic Themes in Cinema
- AHVS370G - Time in Cinema
- ANTH309 - Anthropology and Film and Video
- ANTH409 - Applied Ethnographic Films
- ENSH320 - Special Topic: Narrative and Film
- ENSH 321 - Special Topic: Authors on Screen
- ENSH 322 - Shakespeare on Screen
- FRAN335 - Cinema of the French-Speaking World (in English)
- FRAN428 - Francophone African Women Filmmakers
- GMST350 - A Short History of German Film
- GMST351 - The New German Cinema
- GMST352 - Recent Film
- GMST353 - Literature and Film of the Holocaust and "Third Reich"
- GMST450 - Major Filmmakers
- GMST452 - Representations of Nazism in Contemporary Film and Visual Culture
- GMST453 - After-Images of the Holocaust in Text and Film
- GMST454 - A Cultural History of Vampires in Literature and Film
- GNDR340 - Indigenous Cinema: Decolonizing the Screen

- GNDR344 - Queer Film
- GNDR349 - Topics in Film, Literature, and Cultural Production
- HSTR310C - American History in Film
- HSTR343A - Cinema and European Society, 1900-1945
- IED377 - Indigenous Voices in Video, Audio, Film
- ITAL485 - Topics in Italian Film (in English)
- MDIA400 - Topics in Media Studies
- MDIA490 - Directed Studies
- PAAS357 - Chinese Cinema from Text to Screen
- PAAS358 - Screening the Nation: Nationalism, Ideology, and Politics in Chinese Cinema
- PAAS366 - Gendering India from Empire to Bollywood
- PAAS372 - Southeast Asian Cinema
- PAAS404 - Asian Horror Cinema
- PAAS487 - Trends in Japanese Cinema, 1960 to Present
- PHIL360 - Philosophy and Film
- SLST403 - Topics in Russian Culture, Literature, Film (in Russian)
- SLST450 - Cold War on Film
- SLST451 - Stalinist Cinema
- SPAN485A - Spanish Film
- SPAN485B - Latin American Film (in English)



# MEMO

## FACULTY OF HUMAN & SOCIAL DEVELOPMENT

Office of the Dean  
PO Box 1700 STN CSC  
Victoria, British Columbia V8W 2Y2  
Phone (250) 721-6441 | Fax (250) 721-7067  
Email [hsddean@uvic.ca](mailto:hsddean@uvic.ca) | Website [www.uvic.ca/hsd](http://www.uvic.ca/hsd)

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**DATE:** November 14, 2022

**TO:** Carrie Anderson, Secretary to Senate  
Office of the University Secretary

**FROM:** Jennifer White, Acting Dean  
Faculty of Human & Social Development

**RE:** **Motion to be approved by Senate**

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Please find attached documents corresponding to the approval of the Faculty Council Constitution and Operating Framework for the Faculty of Human and Social Development. The following motion was brought forward and approved at the November 10, 2022 Faculty Council meeting:

Recommended Motion:

***THAT Senate approve the revised Faculty of Human and Social Development Constitution and Operating Framework as presented.***

Thank you for your consideration.



**University  
of Victoria**

Human & Social  
Development

**Constitution &  
Operating ~~Structure~~Framework**

Approved by Faculty Council: ~~October 19<sup>th</sup> 2021~~November 10, 2022

Approved by Senate: November 5<sup>th</sup> 2021

Review: October ~~2022~~2029

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Mission and Vision of the Faculty of Human and Social Development  
(as stated in HSD's Strategic Plan 2022-2026)

Mission:

HSD engages and innovates for just, equitable, decolonial, and sustainable futures.

Vision:

HSD will be a recognized local and global leader in transformative research, teaching, and professional practice for just, equitable, decolonial, and sustainable futures.

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## ~~Vision & Mission Statement~~

~~This text will be added following completion of HSD Strategic Planning process (Jan/Feb 2022)~~

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~~Vision:~~

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~~Mission:~~

We acknowledge and respect the ɫəkwəŋən 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.

The Faculty of HSD further recognizes that territorial acknowledgements, on their own, are insufficient without accompanying actions that support the self-determination of First Nations, Inuit and Métis Peoples. As a Faculty we make an unwavering commitment to interrupting anti-Indigenous racism and reducing ongoing colonial violence. For those of us who are not from these local territories, we recognize our own implication in the ongoing dispossession of Indigenous peoples' lands and we take actions in support of Lekwungen, Wyomilth and WSÁNEĆ sovereignty. We seek to be in right relations through ongoing practices of care, responsibility, and relational accountability.



**A. Responsibility and timing of meetings**

1. The Faculty Council is the central and highest forum for academic decision-making in the Faculty of Human and Social Development.
2. The powers of the faculty falling into the remit of the Faculty Council are laid out in the University Act (RSBC 1996) which states that a~~A~~ Faculty has the following powers and duties (s. 40):
  - (a) to make rules governing its proceedings, including the determining of the quorum necessary for the transaction of business;
  - (b) to provide for student representation in the meetings and proceedings of the faculty;
  - (c) subject to this Act and to the approval of the senate, to make rules for the government, direction and management of the faculty and its affairs and business;
  - (d) to determine, subject to the approval of the senate, the courses of instruction in the faculty;
  - (e) subject to an order of the president to the contrary, to prohibit lecturing and teaching in the faculty by persons other than appointed members of the teaching staff of the faculty and persons authorized by the faculty, and to prevent lecturing or teaching so prohibited;
  - (f) subject to the approval of the senate, to appoint for the examinations in each faculty examiners, who, subject to an appeal to the senate, must conduct examinations and determine the results;
  - (g) to deal with and, subject to an appeal to the senate, to decide on all applications and memorials by students and others in connection with their respective faculties;
  - (h) generally, to deal with all matters assigned to it by the board or the senate.

- ~~1. The Faculty Council meetings will occur monthly September through June, unless the Dean stipulates that there is insufficient business. In that case the intention not to convene a Faculty Council meeting shall be communicated at least one week in advance to the Faculty. If there is an objection to the cancellation of the meeting by at least two voting members, it shall proceed. Faculty Council meetings shall normally be held in such a manner as to allow for both in-person and virtual attendance.~~
- ~~2.1. It is the responsibility of members of Council to contribute to the governance of the Faculty. Regular attendance at scheduled meetings of the Council contributes to discharging this responsibility.~~

**B. Membership of the Faculty Council includes:**

1. Faculty Council is chaired by the Dean of the Faculty who is a non-voting member of Council.
2. In the absence of the Dean, Faculty Council is chaired by the Associate Dean Academic or the Associate Dean Research, both of whom are non-voting members of Council.
3. Other non-voting members of Faculty Council include:
  - a. The Director, Administration
  - b. HSD undergraduate and graduate students, staff and sessional instructors who are not otherwise elected as representatives on Faculty Council
4. Voting members of Faculty Council are:
  - a. All part and full-time regular faculty members of the Faculty of Human and Social Development, appointed in the Faculty or in a School or Program of the Faculty, including those on limited-term appointments of 12 or more months.
  - b. Two undergraduate students, enrolled in a program in the Faculty and elected through election or acclamation by HSD undergraduate students.
  - c. Two graduate students, enrolled in a program in the Faculty and elected through election or acclamation by HSD graduate students.
  - d. One member of the PEA bargaining unit, currently employed at part or full-time in the Faculty and elected through election or acclamation by PEA members employed in HSD.
  - e. One member of the CUPE 951 bargaining unit, currently employed at part or full-time in the Faculty and elected through election or acclamation by CUPE 951 members employed in HSD.

- f. One sessional instructor currently employed in the Faculty and elected through election or acclamation by sessional instructors employed in HSD.
5. HSD Faculty Council includes an Elder or Knowledge Keeper-in-Council, appointed to Council by the Faculty. The Knowledge Keeper- in-Council is a voting member of Faculty Council and will be empowered to provide advice to Council on its conduct of business and all other matters that are entrusted to Council through the University Act.
6. Any other staff or faculty of the university may attend open meetings, but are not entitled to vote.
7. From time to time, there may be a specific requirement to limit attendance at Faculty Council meetings, or a portion of a Faculty Council meeting, to voting members, Such a necessity will be communicated one week in advance of the meeting of Faculty Council.
- ~~1. The Dean (Chair) (Non-Voting).~~
- ~~2. Associate Deans (can Chair in absence of the Dean) (Non-Voting).~~
- ~~3. Faculty members of the Faculty of Human & Social Development, including all part- and full-time regular faculty (teaching or research stream) appointed in the Faculty or in a School or Program of the Faculty, including those on limited-term appointments of 12 or more months (Voting).~~
- ~~4. In addition, the following groups are invited to provide (voting) representatives to participate in Faculty Council:~~
- ~~a. Undergraduate students can elect up to **two** representatives (the representatives should be registered as a student in a program or School in the Faculty of HSD)~~
- ~~b. Graduate students can elect up to **two** representatives (the representatives should be registered as a student in a program or School in the Faculty of HSD)~~
- ~~c. One PEA member currently employed within the Faculty of HSD-~~
- ~~d. One CUPE 951 member currently employed within the Faculty of HSD-~~
- ~~e. One Sessional instructor currently employed within the Faculty of HSD-~~
- ~~5. One Elder (voting) from a local Indigenous community, appointed by Council, in consultation with the Faculty Lead — Indigenous Plan and the Indigenous Student Support Centre-~~
- ~~6. Director, Administration (Non-voting)~~
- ~~Any other staff or faculty of the university may attend open meetings, but cannot vote.~~

**C. Timing of meetings**

1. The Faculty Council meetings will occur monthly September through June, unless the Dean stipulates that there is insufficient business. In that case the intention not to convene a Faculty Council meeting shall be communicated at least one week in advance to the Faculty. If there is an objection to the cancellation of the meeting by at least two voting members, it shall proceed. Faculty Council meetings shall normally be held in such a manner as to allow for both in-person and virtual attendance.
2. Faculty Council meetings shall normally be held in such a manner as to allow for both in-person and virtual attendance.
3. 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.

**C.D. Conduct of business**

- ~~1. The Faculty Council will be chaired by the Dean or Designate.~~
- 2.1. The quorum for a meeting of Faculty Council shall be 18 Voting Members.
- ~~3. All members of the HSD community are welcome to attend Faculty Council, unless there is a specific requirement to limit attendance to Voting Members (closed meeting). Such a necessity will be communicated in advance of the meeting of Faculty Council.~~
- 4.2. Where a vote is necessary, it shall be conducted by simple majority of Voting Members present. The Chair does not have a casting vote.
- ~~5. Items that are concerned with purely academic decisions (such as curriculum, pedagogy and assessment) may, at the discretion of the Chair, be subject to a vote of faculty members as defined in clause B3.~~
- 6.3. Items that are related to requirements of the Collective Agreement between the University of Victoria and its faculty members, or, items that are otherwise limited to faculty member vote by virtue of Senate or University policy, may only be voted on by faculty members as defined in clause B3B4 (a).
4. Elected student, staff and sessional instructor representatives are delegated the responsibility of ensuring that their constituents are informed of Faculty business. Where appropriate they shall consult their constituents on Faculty proposals in advance of a Faculty meeting, in order to vote on their behalf.
- 7.5. Normally only in-person voting is permitted those in attendance at the meeting are eligible to vote, except in such cases where electronic voting is stipulated by the

Collective Agreement, or in circumstances where Faculty Council has agreed to conduct an electronic vote to ensure the full representation of faculty views. Upon receipt of a motion to this effect, the motion must be considered by Faculty Council within five business days. If and when Faculty Council approves the motion, the voting period will begin immediately and last two to five business days through a secure, online, one person per vote system.

~~8-6.~~ The upcoming agenda and minutes of the previous meeting will be posted electronically one week before the meeting. Items should be submitted to the Dean's Assistant 24 hours before this deadline. Amendment of the agenda is permitted at the meeting at the discretion of the Voting Members, as indicated by a positive vote to accept the amended agenda.

#### ~~D.E.~~ Other

1. Special meetings of the Faculty Council may be called by the Dean (or delegate).
2. At the written request of 10 voting members, the Dean will call a special meeting within 10 days.
3. Minutes of the Faculty Council are kept, recording pertinent points and the results of votes on all motions.
4. Minutes will reside in the Dean's Office and will be made available on request or via the Council Connect site or otherwise electronically posted.

- ~~1. The Council may establish ad hoc or standing committees to investigate any matters coming before the Council.~~
- ~~a. Notice of committee meetings and their agenda will normally be made available to members a week in advance of the meeting.~~
  - ~~b.a. Minutes of all committee meetings shall contain a record of the pertinent points discussed and the results of a vote on all motions.~~
  - ~~c.a. A copy of the minutes will reside in the Dean's Office and be made available to Council members on request or via the Council Connect site.~~
  - ~~d.a. Membership of Faculty Council is not a necessary condition for eligibility for membership on committees.~~
  - ~~e.a. All committees shall report their findings to the Council.~~

#### ~~E.F. Standing Committees~~

~~F. The following committees are to be considered as standing sub-committees of the Faculty Council. Each committee will develop its own Terms of Reference laying out membership, expectations, and conduct of business.~~

~~Committee Terms of Reference and any changes to approved Terms of Reference must be approved by Faculty Council. Each committee listed will provide a formal annual report to the Faculty Council and will report at each of~~

~~the Faculty Councils meetings as committee business arises.~~

- ~~1. The Council may will establish ad hoc or standing standing committees to ensure conduct of faculty business. Standing committees and membership will be reviewed annually and adjusted to ensure faculty operation. to investigate any matters coming before Council.~~
- ~~2. The Council may establish ad-hoc committees formed for a limited time to respond to a specific need coming before Council.~~
- ~~3. Committee Terms of Reference and any changes to approved Terms of Reference must be approved by Faculty Council.~~
- ~~4. Standing Committees must provide a formal annual report to the Faculty Council and will report at each of the Faculty Councils meetings as committee business arises.~~
- ~~5. Membership of Standing Committees is approved by Faculty Council.~~
- ~~6. Notice of Standing Ccommittee meetings and their agenda will normally be made available to members a week in advance of the meeting.~~
- ~~7. Minutes of all committee meetings shall contain a record of the pertinent points discussed and the results of a vote on all motions.~~
- ~~8. A copy of the minutes will reside in the Dean's Office and be made available to Council members on request or via the Council Connect site.~~
- ~~9. Membership of Faculty Council is not a necessary condition for eligibility for membership on committees.~~
10. Current standing committees.
  - a. Curriculum/Program Development (Chaired by Associate Dean Academic)
  - b. Student Support and Advising (Chaired by Associate Dean Academic)
  - c. Faculty/Graduate Student Research (Chaired by Associate Dean Research)
  - d. Communications (Co-Chaired by Associate Dean Academic and Communications Officer)
  - e. Decolonization and Anti-Racism (Chaired by Dean)
  - \_\_\_\_\_
  - ~~a. Faculty Admissions and Adjudications~~
  - ~~b. HSD advising committee~~

- ~~c. HSD online learning group~~
- ~~d. HSD marketing committee~~
- ~~e. Justice, Equity, Diversity, & Inclusion~~
- ~~f. HSD Building Local Safety Committee~~
- ~~g. Space Utilization~~
- ~~h. Research Advisory Network~~
- ~~i. Curriculum Committee~~
- ~~j. Field education, coop and practicum~~
- ~~k. Decolonization and Indigenization~~



**University  
of Victoria**

Human & Social  
Development

**Constitution &  
Operating Framework**

Approved by Faculty Council: November 10, 2022

Approved by Senate: November 5<sup>th</sup> 2021

Review: October 2029

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**Mission and Vision of the Faculty of Human and Social Development**  
(as stated in HSD's Strategic Plan 2022-2026)

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  - (d) to determine, subject to the approval of the senate, the courses of instruction in the faculty;
  - (e) subject to an order of the president to the contrary, to prohibit lecturing and teaching in the faculty by persons other than appointed members of the teaching staff of the faculty and persons authorized by the faculty, and to prevent lecturing or teaching so prohibited;
  - (f) subject to the approval of the senate, to appoint for the examinations in each faculty examiners, who, subject to an appeal to the senate, must conduct examinations and determine the results;
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  - d. One member of the PEA bargaining unit, currently employed at part or full-time in the Faculty and elected through election or acclamation by PEA members employed in HSD.
  - e. One member of the CUPE 951 bargaining unit, currently employed at part or full-time in the Faculty and elected through election or acclamation by CUPE 951 members employed in HSD.
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