University of Victoria | University Secretary

The next open meeting of the Senate of the University of Victoria is scheduled for Friday, January 6, 2023 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. December 2, 2022 **(SEN-JAN 6/23-1)**

    Motion: That the minutes of the open session of the meeting of the Senate held on December 2, 2022 be approved and that the approved minutes be circulated in the usual way.

3. **BUSINESS ARISING FROM THE MINUTES**

4. **REMARKS FROM THE CHAIR**

    a. President's report **INFORMATION**

5. **CORRESPONDENCE**

6. **PROPOSALS AND REPORTS FROM SENATE COMMITTEES**

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

        i. Grading Report for 2021/2022 **(SEN-JAN 6/23-2)** **INFORMATION**

        ii. Introduction of optional Co-Equal (non-Hierarchical) **ACTION**
        Supervisory Committees **(SEN-JAN 6/23-3)**

        Motion: That Senate approve the revision to the Graduate Academic Calendar to include an option for Co-Equal Supervisory Committees as outlined in the attached proposal.

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

    i. 2021/2022 Annual Report **(SEN-JAN 6/23-4)**   **INFORMATION**

    ii. Upcoming Senate committee vacancies **(SEN-JAN 6/23-5)**   **INFORMATION**

    iii. Appointments to the 2022/2023 Senate standing committees   **ACTION**
       (SEN-JAN 6/23-6)

    <u>Motion</u>: That Senate approve the appointments to the 2022/2023
Senate standing committees for the terms indicated in the attached
document.

c. Senate Committee on Awards – Maureen Ryan, Chair

    i. New and Revised Awards **(SEN-JAN 6/23-7)**   **ACTION**

    <u>Motion</u>: 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:

- Susan Patricia Phillips Memorial Prize (New)
- Alan Steven John Awards in Visual Arts (New)
- Peter Liddell Award in Humanities Computing* (Revised)
- Hugh and Lilian Salmond Engineering Award* (Revised)
- Perry Shawana Graduate Scholarship* (Revised)
- Aloise & Aurora Garcia Gilbert Victory Award (New)
- Gildardo & Lucia Garcia-Alvarez Vikes Rowing Award (Revised)
- Carolyn E. & Robert J. McCormick Indigenous Entrance Scholarship (Revised)
- Inuit Women Legal Scholar Award (Revised)
- Anthany Dawson Justice Award* (Revised)
- Francis Woods Memorial Scholarship (New)
- David F. Strong Research Scholarship* (Revised
- Costco Canada Undergraduate Scholarship* (Revised)
- Victoria Pride Award in Honour of David Tillson* (Revised)
- Sydney G. Pettit Scholarship* (Revised)
- Thomas Henry (Harry) and Doris Collom Scholarship* (Revised)
- John H. Rennie Scholarship in Business* (Revised)
- Lilia Zaharieva Award in the School of Child and Youth Care (New)
- Hugh and Lilian Salmond Scholarship in Biochemistry and/or Microbiology (Revised)

- Dr. Nandi Scholarship (New)
- Vikes International Athlete Award (Revised)

* Administered by the University of Victoria Foundation

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

    i. Proposal to discontinue the Combined Major in French and English Canadian Literature **(SEN-JAN 6/23-8)**   **ACTION**

        <u>Motion</u>: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Combined Major in French and English Canadian Literature, as described in the document "Discontinuance of the Combined Major in French and English Canadian Literature".

    ii. Proposed changes to the Master of Arts and Doctor of Philosophy in English Programs **(SEN-JAN 6/23-9)**   **ACTION**

        <u>Motion</u>: That Senate approve, and recommend to the Board of Governors that it also approve, the proposed changes to the Master of Arts in English program, as described in the document "Department of English Course Offering Changes".

        <u>Motion</u>: That Senate approve, and recommend to the Board of Governors that it also approve, the proposed changes to the Doctor of Philosophy in English program, as described in the document "Department of English Course Offering Changes".

    iii. Proposal to establish a Doctor of Philosophy in Indigenous Governance **(SEN-JAN 6/23-10)**   **ACTION**

        <u>Motion</u>: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Doctor of Philosophy in Indigenous Governance, as described in the document "PhD in Indigenous Governance', and that this granting of approval be withdrawn should the program not be offered within five years of the granting of approval. Once Senate and the Board of Governors have approved the proposal, the proposal must be approved by the Secretariat of the Ministry of Post-Secondary Education and Future Skills.

iv.   Proposal to add a new stream in Sustainable Innovation to   **ACTION**
      the existing Master of Business Administration program **(SEN-JAN 6/23-11)**

      <u>Motion</u>: 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 Sustainable Innovation to the existing Master of
      Business Administration program, as described in the document "Master of
      Business Administration in Sustainable Innovation".

v.   Proposal to add a new stream in Strategic Leadership to the   **ACTION**
      existing Master of Business Administration program **(SEN-JAN 6/23-12)**

      <u>Motion</u>: 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 Strategic Leadership to the existing Master of Business
      Administration program, as described in the document "Master of Business
      Administration in Strategic Leadership".

7.   PROPOSALS AND REPORTS FROM FACULTIES

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

9.   OTHER BUSINESS

10. ADJOURNMENT

Meeting of Senate
December 2, 2022

MINUTES

A meeting of the Senate of the University of Victoria was held on December 2, 2022 at 3:33 p.m. in the Senate and Board Chambers, University Centre, Room A180.

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. Wilson/G. Voss)
   That the agenda be approved as circulated.

   CARRIED

2. **MINUTES**

   a. **November 4, 2022**

A member of Senate asked for clarification on the minutes regarding the enrolment presentation and enrolment versus retention. Ada Saab noted communication with the Senator before the meeting to explain the difference between the two terms.

   Motion: (K. Stewart/M. Garcia-Barrera)
   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.

   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.

Regarding the day's incident in the Cornett Building, K, Hall thanked Campus Security for their quick actions and all those who swiftly and calmly removed themselves from the potential threat.

K. Hall thanked Rustom Bhiladvala, faculty representative from Engineering and Computer Science, for his service on Senate. He also extended his tremendous appreciation and gratitude to all of Senate for efforts over a particularly challenging year. He encouraged all to try and take time to rest and get away over the holiday break.

K. Hall reported on four recent student stories;

- A group of engineering students designed satellite, ORCASat, was recently launched by NASA's SpaceX. It will provide a star reference for the world's ground-based telescopes, helping to calibrate space instrumentation and with astronomy readings and mapping.
- The University of Victoria women's field hockey team won their fourth straight national title. He congratulated Coach Lynne Beecroft as a perfect way to end her 39-year coaching career.
- The University of Victoria women's rowing team won the national championship title for the first time since 2012 at the Canadian University Rowing Championships. Head coach Jane Gumley was named Coach of the Year, marking the first time in history a female coach has won this honour.
- UVic's alum Julia Levy has been chosen as a Rhodes scholar. J. Levy's research focuses on technology and the human experience and how people can better understand and engage with complex systems.

K. Hall provided members of Senate with a campus update on Giving Tuesday, held earlier in the week. In addition, the university's fourth Campus Kudos were held on November 23, with more than 30 workers honoured.

In an update on the strategic plan, K. Hall noted that since the last Senate meeting, a first draft had been completed. He reported that a full draft would be brought to Senate in January for review, and approval will be sought at the February Senate meeting before submission to the Board of Governors.

Finally, K. Hall reported on a number of significant awards:

- Jordan Stanger-Ross, Professor of History and a Provost's Engaged Scholar, was the recipient of a 2022 SSHRC Impact award.
- Three Vanier scholars were selected based on academic excellence, research potential, and leadership; Nacole Walker, Jilleun Tenning, and Danielle Alphone.
- Geoffrey Stanley was awarded the Banting Scholarship, which is presented to individuals who positively contribute to the country's economic, social, and research-based growth.
- Seven UVic researchers were named as Clarivate Highly Cited Researchers for 2022; Amanda Bates, Ryan Rhodes, Makhsud Saidaminov, Yang Shi, Hari Srivastava, Marie-Ève Tremblay, and Francis Zwiers.

b. University Rankings

Dane Berry, Associate Director Research Intelligence, and Kalen Schick, Senior Manager VPAC Research and Policy, provided members of Senate with a presentation on University Rankings. They explained the background of ranking metrics and the various rankings in which the university would concentrate its efforts.

Senators discussed the strategy toward more research faculty hires, the correlation between teaching faculty and research faculty, the reputation among students versus faculty, and the impact of medical school on competitiveness in the ranking metrics.

A Senator encouraged Senators to pay attention to invitations to contribute to ranking information when they are approached. In addition, the Senator noted the opportunity to showcase our facilities and work through hosting conferences.

5.   **CORRESPONDENCE**

   a.   **Campus Planning Committee**

      i.   **Semi-annual report to Senate on Campus Development**

Elizabeth Croft introduced the report, noting the completion of the first of two student housing buildings. She reported that the second building will open in September 2023.

In response to a question on the Engineering and Computer Science expansion, Mike Wilson, Director of Campus Planning, outlined the factors which caused the contract to not be awarded as tendered. He explained the university was looking at changing the procurement model and the ongoing discussions with the provincial government for additional funds.

6.   **PROPOSALS AND REPORTS FROM SENATE COMMITTEES**

   a.   **Senate Committee on Academic Standards**

      i.   **Revisions to the requirements for concurrent credit in Graduate Certificate and Diploma programs and Graduate Degree programs**

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

   Motion: (J. Salem/M. Hoorfar)
   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.

                                                             CARRIED

      ii.   **Clarification of the transfer of academic credit, and credit granted upon re-admission**

Y. Kandil introduced the proposal. There were no questions.

   Motion: (S. Minshall/E. Kelly)
   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.

                                                             CARRIED

b.   Senate Committee on Agenda and Governance

i.   Appointment to the 2022/2023 Senate Committee on Planning

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

> Motion: (M. Garcia-Barrera/R. Gupta)
> That Senate approve the appointment to the Senate Committee on
> Planning for the term indicated in the attached document.

CARRIED

ii.   Appointment to the Joint Senate Board Retreat Committee

M. Garcia-Barrera introduced the appointments for Senate's consideration, requesting a friendly amendment to the motion to include Student Senator, Nathaniel Hope Tucker on the committee. In response to a question, Ada Saab confirmed student appointments were limited to the end of their one-year term.

> Motion: (M. Garcia-Barrera/N. Hope-Tucker)
> That Senate approve the appointments of Lois Harder (Faculty of Social
> Sciences), Erin Kelly (Faculty of Humanities), and Nathaniel Hope Tucker
> (Student Senator) to the Joint Senate Board Retreat Committee for a term
> beginning January 1, 2023 and ending on December 31, 2023.

CARRIED

iii.   Proposal for *Ad Hoc* Senate *C*ommittee to Review the Convocation Roll Composition

A. Saab introduced the proposal. There were no questions.

> Motion: (S. Minshall/J. Salem)
> That Senate approve the composition for the *Ad Hoc* Senate Committee to
> Review the Convocation Roll Composition.

CARRIED

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

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

> Motion: (J. Clarke/M. Laidlaw)
> That Senate approve the proposed revisions to the Terms of Reference for
> the Senate Committee on Continuing Studies.

CARRIED

c. **Senate Committee on Awards**

i. **New and Revised Awards**

Maureen Ryan, Chair, introduced the new and revised awards, providing members of Senate with an update on the work to address comments made at the November Senate meeting.

A Senate member stated a worry about the definition of awards as opposed to the terms presented and suggested striking nine of the 21 awards presented to Senate. M. Ryan noted the ongoing work on the terms and clarity for students regarding the awards application.

Another Senator appreciated the support for protected persons and refugees and hoped there would be awards added for refugee claimants.

M. Ryan clarified the terms for a few additional questions from Senators on the proposed awards. Senate members discussed the use of the word "award," the need to provide students with funding as discussions on improved clarity continues, and the process the Senate Committee undergoes to recommend the terms to Senate each month.

> Motion: (R. Gupta/R. Hancock)
> 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)

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CARRIED

d. **Senate Committee on Planning**

i. **Proposed changes to the Major, Honours, and Minor programs in English**

Elizabeth Adjin-Tettey, Chair, introduced the proposal. A member of Senate expressed his support of such an elegant proposal. There were no questions.

> <u>Motion</u>: (S. Minshall/S. Hundza)
> 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".

CARRIED

> <u>Motion</u>: (R. Gupta/D. Jeffery)
> 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".

CARRIED

> <u>Motion</u>: (J. Salem/S. Hundza)
> 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".

CARRIED

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

E. Adjin-Tettey introduced the proposal. Saul Klein thanked Lesley Varley, Executive Director B.C. Association of Aboriginal Friendship Centres, in assisting and supporting the proposal. He also thanked E. Adjin-Tetty, R. Hicks, and the members of the Senate Committee on Planning for bringing the proposal forward to Senate so quickly. There were no questions.

> <u>Motion</u>: (M. Hoorfar/S. Hundza)
> 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.

CARRIED

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**

E. Adjin-Tettey introduced the proposal.

Referring to the program proposal, a member of Senate asked, with the additional requirements of the program, would the time to complete need to be change. E. Adjin-Tettey responded that the program requirements had not changed to result in a degree beyond the current 4-year degree structure. A further question was asked on Indigenous consultation. E. Adjin-Tettey and L. Jackson both advised that that section referred to program content which was not relevant in this submission.

Comments were made on the lack of consultation with the School of Health Information Science given the overlap in programs between the areas. LillAnne Jackson, Associate Dean Academic Engineering and Computer Science, explained that the consultations were based on the core content of the discipline. In contrast, the minor in Health Information Science has a broader focus.

Motion: (P.Loock/M. Hoorfar)
That Senate approve, and recommend to the Board of Governors that is 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".

CARRIED

iv. **Proposed changed to the Major and Honours degrees in Pacific and Asian Studies**

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

Motion: (J. Salem/D. Curran)
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".

CARRIED

Motion: (R. Gupta/D. Curran)
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".

CARRIED

     v.   Proposal to establish an undergraduate certificate in Media Studies in the Faculty of Humanities

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

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

                                        CARRIED

7.   PROPOSALS AND REPORTS FROM FACULTIES

    a.   Faculty of Human and Social Development

       i.   Revisions to the Faculty's Constitution and Operating Framework

Jennifer White, Acting Dean Human and Social Development introduced the revisions. She noted that most of the changes made were to align with the Faculty's Strategic Plan and to enhance the Faculty's commitment to land acknowledgement. There were no questions.

> Motion: (J. White/M. Hoorfar)
> That Senate approve the revised Faculty of Human and Social Development Constitution Operating Framework as presented.

                                          CARRIED

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

There was none.

9.   OTHER BUSINESS

There was none.

There being no other business the meeting was adjourned at 5:05 p.m.

Name	In Attendance	Regrets	Position	Position
Adjin-Tettey, Elizabeth	☒		A/Associate Vice-President Academic Planning	By Invitation
Andersen, Carrie	☒		University Secretary	Secretary of Senate
Anyaegbunam, Chekwube	☒		Student Senator	Elected from the student societies
Bhiladvala, Rustom	☒		Faculty of Engineering and Computer Science	Elected by the faculty members
Bonnieux, Justin	☒		Student Senator	Elected from the student societies
Brolo, Alexander			Faculty of Science	Elected by the Faculty
Brown, Hannah	☒		Student Senator	Elected from the student societies
Buller, Marion		☒	Chancellor	Ex officio
Campbell, Erin	☒		Faculty of Fine Arts	Elected by the faculty members
Clarke, JoAnne	☒		Dean, Division of Continuing Studies	Ex officio
Croft, Elizabeth	☒		Vice-President Academic and Provost	Ex officio
Curran, Deborah	☒		Faculty of Law	Elected by the Faculty
Devor, Aaron	☒		Faculty of Social Sciences	Elected by the faculty members
Diether, Kelly	☒		Convocation Senator	Elected by the convocation
Dueck, Rebekah			Student Senator	Elected from the student societies
Dunsdon, Jim	☒		Associate Vice-President Student Affairs	By Invitation
Friedland, Matsuko		☒	Student Senator	Elected from the student societies
Garcia-Barrera, Mauricio	☒		Faculty of Graduate Studies	Elected by the Faculty
Goddard, Lisa	☒		Acting University Librarian	Ex officio
Grewal, Ashmita	☒		Student Senator	Elected from the student societies
Gupta, Rishi	☒		Faculty of Engineering and Computer Science	Elected by the Faculty
Hall, Kevin	☒		President and Vice-Chancellor	Chair of Senate
Hallgrimsdottir, Helga		☒	Acting Vice- Provost	By invitation
Hancock, Rob	☒		Faculty of Social Sciences	Elected by the Faculty
Harder, Lois	☒		Dean, Faculty of Social Sciences	Ex officio
Harding, Catherine	☒		Faulty of Fine Arts	Elected by the Faculty
Hicks, Robin	☒		Dean, Faculty of Graduate Studies	Ex officio
Hier, Sean	☒		Faculty of Social Sciences	Elected by the faculty members
Hof, Fraser			Faculty of Science	Elected by the faculty members
Hoorfar, Mina	☒		Dean, Faculty of Engineering and Computer Science	Ex officio
Hope Tucker, Nathaniel	☒		Student Senator	Elected from the student societies
Huang, Li-Shih	☒		Faculty of Humanities	Elected by the faculty members
Hundal, Navinder			Student Senator	Elected from the student societies
Hundza, Sandra	☒		Faculty of Education	Elected by the Faculty
Itamunoala, Belema	☒		Student Senator	Elected from the student societies
Jeffery, Donna	☒		Faculty of Human and Social Development	Elected by the faculty members
Jensen, Alannah			Student Senator	Elected from the student societies
Kalynchuk, Lisa	☒		Vice-President Research and Innovation	Ex officio
Kaur, Anureet			Student Senator	Elected from the student societies
Kelly, Erin	☒		Faculty of Humanities	Elected by the faculty members
Kerr, Tom			Student Senator	Elected from the student societies
Klein, Saul	☒		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	☒		Faculty of Social Sciences	Elected by the Faculty
Laidlaw, Mark	☒		Faculty of Science	Elected by the Faculty
Lepp, Annalee			Dean, Faculty of Humanities	Ex officio
Lindgren, Allana			Dean, Faculty of Fine Arts	Ex officio
Loock, Peter	☒		Dean, Faculty of Science	Ex officio
Marks, Lynne	☒		Faculty of Humanities	Elected by the Faculty
McDonough, Graham	☒		Faculty of Education	Elected by the Faculty
McGregor, Catherine	☒		A/Dean, Faculty of Education	Ex officio
Minshall, Simon	☒		Faculty of Human and Social Development	Elected by the Faculty
Mucina, Devi	☒		Faculty of Human and Social Development	Elected by the Faculty
Mukhopadhyaya, Phalguni		☒	Faculty of Engineering and Computer Science	Elected by the faculty members
Nair, Sudhir	☒		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	☒		Faculty of Law	Elected by the Faculty
Peta, Liam	☒		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	☒		Associate University Secretary	By Invitation
Salem, Joseph	☒		Faculty of Fine Arts	Elected by the Faculty
Shi, Yang	☒		Faculty of Engineering and Computer Science	Elected by the Faculty
Smith, Brock			Peter B. Gustavson School of Business	Elected by the Faculty
Stewart, Kenneth	☒		Faculty of Social Sciences	Elected by the faculty members
Stinson, Danu	☒		Faculty of Graduate Studies	Elected by the Faculty
Taylor, Wendy	☒		Acting Registrar	By Invitation
Voss, Graham	☒		Faculty of Social Sciences	Elected by the faculty members
Walshaw, Jill	☒		Faulty of Humanities	Elected by the Faculty
Wang, Alivia	☒		Convocation Senator	Elected by the convocation
Warburton, Rebecca	☒		Convocation Senator	Elected by the convocation
White, Jennifer	☒		A/Dean, Faculty of Human and Social Development	Ex officio
Wilson, Lara	☒		Professional Librarian	Elected by the Professional Librarians
Wright, Bruce	☒		Head, Division of Medical Sciences	Additional Member
Wu, David			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 FACULTY MEMBERS *(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 STUDENT SOCIETIES – 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-Tettey
A/Registrar: Wendy Taylor
Associate University Secretary: Ada Saab

University of Victoria | Senate Committee on Academic Standards

MEMO

Date: December 14, 2022

To: Senate

From: Senate Committee on Academic Standards

Re: **Grading Report for 2021/2022**

To ensure continued oversight of grading patterns, a grading summary report is presented to the Senate Committee on Academic Standards and Senate. The attached report was provided to the Senate Committee on Academic Standards at its meeting on December 6, 2022.

/attachment

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

University of Victoria

Office of the Vice-President Academic and Provost

Michael Williams Building
University of Victoria
T 250-721-7013 | F 250-721-7216
provasst@uvic.ca | uvic.ca/vpac

DATE: November 25, 2022
TO: Senate Committee on Academic Standards
FROM: Tony Eder, Executive Director, Academic Resource Planning
RE: Grading report for 2021/22

The purpose of the grading report is to document patterns of grades awarded at the university, faculty, and school/department levels over a five-year period for undergraduate, graduate, and law courses at the University of Victoria. This report comprises grading statistics up to the 2021/22 academic year (summer session 2021, fall term 2021 and spring term 2022).

The report documents general time-series trends and grading anomalies, but does not attempt to explain changes in grade distributions over time, for differences in grade distributions across sections of a course, or for variations in grade distributions among departments and faculties.

COVID-19 context and background

For spring term 2020, in recognition of the challenges related to the unexpected pivot to online delivery in March 2020 partway through term, UVic Senate approved new and temporary grading options to students. Options were: keep the original grade as assigned by the instructor; select a COVID Pass/Fail (with no impact on GPA); drop the course without academic penalty; and COVID Withdrawal – Extenuating Circumstances. These options supported student success and were intended to help alleviate undue stress caused by the pivot.

The outcome of those temporary grading selections are visible for the spring 2020 term (noted as 202001 in table 1). Compared to spring term 2019, drops increased, fails decreased, and grades increased.

While the pandemic persisted into 2021/22, these temporary grading options were not offered in subsequent terms, as delivery modes were made clear to students during registration. UVic also made significant investments in support of online teaching and learning throughout the summer and winter sessions. The 2021/22 academic year

returned to in-person instruction as guided by public health and safety guidelines and as such the temporary grading options introduced for spring term 2020 were not carried forward or reinstated at any time in the academic year.

Grading trends for 2021/22

By fall 2021, grading patterns largely returned to pre-pandemic levels although there appears to be some grade inflation continuing. In comparison to fall 2019, the mean grade is 0.8 percentage points higher, those receiving "A" grades is five percentage points higher while the those receiving "B" grades is two percentage point lower. Pass grades ("C" and "D" grades) are three percentage points lower. There is a less than two percentage point increase in course drops between fall 2019 and fall 2021.

Academic Year	Term Code	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2017		5.47	74.9	12%	44.5%	30.4%	20.2%	4.9%	140,337	4.8%	152,708
2018		5.54	75.2	12%	45.4%	30.2%	19.7%	4.6%	142,225	4.5%	154,185
2019	201905	5.86	77.0	14%	49.9%	30.1%	16.6%	3.3%	15,497	5.2%	17,358
	201909	5.51	75.2	12%	44.8%	30.4%	20.1%	4.7%	65,653	4.3%	70,700
	202001	6.41	79.7	18%	58.9%	29.1%	10.2%	1.7%	57,139	6.1%	68,388
2020	202005	6.18	78.4	17%	56.1%	27.7%	13.1%	3.1%	20,397	5.3%	22,414
	202009	5.94	76.8	16%	52.7%	27.9%	15.1%	4.3%	63,882	4.2%	68,663
	202101	6.03	77.2	18%	54.5%	26.4%	14.7%	4.4%	62,727	4.2%	67,935
2021	202105	5.95	77.1	17%	52.1%	28.1%	16.1%	3.7%	18,857	6.5%	21,239
	202109	5.76	76.0	14%	49.7%	28.4%	17.1%	4.7%	65,721	5.8%	71,840
	202201	5.71	75.3	15%	50.1%	26.5%	17.7%	5.7%	61,754	3.9%	67,529

Table 1: Breakouts by term for the 2019/20, 2020/21 and 2021/22 academic years. Note: "1st Class" grades include A+, A and A-; "2nd Class" grades include B+, B and B-; "Pass" includes C+, C and D; and "Fail" includes E, F and N.

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2008	5.55	.	7.6%	40.3%	40.8%	13.8%	5.0%	117,732	4.4%	127,652
2009	5.50	.	7.3%	39.6%	41.0%	14.0%	5.4%	123,212	4.2%	133,381
2010	5.57	.	7.7%	40.5%	41.0%	13.6%	4.9%	126,403	4.2%	136,998
2011	5.54	.	7.8%	39.9%	41.2%	14.1%	4.8%	126,199	4.5%	137,433
2012	5.45	.	9.9%	43.0%	32.7%	19.6%	4.7%	126,841	4.5%	137,670
2013	5.45	.	10%	43.2%	32.2%	19.7%	4.8%	130,629	4.9%	142,925
2014	5.42	74.6	10%	42.9%	32.0%	20.2%	4.9%	133,820	4.8%	146,475
2015	5.46	74.8	11%	44.3%	30.5%	20.3%	4.9%	138,163	4.7%	150,715
2016	5.47	74.9	11%	44.2%	30.7%	20.1%	4.9%	139,871	4.7%	152,429
2017	5.47	74.9	12%	44.5%	30.4%	20.2%	4.9%	140,337	4.8%	152,708
2018	5.54	75.2	12%	45.4%	30.2%	19.7%	4.6%	142,225	4.5%	154,185
2019	5.92	77.3	14%	51.2%	29.8%	15.6%	3.3%	138,289	5.2%	156,446
2020	6.01	77.2	17%	53.9%	27.2%	14.7%	4.2%	147,006	4.4%	159,012
2021	5.76	75.9	15%	50.2%	27.6%	17.2%	5.0%	146,332	5.1%	160,608

Table 2: Overall averages by academic year for 2008/09 through to 2021/22. UVic moved to a percentage grading system in 2014/15.

Attached reports (Appendix A):
- Overall Undergraduate
- Overall Graduate
- Faculty of Law
- Faculty of Education
- Faculty of Engineering and Computer Science
- Faculty of Fine Arts
- Faculty of Human and Social Development
- Faculty of Humanities
- Division of Medical Sciences
- Faculty of Science
- Faculty of Social Sciences
- Peter B. Gustavson School of Business

Faculty and staff can access online grading reports via the Office and Institutional Planning and Analysis' reporting portal (via uvic.ca/institutionalplanning). Instructions on how to access and navigate the system are attached as **Appendix B**.

At the request of the President, the Office of the Vice-President Academic and Provost and University Systems have recently engaged in a project to improve data governance and reporting, with a goal of increasing access and transparency for all members of the UVic community.

Section Grading Patterns - UVic

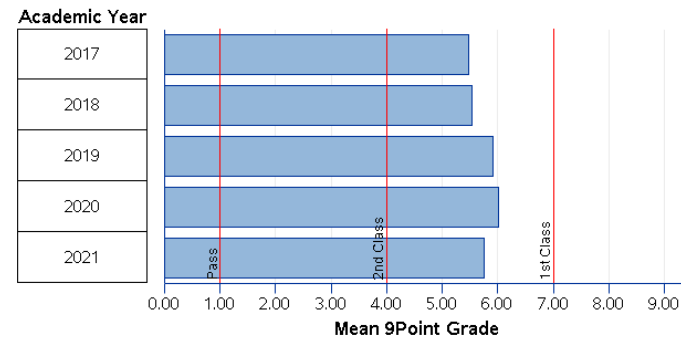**Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate**

ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2017	5.47	74.9	12%	44.5%	30.4%	20.2%	4.9%	140,337	4.8%	152,708
2018	5.54	75.2	12%	45.4%	30.2%	19.7%	4.6%	142,225	4.5%	154,185
2019	5.92	77.3	14%	51.2%	29.8%	15.6%	3.3%	138,289	5.2%	156,446
2020	6.01	77.2	17%	53.9%	27.2%	14.7%	4.2%	147,006	4.4%	159,012
2021	5.76	75.9	15%	50.2%	27.6%	17.2%	5.0%	146,332	5.1%	160,608

ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2017	4.87	71.7	9.5%	35.6%	30.6%	25.9%	7.9%	41,034	6.3%	44,293
	2018	4.93	72.0	9.9%	36.8%	29.7%	26.0%	7.5%	41,627	5.7%	44,691
	2019	5.55	75.3	14%	45.5%	29.8%	19.6%	5.1%	40,113	6.5%	45,119
	2020	5.62	74.7	15%	47.7%	28.3%	17.5%	6.5%	42,231	5.4%	44,807
	2021	5.26	72.9	13%	42.8%	28.2%	21.2%	7.8%	45,379	6.3%	48,953
200 Level	2017	5.11	73.0	11%	39.2%	29.8%	24.9%	6.0%	32,696	5.5%	35,472
	2018	5.25	73.8	11%	40.4%	31.2%	23.0%	5.4%	33,770	4.9%	36,468

Note:

* **1st Class**: Includes grades A+, A, and A-

* **2nd Class**: Includes grades B+, B, and B-

* **Pass**: Includes grades C+, C, and D

* **Fail**: Includes grades E, F, and N

* **Headcounts**: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

* **Official Reporting**: Please verify with Institutional Planning & Analysis.

University of Victoria | British Columbia Canada

Section Grading Patterns - UVic

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
200 Level	2019	5.55	75.4	12%	45.2%	30.7%	19.8%	4.3%	32,238	6.1%	36,665
	2020	5.78	76.1	16%	50.3%	27.7%	17.1%	4.9%	35,622	5.1%	38,352
	2021	5.53	74.8	14%	46.6%	27.8%	20.3%	5.3%	34,334	5.9%	37,645
300 Level	2017	5.72	76.3	11%	47.1%	32.4%	17.4%	3.1%	44,099	3.9%	47,111
	2018	5.73	76.3	11%	47.2%	32.3%	17.2%	3.1%	44,281	3.9%	47,323
	2019	6.04	77.9	13%	52.3%	31.8%	13.6%	2.2%	43,299	4.5%	48,246
	2020	6.09	77.8	16%	54.6%	28.3%	14.0%	3.1%	46,693	3.8%	50,042
	2021	5.93	76.9	14%	51.9%	29.2%	15.3%	3.6%	44,913	4.2%	48,760
400 Level	2017	6.62	80.6	17%	63.4%	26.9%	8.3%	1.4%	22,312	2.8%	25,408
	2018	6.72	81.2	19%	65.4%	25.4%	8.0%	1.2%	22,352	2.6%	25,277
	2019	6.89	82.2	22%	67.9%	24.8%	6.4%	0.8%	22,459	3.1%	26,081
	2020	6.93	82.2	24%	69.9%	22.1%	6.8%	1.2%	22,302	2.7%	25,433
	2021	6.81	81.5	23%	67.8%	22.6%	8.0%	1.6%	21,603	3.2%	24,989
700 Level	2017	6.67	81.3	4.6%	47.4%	52.0%	.	0.5%	196	1.2%	424
	2018	6.92	82.0	9.2%	57.9%	41.5%	0.5%	.	195	0.5%	426
	2019	6.80	81.6	8.3%	55.6%	43.3%	0.6%	0.6%	180	1.5%	335
	2020	7.88	87.6	44%	79.1%	20.9%	.	.	158	1.1%	378
	2021	8.31	90.5	49%	98.1%	1.9%	.	.	103	1.5%	261

Note:

* **1st Class**: Includes grades A+, A, and A-

* **2nd Class**: Includes grades B+, B, and B-

* **Pass**: Includes grades C+, C, and D

* **Fail**: Includes grades E, F, and N

* **Headcounts**: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

* **Official Reporting**: Please verify with Institutional Planning & Analysis.

Section Grading Patterns - UVic

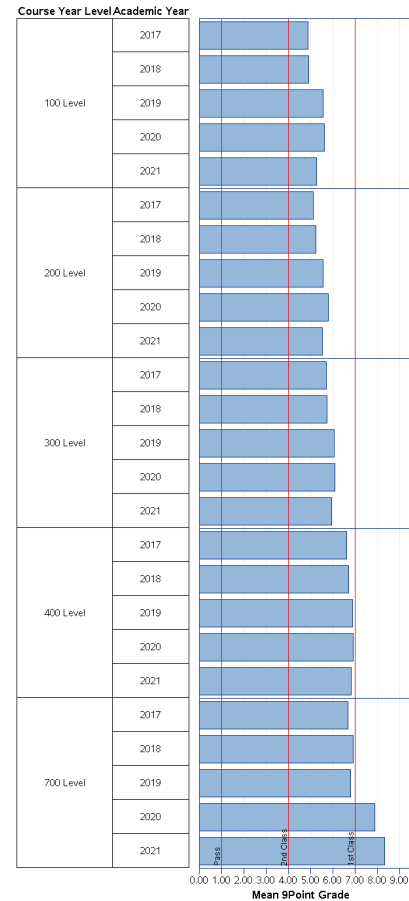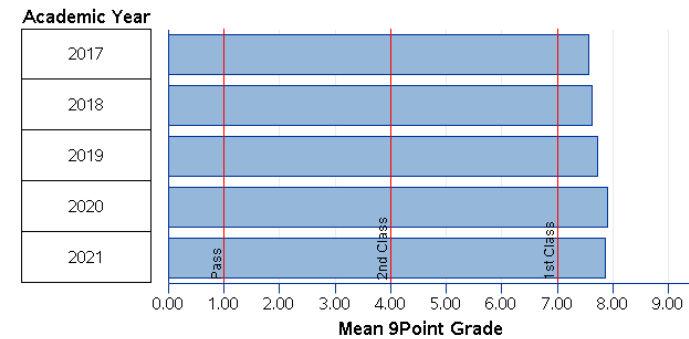**Program Course Level.PROGRAM_COURSE_LEVEL: Graduate**

ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2017	7.57	85.2	26%	84.9%	14.2%	0.7%	0.3%	7,836	2.1%	17,782
2018	7.63	85.6	28%	85.4%	13.8%	0.6%	0.2%	7,784	2.0%	17,181
2019	7.72	86.0	31%	87.3%	11.7%	0.8%	0.2%	7,473	2.4%	16,882
2020	7.91	87.1	38%	90.7%	8.2%	0.6%	0.5%	7,086	2.1%	16,174
2021	7.86	86.8	36%	90.4%	8.5%	0.6%	0.4%	7,547	1.8%	17,250

ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
500 Level	2017	7.56	85.2	26%	84.7%	14.4%	0.6%	0.3%	7,581	2.5%	14,202
	2018	7.62	85.5	28%	85.0%	14.1%	0.6%	0.3%	7,535	2.4%	13,780
	2019	7.70	85.9	30%	86.9%	12.0%	0.8%	0.3%	7,166	2.9%	13,229
	2020	7.89	87.0	38%	90.5%	8.4%	0.6%	0.4%	6,734	2.6%	12,406
	2021	7.85	86.8	36%	90.4%	8.5%	0.6%	0.5%	7,304	2.1%	13,368
600 Level	2017	7.83	86.6	38%	90.2%	7.8%	0.8%	1.2%	255	0.6%	3,580
	2018	8.17	88.7	45%	96.8%	3.2%	.	.	249	0.4%	3,401

Note:

* **1st Class**: Includes grades A+, A, and A-

* **2nd Class**: Includes grades B+, B, and B-

* **Pass**: Includes grades C+, C, and D

* **Fail**: Includes grades E, F, and N

* **Headcounts**: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

* **Official Reporting**: Please verify with Institutional Planning & Analysis.

Section Grading Patterns - UVic

Program Course Level.PROGRAM_COURSE_LEVEL: Graduate

BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
600 Level	2019	8.29	89.0	53%	95.8%	3.6%	0.7%	.	307	0.4%	3,653
	2020	8.17	88.3	50%	95.2%	3.1%	0.3%	1.4%	352	0.4%	3,768
	2021	8.08	88.2	44%	91.4%	8.2%	0.4%	.	243	0.6%	3,882

Note:

* **1st Class**: Includes grades A+, A, and A-

* **2nd Class**: Includes grades B+, B, and B-

* **Pass**: Includes grades C+, C, and D

* **Fail**: Includes grades E, F, and N

* **Headcounts**: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

* **Official Reporting**: Please verify with Institutional Planning & Analysis.

Section Grading Patterns - UVic
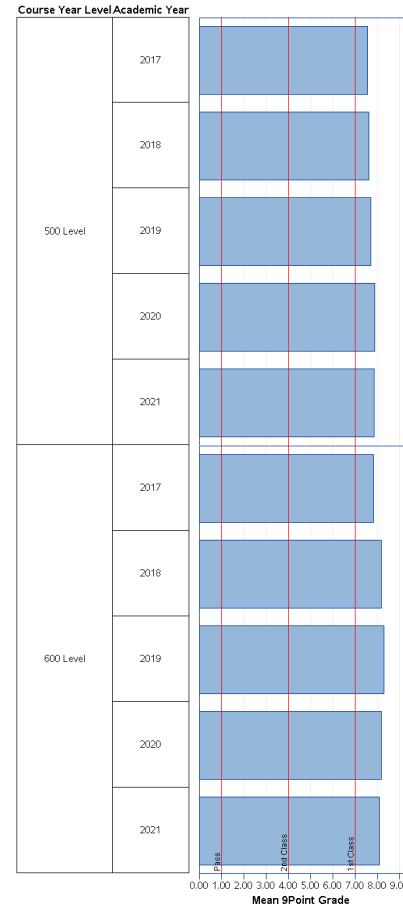
Program Course Level.PROGRAM_COURSE_LEVEL: Law

ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

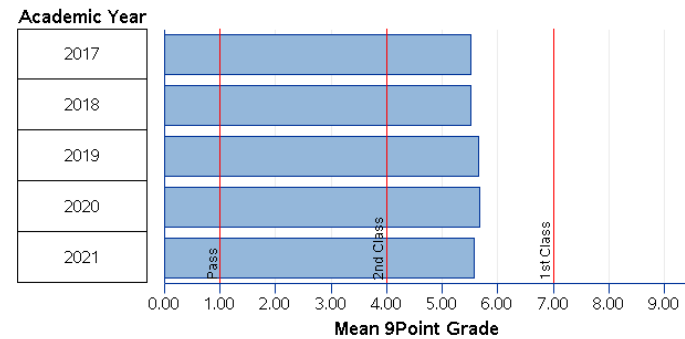| Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2017	5.52	76.0	0.7%	26.4%	64.5%	9.0%	0.1%	2,602	0.8%	3,262
2018	5.52	76.0	0.4%	27.0%	63.7%	8.6%	0.6%	2,722	1.5%	3,388
2019	5.66	76.4	1.3%	30.1%	63.0%	6.1%	0.8%	2,652	2.6%	3,437
2020	5.68	76.6	1.0%	30.8%	61.0%	7.7%	0.5%	2,760	2.6%	3,472
2021	5.58	76.3	1.5%	28.5%	62.6%	8.5%	0.2%	2,853	0.9%	3,559

ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2017	5.18	74.8	.	14.4%	75.8%	9.3%	0.4%	786	2.2%	918
	2018	5.11	74.3	0.3%	14.5%	73.9%	10.8%	0.7%	922	2.7%	1,068
	2019	5.26	74.7	0.2%	17.5%	73.6%	7.7%	1.2%	836	5.8%	1,046
	2020	5.31	75.2	0.3%	17.4%	73.4%	8.7%	0.6%	901	5.8%	1,078
	2021	5.21	74.7	0.3%	16.9%	72.6%	9.7%	0.5%	986	1.9%	1,127
300 Level	2017	5.64	76.5	0.7%	30.7%	60.2%	8.9%	.	1,788	0.3%	2,186
	2018	5.71	76.7	0.4%	32.6%	59.2%	7.6%	0.6%	1,777	1.0%	2,172

Note:

* **1st Class**: Includes grades A+, A, and A-

* **2nd Class**: Includes grades B+, B, and B-

* **Pass**: Includes grades C+, C, and D

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* **Headcounts**: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

* **Official Reporting**: Please verify with Institutional Planning & Analysis.

Section Grading Patterns - UVic

Program Course Level.PROGRAM_COURSE_LEVEL: Law
BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)
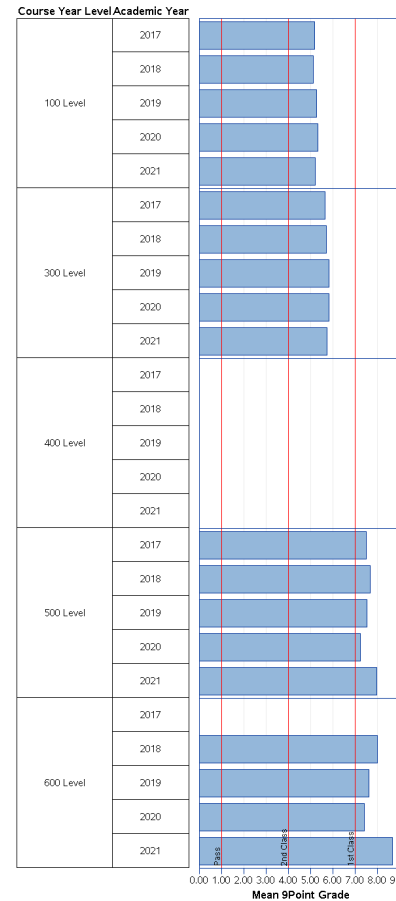
BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2019	5.81	77.1	1.7%	35.1%	58.9%	5.4%	0.6%	1,785	1.3%	2,227
	2020	5.82	77.2	1.2%	36.1%	56.1%	7.4%	0.4%	1,810	1.3%	2,198
	2021	5.74	77.0	1.7%	33.6%	58.2%	7.9%	0.1%	1,841	0.5%	2,243
400 Level	2021	.	.	.	.	.	.	.	0	.	23
500 Level	2017	7.50	84.1	14%	85.7%	14.3%	.	.	28	.	65
	2018	7.67	84.6	4.8%	95.2%	4.8%	.	.	21	.	52
	2019	7.52	84.3	4.3%	82.6%	17.4%	.	.	23	.	55
	2020	7.23	82.3	6.8%	79.5%	18.2%	.	2.3%	44	.	92
	2021	7.96	86.2	22%	100%	.	.	.	23	.	66
600 Level	2017	.	.	.	.	.	.	.	0	.	93
	2018	8.00	85.0	.	100%	.	.	.	2	.	96
	2019	7.63	84.4	13%	100%	.	.	.	8	.	109
	2020	7.40	83.0	.	100%	.	.	.	5	.	104
	2021	8.67	92.0	67%	100%	.	.	.	3	.	100

Note:

* **1st Class**: Includes grades A+, A, and A-

* **2nd Class**: Includes grades B+, B, and B-

* **Pass**: Includes grades C+, C, and D

* **Fail**: Includes grades E, F, and N

* **Headcounts**: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

* **Official Reporting**: Please verify with Institutional Planning & Analysis.

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

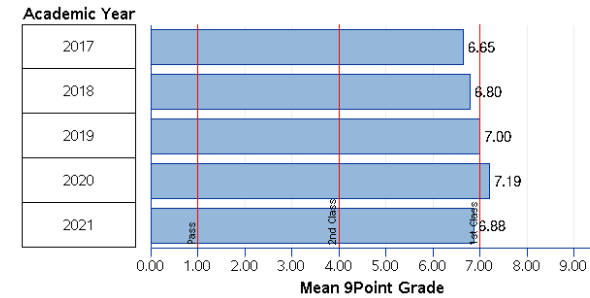**Course Faculty.COURSE_FACULTY_1: Faculty of Education**

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Academic Year										
2017	6.65	81.0	16%	62.2%	29.4%	7.4%	0.9%	10,569	2.3%	12,305
2018	6.80	81.5	20%	65.2%	27.0%	6.7%	1.2%	10,559	2.2%	12,558
2019	7.00	82.8	22%	69.3%	24.7%	5.3%	0.8%	10,735	2.4%	12,473
2020	7.19	83.4	30%	75.3%	18.3%	5.1%	1.4%	10,130	2.1%	12,425
2021	6.88	81.7	25%	69.1%	21.6%	7.3%	2.0%	10,616	3.3%	13,290

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	**2017**	5.81	77.2	14%	47.8%	31.4%	18.8%	2.0%	2,351	5.4%	2,575
	2018	5.94	77.2	16%	51.9%	27.4%	17.3%	3.4%	2,279	4.4%	2,579
	2019	6.46	80.1	22%	60.6%	25.1%	12.0%	2.2%	2,373	4.6%	2,626
	2020	6.91	81.8	33%	70.9%	17.2%	9.4%	2.5%	2,474	4.0%	2,647
	2021	6.08	77.3	20%	56.1%	24.7%	14.6%	4.6%	2,947	5.4%	3,260
200 Level	**2017**	6.91	82.1	20%	70.1%	23.0%	6.3%	0.6%	890	3.0%	1,139
	2018	6.95	82.1	22%	68.9%	24.9%	5.5%	0.8%	925	1.2%	1,213
	2019	7.04	82.6	20%	72.5%	21.6%	5.1%	0.7%	976	1.3%	1,157
	2020	7.30	84.0	33%	77.1%	17.3%	4.6%	1.1%	846	2.2%	1,011
	2021	7.13	83.0	25%	74.2%	19.5%	5.3%	0.9%	768	3.2%	959
300 Level	**2017**	6.57	80.6	12%	58.9%	34.8%	5.7%	0.7%	4,148	1.8%	4,699
	2018	6.69	81.1	15%	62.0%	31.9%	5.4%	0.8%	4,055	2.0%	4,694

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

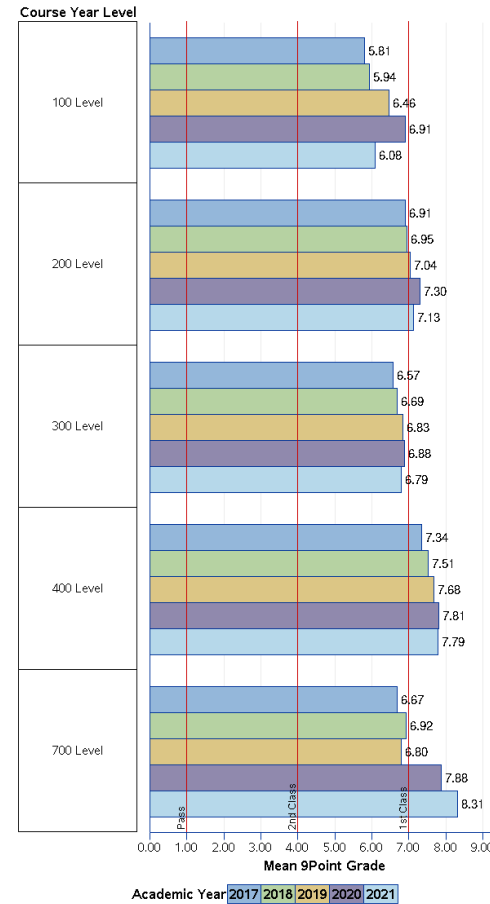**Course Faculty.COURSE_FACULTY_1: Faculty of Education**

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2019	6.83	82.0	17%	64.1%	30.6%	4.9%	0.5%	4,201	2.3%	4,769
	2020	6.88	81.8	21%	68.1%	24.8%	5.6%	1.5%	3,870	2.0%	4,847
	2021	6.79	81.3	21%	66.6%	25.4%	6.6%	1.4%	4,167	3.2%	5,450
400 Level	2017	7.34	84.2	23%	77.0%	20.9%	1.7%	0.4%	2,984	0.7%	3,468
	2018	7.51	85.2	30%	78.4%	20.0%	1.3%	0.3%	3,105	1.3%	3,646
	2019	7.68	86.1	32%	83.1%	15.9%	0.8%	0.1%	3,005	1.4%	3,586
	2020	7.81	86.6	37%	88.3%	10.3%	1.1%	0.4%	2,782	1.0%	3,542
	2021	7.79	86.6	38%	85.1%	13.2%	1.3%	0.4%	2,631	1.5%	3,360
700 Level	2017	6.67	81.3	4.6%	47.4%	52.0%		0.5%	196	1.2%	424
	2018	6.92	82.0	9.2%	57.9%	41.5%	0.5%	.	195	0.5%	426
	2019	6.80	81.6	8.3%	55.6%	43.3%	0.6%	0.6%	180	1.5%	335
	2020	7.88	87.6	44%	79.1%	20.9%	.	.	158	1.1%	378
	2021	8.31	90.5	49%	98.1%	1.9%	.	.	103	1.5%	261

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Course Year Level

100 Level: 5.81, 5.94, 6.46, 6.91, 6.08
200 Level: 6.91, 6.95, 7.04, 7.30, 7.13
300 Level: 6.57, 6.69, 6.83, 6.88, 6.79
400 Level: 7.34, 7.51, 7.68, 7.81, 7.79
700 Level: 6.67, 6.92, 6.80, 7.88, 8.31

Mean 9Point Grade

Academic Year 2017 2018 2019 2020 2021

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

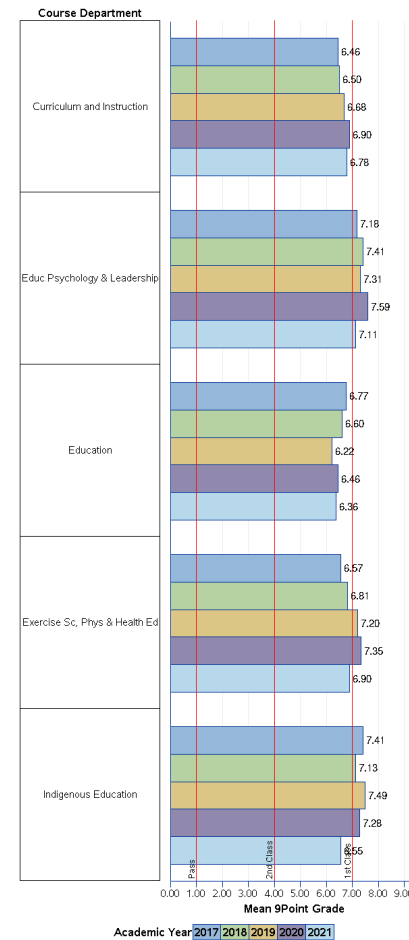   **Course Faculty.COURSE_FACULTY_1: Faculty of Education**

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Curriculum and Instruction	2017	6.46	79.9	7.3%	55.6%	38.8%	4.9%	0.7%	4,352	1.7%	5,532
	2018	6.50	80.1	10%	55.1%	39.2%	4.8%	0.9%	4,268	1.7%	5,471
	2019	6.68	81.2	11%	60.3%	35.0%	4.3%	0.4%	4,280	2.1%	5,257
	2020	6.90	81.8	18%	70.1%	23.6%	5.0%	1.2%	3,871	1.8%	5,292
	2021	6.78	81.3	18%	67.0%	25.4%	6.1%	1.4%	4,166	3.2%	5,676
Educ Psychology & Leadership	2017	7.18	83.5	24%	76.8%	16.3%	5.8%	1.0%	1,752	1.9%	1,987
	2018	7.41	84.6	33%	81.1%	12.8%	4.9%	1.2%	1,908	2.2%	2,155
	2019	7.31	84.1	29%	79.5%	14.2%	5.3%	1.0%	1,888	2.9%	2,178
	2020	7.59	85.3	35%	85.5%	9.9%	3.4%	1.1%	1,740	2.4%	1,983
	2021	7.11	82.9	36%	75.4%	13.7%	7.8%	3.1%	2,125	3.1%	2,377
Education	2017	6.77	81.3	28%	67.7%	20.0%	8.9%	3.4%	235	1.6%	245
	2018	6.60	81.1	27%	61.3%	28.0%	7.5%	3.2%	279	1.7%	287
	2019	6.22	79.2	22%	62.5%	19.0%	13.8%	4.7%	253	1.9%	260
	2020	6.46	79.3	23%	67.4%	15.8%	12.5%	4.4%	273	0.7%	275
	2021	6.36	79.2	25%	62.0%	19.9%	13.1%	5.0%	221	4.7%	232
Exercise Sc, Phys & Health Ed	2017	6.57	80.8	20%	61.2%	26.7%	11.3%	0.7%	3,943	3.6%	4,120
	2018	6.81	81.8	23%	67.6%	21.7%	9.9%	0.8%	3,846	2.8%	4,004
	2019	7.20	83.7	29%	73.5%	19.9%	5.8%	0.8%	3,829	2.5%	3,994
	2020	7.35	84.4	37%	76.2%	17.4%	5.4%	1.0%	3,985	2.7%	4,133
	2021	6.90	82.1	27%	68.4%	22.3%	8.0%	1.4%	3,899	4.0%	4,178
Indigenous Education	2017	7.41	83.5	24%	84.3%	12.9%	0.3%	2.4%	287	1.2%	421
	2018	7.13	80.3	42%	81.8%	6.2%	2.3%	9.7%	258	1.9%	641
	2019	7.49	85.7	38%	78.8%	14.8%	4.7%	1.6%	485	2.2%	784
	2020	7.28	83.5	57%	77.8%	9.6%	5.4%	7.3%	261	1.3%	742
	2021	6.55	76.1	44%	68.3%	12.2%	8.3%	11.2%	205	1.2%	827

Course Department

Curriculum and Instruction: 6.46, 6.50, 6.68, 6.90, 6.78

Educ Psychology & Leadership: 7.18, 7.41, 7.31, 7.59, 7.11

Education: 6.77, 6.60, 6.22, 6.46, 6.36

Exercise Sc, Phys & Health Ed: 6.57, 6.81, 7.20, 7.35, 6.90

Indigenous Education: 7.41, 7.13, 7.49, 7.28, 6.55

Mean 9Point Grade

Academic Year 2017 2018 2019 2020 2021

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

**Course Faculty.COURSE_FACULTY_1: Faculty of Engineering and CSc**

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Academic Year										
2017	5.72	76.1	17%	49.8%	25.9%	18.7%	5.3%	19,113	5.3%	20,208
2018	5.84	76.7	17%	51.9%	25.6%	16.9%	5.3%	19,308	4.9%	20,323
2019	6.21	78.8	20%	57.5%	24.9%	13.8%	3.7%	18,687	5.9%	20,693
2020	6.20	78.4	22%	58.1%	23.3%	13.9%	4.6%	19,862	4.9%	20,879
2021	6.02	77.5	20%	55.0%	24.8%	15.2%	4.9%	18,255	5.7%	19,420

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level
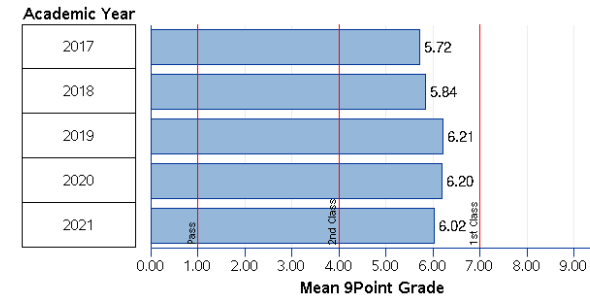
COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
	2017	5.72	75.7	21%	51.7%	22.7%	16.7%	8.5%	4,795	6.9%	5,156
	2018	5.45	73.6	19%	48.5%	22.3%	17.6%	11.0%	4,238	7.5%	4,581
100 Level	**2019**	6.39	79.3	24%	62.3%	21.3%	10.7%	5.7%	4,200	8.2%	4,716
	2020	6.08	76.8	25%	58.1%	20.5%	13.0%	8.5%	3,836	6.3%	4,092
	2021	5.70	74.8	21%	52.0%	22.0%	16.2%	9.8%	3,920	7.3%	4,238
	2017	5.13	72.9	11%	40.0%	28.9%	23.6%	7.0%	4,409	6.8%	4,736
	2018	5.54	75.1	14%	47.3%	27.5%	18.8%	6.3%	4,362	5.0%	4,596
200 Level	**2019**	5.20	73.3	13%	41.2%	29.0%	21.1%	8.6%	3,876	8.4%	4,403
	2020	5.65	75.7	17%	48.7%	26.8%	16.9%	7.5%	4,157	6.9%	4,463
	2021	5.70	76.1	17%	49.1%	27.1%	18.2%	5.5%	3,839	7.2%	4,138
300 Level	**2017**	5.54	75.6	15%	46.4%	27.1%	22.0%	4.2%	5,989	3.6%	6,230
	2018	5.59	76.1	14%	45.9%	29.3%	20.7%	3.8%	6,320	4.0%	6,604

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

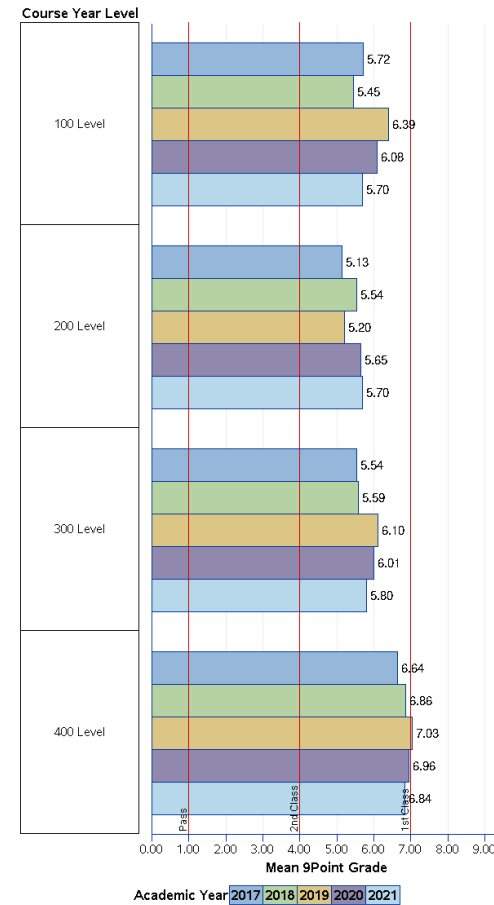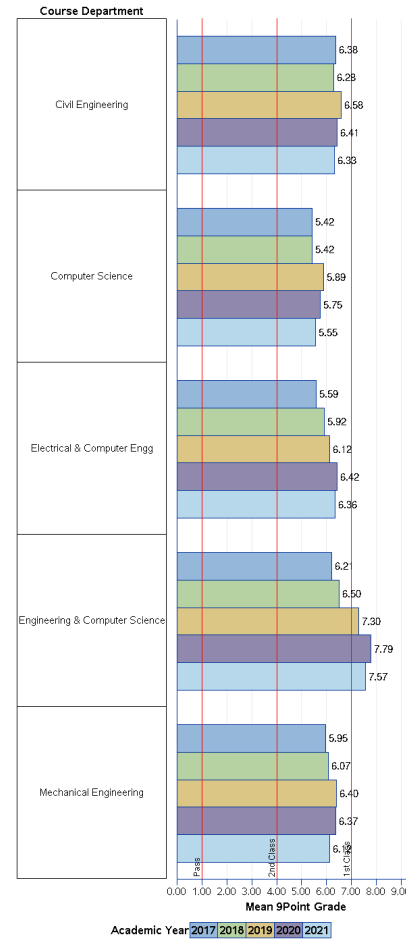**Course Faculty.COURSE_FACULTY_1: Faculty of Engineering and CSc**

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2019	6.10	78.6	16%	54.2%	27.9%	16.0%	1.7%	5,867	3.7%	6,507
	2020	6.01	77.8	19%	54.2%	25.2%	17.0%	3.4%	6,600	3.5%	6,842
	2021	5.80	76.7	16%	50.4%	27.1%	18.1%	4.2%	5,827	4.4%	6,128
400 Level	2017	6.64	81.1	22%	63.8%	24.7%	10.5%	1.0%	3,920	4.1%	4,086
	2018	6.86	82.1	25%	68.6%	21.7%	8.8%	1.0%	4,388	3.3%	4,542
	2019	7.03	83.1	29%	70.5%	21.2%	7.7%	0.5%	4,744	4.4%	5,067
	2020	6.96	82.6	28%	70.4%	20.3%	8.2%	1.1%	5,269	3.9%	5,482
	2021	6.84	81.9	26%	68.1%	22.3%	8.1%	1.4%	4,669	4.8%	4,916

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Academic Year 2017 2018 2019 2020 2021

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Engineering and CSc
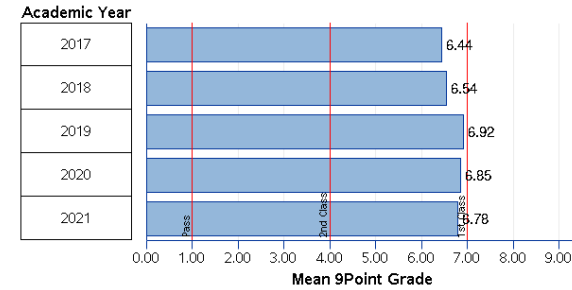
DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level
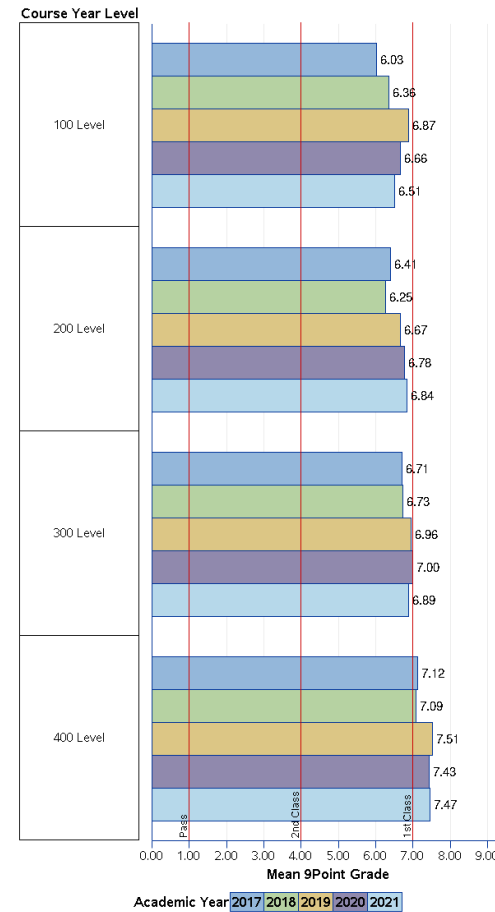
Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Civil Engineering	2017	6.38	80.1	14%	58.7%	29.7%	11.2%	0.5%	1,521	0.3%	1,525
	2018	6.28	79.6	11%	56.3%	31.3%	11.6%	0.8%	1,669	0.9%	1,684
	2019	6.58	80.9	13%	62.0%	30.2%	7.6%	0.3%	1,793	1.4%	1,862
	2020	6.41	80.3	14%	59.4%	29.3%	10.8%	0.5%	2,027	0.9%	2,046
	2021	6.33	79.9	13%	55.2%	33.7%	10.6%	0.4%	1,823	1.6%	1,855
Computer Science	2017	5.42	74.5	18%	46.7%	23.2%	22.2%	7.9%	8,349	8.8%	9,166
	2018	5.42	74.3	19%	47.6%	22.6%	21.0%	8.8%	8,411	8.0%	9,148
	2019	5.89	77.1	20%	53.1%	23.9%	16.9%	6.0%	7,959	9.2%	9,290
	2020	5.75	75.7	21%	52.1%	22.8%	16.9%	8.2%	8,290	7.1%	8,927
	2021	5.55	74.8	19%	48.5%	24.0%	19.1%	8.4%	7,951	8.6%	8,717
Electrical & Computer Engg	2017	5.59	75.6	16%	47.3%	26.6%	21.7%	4.0%	3,697	2.6%	3,797
	2018	5.92	77.7	19%	50.8%	27.8%	18.8%	2.5%	3,518	3.3%	3,642
	2019	6.12	78.4	24%	55.0%	24.6%	16.9%	3.1%	3,497	4.4%	3,833
	2020	6.42	80.0	31%	60.2%	21.5%	15.2%	3.0%	4,195	5.0%	4,414
	2021	6.36	79.5	24%	61.5%	20.6%	15.3%	2.6%	3,539	5.0%	3,745
Engineering & Computer Science	2017	6.21	78.7	19%	56.3%	28.1%	10.6%	4.3%	2,400	2.7%	2,479
	2018	6.50	79.5	20%	62.8%	24.1%	8.6%	3.6%	2,576	2.5%	2,658
	2019	7.30	84.4	35%	76.0%	17.3%	6.0%	0.7%	1,327	2.9%	1,397
	2020	7.79	86.8	45%	85.2%	11.0%	3.6%	0.2%	1,024	1.3%	1,037
	2021	7.57	85.8	45%	79.9%	14.4%	4.5%	1.2%	1,086	2.9%	1,132
Mechanical Engineering	2017	5.95	77.1	15%	51.7%	29.1%	15.5%	2.8%	3,146	2.9%	3,241
	2018	6.07	77.9	13%	53.8%	29.5%	13.5%	2.8%	3,134	1.8%	3,191
	2019	6.40	79.5	16%	59.9%	27.4%	10.1%	2.3%	4,111	3.1%	4,311
	2020	6.37	79.3	15%	60.6%	26.1%	10.6%	2.4%	4,326	2.9%	4,455
	2021	6.12	77.8	13%	55.3%	29.1%	12.1%	3.1%	3,856	2.8%	3,971

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Fine Arts

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Academic Year										
2017	6.44	79.0	16%	61.1%	27.8%	8.0%	3.2%	8,907	4.7%	9,471
2018	6.54	79.8	19%	63.2%	24.9%	9.1%	2.7%	9,104	4.1%	9,610
2019	6.92	81.8	23%	70.4%	21.9%	5.9%	1.8%	8,671	4.2%	9,302
2020	6.85	80.8	24%	70.1%	20.8%	5.9%	3.2%	9,233	3.8%	9,689
2021	6.78	80.5	24%	69.8%	19.8%	7.0%	3.4%	9,791	3.5%	10,242

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	**2017**	6.03	76.8	11%	53.8%	31.1%	10.7%	4.4%	3,458	6.1%	3,686
	2018	6.36	79.1	18%	60.1%	25.7%	10.9%	3.2%	3,405	4.6%	3,578
	2019	6.87	81.7	23%	69.7%	21.7%	6.6%	1.9%	3,534	5.2%	3,783
	2020	6.66	79.8	23%	67.0%	21.3%	8.2%	3.6%	3,810	4.1%	3,976
	2021	6.51	78.8	23%	65.5%	19.7%	10.2%	4.6%	3,865	4.2%	4,042
200 Level	**2017**	6.41	78.9	16%	59.5%	29.3%	8.2%	3.0%	1,513	4.5%	1,586
	2018	6.25	78.5	14%	57.3%	28.1%	11.9%	2.7%	1,795	3.6%	1,864
	2019	6.67	80.8	16%	65.2%	25.9%	7.5%	1.4%	1,674	3.1%	1,752
	2020	6.78	80.5	21%	68.7%	22.7%	5.5%	3.1%	1,898	3.2%	1,961
	2021	6.84	81.4	20%	70.2%	21.7%	6.0%	2.1%	1,992	2.3%	2,044
300 Level	**2017**	6.71	80.4	19%	66.1%	25.6%	5.8%	2.5%	2,972	3.3%	3,122
	2018	6.73	80.4	20%	67.1%	23.5%	6.8%	2.6%	2,939	4.0%	3,106
	2019	6.96	81.7	23%	71.1%	21.6%	5.3%	2.1%	2,620	4.1%	2,795
	2020	7.00	81.3	24%	72.5%	20.3%	3.8%	3.3%	2,676	4.0%	2,820

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![University of British Columbia Canada logo]

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

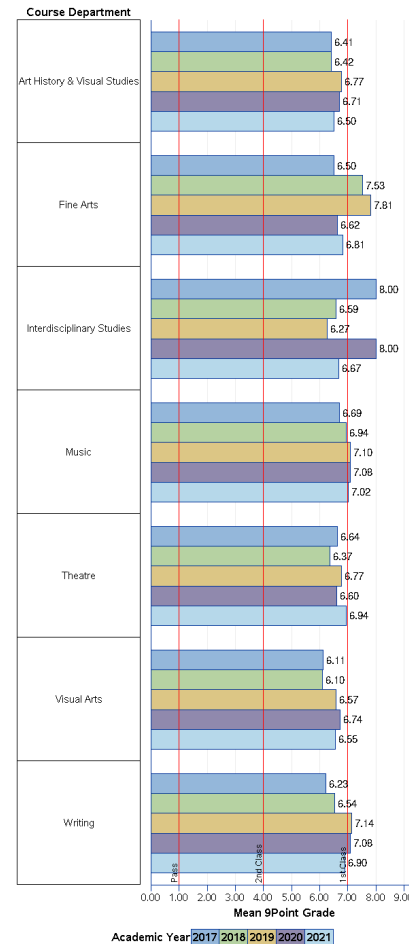**Course Faculty.COURSE_FACULTY_1: Faculty of Fine Arts**

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2021	6.89	80.9	24%	71.0%	20.8%	4.9%	3.3%	2,995	3.5%	3,119
	2017	7.12	82.8	24%	73.9%	20.1%	4.9%	1.1%	964	4.6%	1,077
	2018	7.09	82.7	26%	73.1%	20.4%	4.9%	1.7%	965	3.5%	1,062
400 Level	2019	7.51	85.1	34%	81.1%	15.8%	2.0%	1.1%	843	2.9%	972
	2020	7.43	84.5	34%	80.2%	15.8%	2.5%	1.5%	849	3.6%	932
	2021	7.47	84.3	34%	82.5%	12.9%	2.6%	2.0%	939	2.9%	1,037

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Fine Arts

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Art History & Visual Studies	2017	6.41	78.2	17%	61.4%	26.6%	7.9%	4.2%	2,127	5.2%	2,252
	2018	6.42	78.3	17%	61.3%	25.8%	8.8%	4.0%	2,152	5.4%	2,281
	2019	6.77	80.4	20%	67.7%	23.8%	5.5%	3.0%	1,845	6.0%	2,011
	2020	6.71	79.7	21%	66.9%	24.3%	4.7%	4.1%	2,337	4.8%	2,461
	2021	6.50	78.2	20%	64.0%	23.8%	6.9%	5.3%	2,292	4.4%	2,410
Fine Arts	2017	6.50	78.9	8.3%	66.3%	23.6%	7.3%	2.8%	436	4.2%	455
	2018	7.53	84.6	24%	87.9%	9.1%	1.9%	1.1%	363	2.4%	372
	2019	7.81	86.0	34%	91.7%	6.4%	0.3%	1.6%	312	3.4%	324
	2020	6.62	78.3	19%	71.4%	17.4%	5.1%	6.2%	276	6.4%	295
	2021	6.81	79.8	23%	71.0%	17.0%	8.3%	3.7%	324	2.7%	333
Interdisciplinary Studies	2017	8.00	85.0	50%	100%	.	.	.	2	33.3%	3
	2018	6.59	79.8	2.3%	63.6%	36.4%	.	.	44	4.3%	46
	2019	6.27	78.7	2.1%	52.1%	41.7%	6.3%	.	48	.	48
	2020	8.00	87.0	.	100%	.	.	.	3	.	3
	2021	6.67	80.3	6.8%	67.8%	27.1%	4.2%	0.8%	118	4.1%	123
Music	2017	6.69	81.0	27%	67.2%	19.7%	9.3%	3.8%	1,963	5.9%	2,102
	2018	6.94	82.4	33%	71.2%	17.3%	7.9%	3.6%	1,826	5.1%	1,939
	2019	7.10	83.2	35%	73.6%	16.6%	7.9%	1.9%	1,920	3.8%	2,040
	2020	7.08	82.4	38%	74.3%	14.3%	8.1%	3.3%	1,930	4.0%	2,025
	2021	7.02	82.7	36%	73.8%	15.1%	8.3%	2.8%	2,261	5.0%	2,393
Theatre	2017	6.64	80.3	13%	64.1%	28.2%	6.2%	1.4%	1,528	3.0%	1,620
	2018	6.37	79.3	13%	58.4%	30.0%	10.2%	1.4%	1,658	2.2%	1,740
	2019	6.77	81.4	16%	65.9%	27.2%	6.1%	0.7%	1,476	3.1%	1,597
	2020	6.60	79.6	16%	64.3%	27.1%	5.7%	2.8%	1,382	2.9%	1,443
	2021	6.94	81.8	20%	71.1%	22.2%	5.0%	1.8%	1,410	2.2%	1,476
Visual Arts	2017	6.11	76.9	6.7%	52.5%	37.2%	7.0%	3.3%	1,351	3.6%	1,452
	2018	6.10	77.3	9.0%	53.0%	34.0%	10.1%	2.9%	1,290	5.2%	1,403
	2019	6.57	79.9	12%	63.2%	28.8%	6.5%	1.5%	1,344	5.2%	1,491
	2020	6.74	80.2	16%	69.0%	22.2%	6.3%	2.5%	1,310	3.8%	1,406
	2021	6.55	78.7	14%	67.8%	21.2%	7.0%	4.0%	1,423	2.5%	1,492
Writing	2017	6.23	78.3	12%	55.7%	32.3%	9.4%	2.6%	1,500	5.5%	1,587
	2018	6.54	80.1	19%	63.9%	23.3%	10.8%	2.0%	1,771	2.7%	1,829
	2019	7.14	83.0	25%	75.7%	18.2%	4.7%	1.4%	1,726	3.0%	1,791
	2020	7.08	82.1	26%	74.5%	18.1%	5.0%	2.4%	1,995	2.8%	2,056
	2021	6.90	81.2	25%	72.3%	17.8%	7.0%	2.9%	1,963	2.5%	2,015

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

**Course Faculty.COURSE_FACULTY_1: Faculty of Human & Social Dev.**

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Academic Year										
2017	6.72	80.8	17%	66.0%	26.4%	6.0%	1.7%	9,287	4.0%	11,448
2018	6.67	80.7	14%	64.5%	28.4%	5.7%	1.4%	9,025	3.1%	10,993
2019	6.87	81.7	17%	69.0%	25.1%	4.7%	1.1%	9,127	3.5%	11,329
2020	7.06	82.5	22%	72.8%	21.5%	4.2%	1.5%	8,493	3.0%	10,405
2021	7.10	82.5	23%	75.0%	18.9%	4.3%	1.8%	8,066	3.4%	9,946

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level
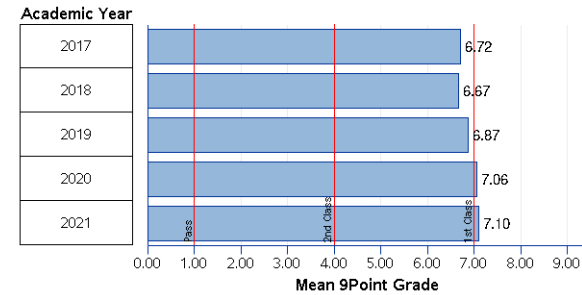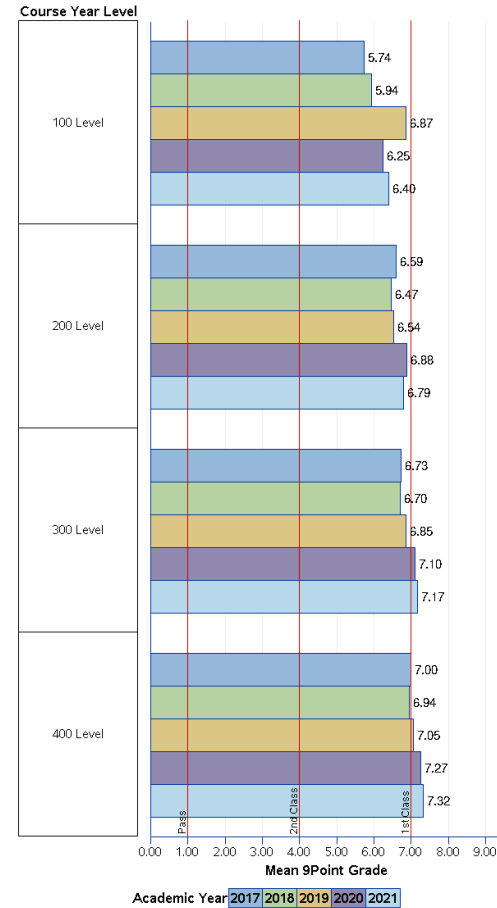

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
	2017	5.74	75.6	8.3%	46.4%	35.7%	14.2%	3.7%	787	7.2%	851
	2018	5.94	76.8	9.7%	50.4%	33.4%	13.2%	3.1%	782	4.8%	821
100 Level	**2019**	6.87	81.4	19%	69.1%	24.5%	4.3%	2.2%	744	3.9%	788
	2020	6.25	77.2	17%	59.0%	26.6%	9.1%	5.3%	624	5.7%	664
	2021	6.40	77.4	16%	65.1%	20.3%	8.9%	5.7%	627	6.5%	676
	2017	6.59	80.5	17%	63.6%	26.5%	8.4%	1.5%	1,708	4.2%	1,782
	2018	6.47	80.0	15%	57.7%	33.0%	7.8%	1.5%	1,697	3.9%	1,819
200 Level	**2019**	6.54	80.4	17%	61.7%	28.4%	8.9%	1.1%	1,710	4.4%	1,869
	2020	6.88	81.6	19%	69.1%	24.2%	5.3%	1.5%	1,585	2.7%	1,674
	2021	6.79	81.1	23%	69.5%	20.5%	8.1%	1.9%	1,402	3.2%	1,481
	2017	6.73	80.8	15%	65.5%	28.1%	4.8%	1.6%	3,400	4.0%	4,070
300 Level	**2018**	6.70	80.7	12%	65.1%	29.1%	4.4%	1.3%	3,476	2.7%	4,064
	2019	6.85	81.5	15%	68.6%	26.3%	3.7%	1.3%	3,451	3.6%	4,085

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

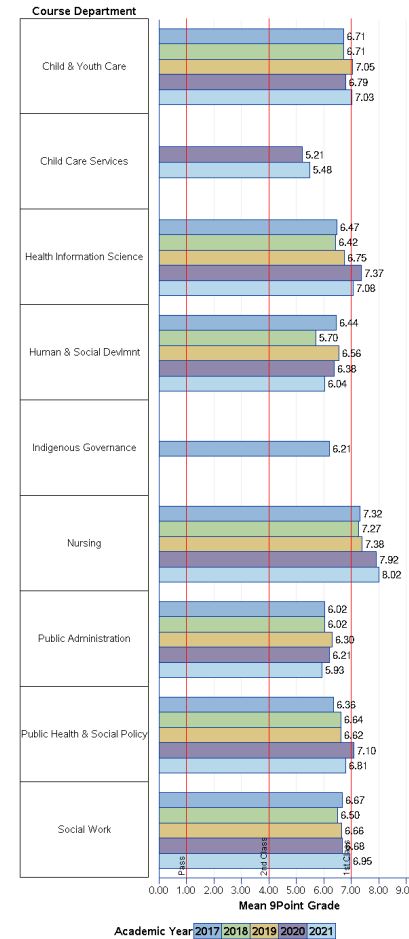**Course Faculty.COURSE_FACULTY_1: Faculty of Human & Social Dev.**

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2020	7.10	82.8	22%	74.1%	20.8%	3.9%	1.3%	3,182	3.4%	3,764
	2021	7.17	83.1	23%	75.0%	20.8%	2.9%	1.4%	3,235	3.3%	3,785
400 Level	2017	7.00	82.1	20%	72.1%	22.4%	4.1%	1.4%	3,392	3.3%	4,745
	2018	6.94	82.0	17%	71.0%	23.7%	4.0%	1.2%	3,070	2.7%	4,289
	2019	7.05	82.7	18%	73.2%	22.3%	3.7%	0.7%	3,222	3.0%	4,587
	2020	7.27	83.6	24%	76.2%	19.8%	3.1%	0.9%	3,102	2.2%	4,303
	2021	7.32	83.6	25%	80.1%	15.6%	3.0%	1.4%	2,802	3.0%	4,004

COURSE YEAR LEVEL

Course Year Level

Course Year Level	Mean 9Point Grade values
100 Level	5.74, 5.94, 6.87, 6.25, 6.40
200 Level	6.59, 6.47, 6.54, 6.88, 6.79
300 Level	6.73, 6.70, 6.85, 7.10, 7.17
400 Level	7.00, 6.94, 7.05, 7.27, 7.32

Mean 9Point Grade

Academic Year 2017 2018 2019 2020 2021

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Section Grading Patterns by Faculty

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Course Faculty.COURSE_FACULTY_1: Faculty of Human & Social Dev.
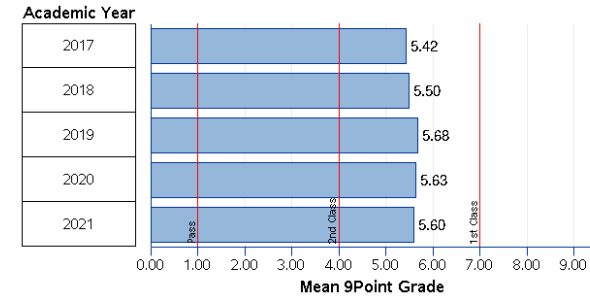
DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Child & Youth Care	2017	6.71	80.2	25%	66.2%	22.6%	7.6%	3.5%	2,107	5.4%	2,233
	2018	6.71	81.0	20%	65.5%	24.9%	7.7%	1.8%	2,078	4.2%	2,170
	2019	7.05	82.5	22%	72.6%	21.6%	4.3%	1.4%	2,208	3.6%	2,300
	2020	6.79	80.8	22%	67.3%	23.7%	6.4%	2.7%	2,004	5.0%	2,115
	2021	7.03	81.4	24%	74.6%	17.7%	4.0%	3.6%	1,913	4.7%	2,014
Child Care Services	2020	5.21	74.4	.	42.9%	28.6%	28.6%	.	14	.	14
	2021	5.48	74.1	8.0%	32.0%	48.0%	12.0%	8.0%	25	.	27
Health Information Science	2017	6.47	80.1	15%	59.3%	29.7%	10.1%	0.9%	889	2.4%	911
	2018	6.42	80.1	15%	58.9%	29.7%	10.8%	0.5%	923	1.6%	992
	2019	6.75	81.6	20%	64.8%	26.9%	7.4%	0.9%	1,036	2.6%	1,133
	2020	7.37	84.2	28%	79.7%	15.7%	3.6%	1.0%	1,177	2.0%	1,249
	2021	7.08	82.4	20%	75.0%	18.6%	5.2%	1.2%	916	2.5%	972
Human & Social Devlmnt	2017	6.44	79.9	11%	55.0%	37.3%	6.5%	1.2%	169	4.5%	177
	2018	5.70	76.3	9.0%	42.3%	40.7%	14.8%	2.1%	189	2.1%	194
	2019	6.56	79.2	16%	60.3%	30.9%	5.2%	3.6%	194	8.3%	216
	2020	6.38	78.3	15%	58.6%	29.6%	8.1%	3.8%	186	6.4%	202
	2021	6.04	74.9	18%	58.5%	20.1%	13.4%	7.9%	164	11.6%	189
Indigenous Governance	2017	6.21	76.9	18%	60.5%	26.3%	7.9%	5.3%	38	13.6%	44
Nursing	2017	7.32	84.1	26%	76.6%	20.8%	2.0%	0.6%	2,018	1.2%	3,427
	2018	7.27	83.9	20%	78.8%	19.2%	1.8%	0.3%	1,860	0.4%	3,117
	2019	7.38	84.5	23%	80.0%	17.9%	2.0%	0.1%	1,677	0.6%	3,026
	2020	7.92	87.2	41%	89.7%	8.7%	1.3%	0.3%	1,606	0.0%	2,796
	2021	8.02	87.9	45%	90.7%	8.7%	0.4%	0.2%	1,605	0.4%	2,796
Public Administration	2017	6.02	76.7	3.1%	53.2%	35.3%	8.5%	3.1%	556	9.4%	614
	2018	6.02	75.7	3.7%	52.4%	36.8%	5.8%	5.0%	519	9.3%	590
	2019	6.30	78.4	4.4%	60.5%	31.4%	5.5%	2.6%	542	8.6%	605
	2020	6.21	78.4	4.1%	52.9%	38.4%	7.5%	1.2%	414	6.5%	443
	2021	5.93	76.7	3.6%	48.0%	40.8%	8.3%	2.9%	444	7.8%	486
Public Health & Social Policy	2017	6.36	79.5	17%	59.3%	26.9%	12.2%	1.6%	1,123	4.3%	1,203
	2018	6.64	80.6	20%	64.0%	25.6%	8.7%	1.8%	1,084	3.9%	1,151
	2019	6.62	81.2	24%	63.0%	24.5%	11.4%	1.0%	1,104	4.3%	1,220
	2020	7.10	83.0	27%	74.1%	18.8%	5.9%	1.2%	1,059	2.2%	1,105
	2021	6.81	81.3	26%	69.0%	20.1%	9.3%	1.6%	1,177	3.6%	1,253

Course Department

Bar chart of Mean 9Point Grade by Course Department and Academic Year (2017–2021):

- Child & Youth Care: 6.71, 6.71, 7.05, 6.79, 7.03
- Child Care Services: 5.21, 5.48
- Health Information Science: 6.47, 6.42, 6.75, 7.37, 7.08
- Human & Social Devlmnt: 6.44, 5.70, 6.56, 6.38, 6.04
- Indigenous Governance: 6.21
- Nursing: 7.32, 7.27, 7.38, 7.92, 8.02
- Public Administration: 6.02, 6.02, 6.30, 6.21, 5.93
- Public Health & Social Policy: 6.36, 6.64, 6.62, 7.10, 6.81
- Social Work: 6.67, 6.50, 6.66, 6.68, 6.95

Academic Year 2017 2018 2019 2020 2021

Note:

* **1st Class**: Includes grades A+, A, and A-

* **2nd Class**: Includes grades B+, B, and B-

* **Pass**: Includes grades C+, C, and D

* **Fail**: Includes grades E, F, and N

* **Headcounts**: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

* **Official Reporting**: Please verify with Institutional Planning & Analysis.

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate
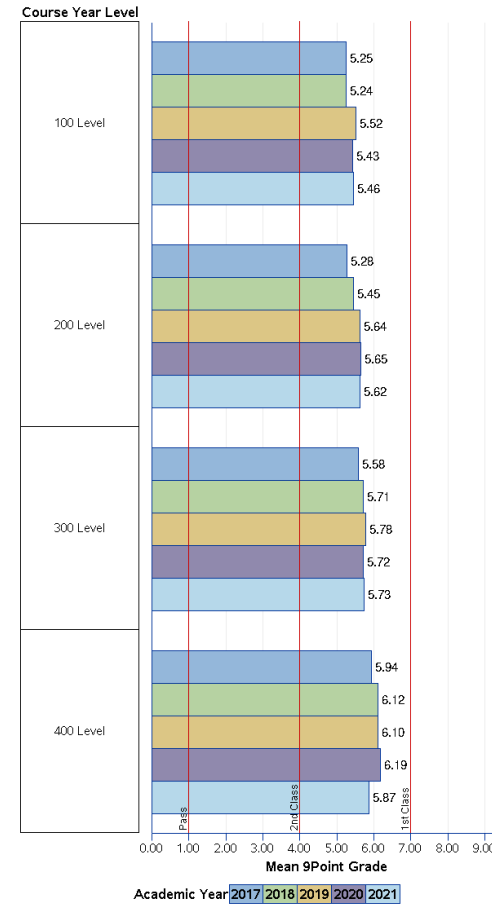
Course Faculty.COURSE_FACULTY_1: Faculty of Human & Social Dev.

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
	2017	6.67	80.4	5.3%	66.2%	30.0%	2.8%	1.0%	2,387	5.1%	2,839
	2018	6.50	79.6	4.4%	59.1%	36.6%	2.9%	1.4%	2,372	4.0%	2,779
Social Work	2019	6.66	80.3	5.8%	65.1%	31.1%	2.5%	1.2%	2,366	5.2%	2,829
	2020	6.68	80.4	5.5%	66.0%	29.9%	2.8%	1.4%	2,033	4.4%	2,481
	2021	6.95	81.8	9.2%	74.1%	22.6%	2.4%	0.9%	1,822	4.7%	2,209

Note:

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Section Grading Patterns by Faculty

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level
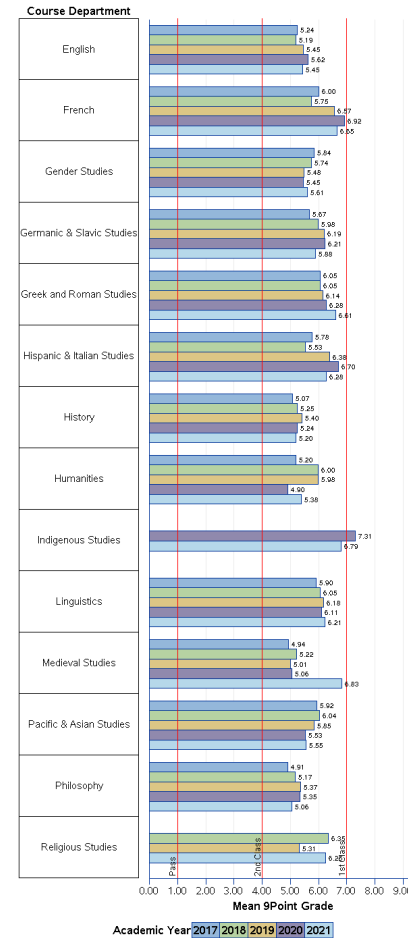
Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2017	5.42	74.3	7.5%	39.9%	38.3%	17.6%	4.1%	22,712	5.5%	24,216
2018	5.50	74.6	8.3%	41.4%	37.7%	16.9%	4.1%	22,921	5.5%	24,353
2019	5.68	75.7	8.6%	43.8%	37.9%	15.1%	3.2%	22,420	6.2%	24,961
2020	5.63	74.3	10%	45.5%	34.2%	14.9%	5.3%	24,138	5.8%	25,684
2021	5.60	74.3	10%	45.1%	33.9%	16.0%	5.1%	24,554	6.1%	26,394

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2017	5.25	73.5	6.9%	36.2%	40.1%	19.2%	4.6%	8,303	5.7%	8,870
	2018	5.24	73.5	7.3%	36.9%	38.6%	19.7%	4.8%	8,937	5.8%	9,511
	2019	5.52	75.1	9.1%	39.9%	39.7%	16.7%	3.7%	8,489	6.0%	9,434
	2020	5.43	72.9	10%	41.7%	35.0%	16.6%	6.7%	9,104	6.0%	9,706
	2021	5.46	73.4	9.8%	42.8%	34.5%	16.6%	6.1%	10,147	6.2%	10,906
200 Level	2017	5.28	73.5	8.0%	39.0%	36.1%	20.1%	4.7%	5,728	6.3%	6,160
	2018	5.45	74.3	8.7%	40.4%	38.2%	17.4%	4.1%	5,892	6.5%	6,329
	2019	5.64	75.5	7.7%	44.5%	36.4%	16.1%	3.0%	5,897	6.8%	6,576
	2020	5.65	74.4	10%	46.9%	32.6%	15.7%	4.9%	6,490	5.5%	6,877
	2021	5.62	74.7	11%	46.8%	30.8%	17.9%	4.5%	6,857	6.9%	7,405
300 Level	2017	5.58	74.9	7.8%	42.2%	38.3%	15.7%	3.8%	6,119	5.2%	6,493
	2018	5.71	75.5	8.5%	44.5%	37.6%	14.2%	3.7%	5,815	4.7%	6,128

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Humanities

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	**2019**	5.78	76.0	8.4%	45.6%	38.1%	13.2%	3.1%	5,973	6.4%	6,675
	2020	5.72	74.9	9.1%	46.3%	35.5%	13.6%	4.6%	6,465	5.9%	6,904
	2021	5.73	74.9	9.4%	46.2%	35.5%	13.6%	4.7%	5,757	5.3%	6,140
400 Level	**2017**	5.94	76.9	7.8%	48.5%	37.5%	11.5%	2.4%	2,562	3.5%	2,693
	2018	6.12	77.8	11%	53.3%	32.8%	11.3%	2.6%	2,277	3.9%	2,385
	2019	6.10	77.9	9.8%	52.7%	34.4%	10.8%	2.0%	2,061	4.9%	2,276
	2020	6.19	77.9	11%	55.0%	32.1%	9.9%	3.0%	2,079	4.7%	2,197
	2021	5.87	76.2	9.5%	47.2%	36.3%	13.4%	3.1%	1,793	4.8%	1,943

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Course Year Level

100 Level: 5.25, 5.24, 5.52, 5.43, 5.46
200 Level: 5.28, 5.45, 5.64, 5.65, 5.62
300 Level: 5.58, 5.71, 5.78, 5.72, 5.73
400 Level: 5.94, 6.12, 6.10, 6.19, 5.87

Mean 9Point Grade

Academic Year 2017 2018 2019 2020 2021

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Humanities

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level
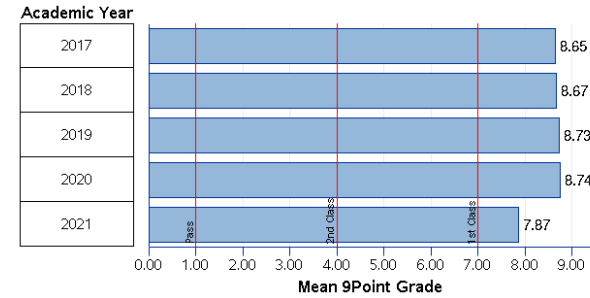
DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
English	2017	5.24	73.5	2.5%	32.7%	47.3%	16.1%	4.0%	6,757	4.1%	7,056
	2018	5.19	73.3	2.6%	32.5%	46.6%	16.4%	4.5%	6,798	4.3%	7,112
	2019	5.45	74.7	3.4%	36.7%	45.3%	14.7%	3.4%	6,586	4.6%	7,152
	2020	5.62	74.2	5.8%	41.9%	41.6%	11.3%	5.1%	4,783	4.4%	5,023
	2021	5.45	72.9	3.2%	40.4%	41.0%	12.6%	6.0%	3,683	5.9%	3,960
French	2017	6.00	77.7	13%	52.9%	29.8%	15.2%	2.1%	712	4.9%	811
	2018	5.75	76.2	12%	50.5%	27.3%	18.5%	3.6%	728	7.4%	810
	2019	6.57	80.6	19%	61.9%	27.2%	9.6%	1.2%	646	3.6%	718
	2020	6.92	81.6	24%	71.8%	19.3%	6.9%	2.0%	742	5.8%	790
	2021	6.65	80.5	19%	68.2%	19.9%	9.9%	1.9%	617	3.5%	666
Gender Studies	2017	5.84	75.9	6.3%	47.1%	38.4%	11.0%	3.5%	1,081	4.6%	1,137
	2018	5.74	76.0	6.9%	45.4%	37.9%	14.1%	2.6%	1,103	5.3%	1,167
	2019	5.48	74.8	5.4%	39.9%	40.6%	16.6%	2.9%	1,144	4.1%	1,248
	2020	5.45	74.3	6.0%	41.4%	36.7%	18.3%	3.6%	1,486	5.9%	1,584
	2021	5.61	75.3	12%	46.2%	30.7%	19.8%	3.3%	1,583	7.3%	1,719
Germanic & Slavic Studies	2017	5.67	76.2	13%	45.6%	31.9%	19.5%	3.0%	1,204	5.0%	1,274
	2018	5.98	77.2	13%	53.7%	26.8%	17.1%	2.5%	1,202	6.7%	1,293
	2019	6.19	78.4	15%	57.3%	27.3%	13.2%	2.1%	1,073	5.7%	1,165
	2020	6.21	77.4	16%	59.6%	23.8%	12.5%	4.1%	1,133	6.1%	1,207
	2021	5.88	76.7	12%	50.6%	30.0%	16.4%	3.0%	1,177	6.7%	1,274
Greek and Roman Studies	2017	6.05	77.3	15%	54.4%	27.4%	14.9%	3.3%	1,236	5.1%	1,311
	2018	6.05	77.1	17%	53.8%	29.3%	13.2%	3.8%	1,275	5.7%	1,363
	2019	6.14	77.4	16%	56.6%	27.1%	12.4%	3.9%	1,259	6.5%	1,387
	2020	6.28	76.9	20%	61.8%	22.3%	9.9%	6.1%	1,348	3.5%	1,401
	2021	6.61	79.0	23%	67.2%	19.7%	8.4%	4.6%	1,504	3.5%	1,573
Hispanic & Italian Studies	2017	5.78	76.4	16%	49.8%	28.1%	17.7%	4.4%	1,041	4.5%	1,097
	2018	5.53	75.3	14%	43.5%	31.2%	21.2%	4.0%	1,114	4.8%	1,183
	2019	6.38	79.3	19%	61.1%	24.6%	11.8%	2.4%	861	6.4%	958
	2020	6.70	80.3	26%	66.6%	21.5%	8.7%	3.2%	915	5.9%	972
	2021	6.28	78.8	23%	60.0%	21.9%	15.5%	2.5%	825	6.0%	881
History	2017	5.07	72.0	3.5%	32.2%	42.9%	19.6%	5.3%	3,447	6.4%	3,685
	2018	5.25	72.9	4.5%	34.6%	43.9%	16.7%	4.9%	3,311	5.5%	3,506
	2019	5.40	73.9	5.9%	38.4%	41.2%	16.5%	4.0%	3,423	7.0%	3,843

Note:

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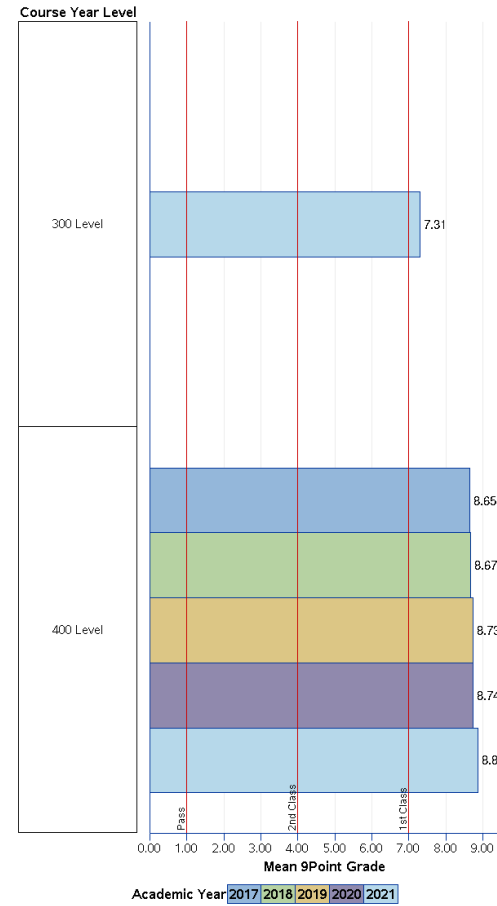* **Official Reporting**: Please verify with Institutional Planning & Analysis.

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

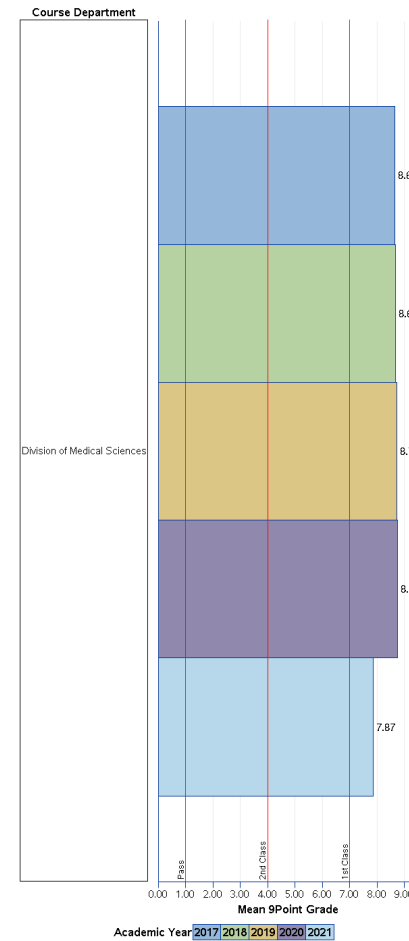**Course Faculty.COURSE_FACULTY_1: Faculty of Humanities**

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
History	2020	5.24	71.9	4.6%	37.9%	38.9%	16.9%	6.3%	3,769	7.2%	4,075
	2021	5.20	71.9	6.0%	36.9%	38.5%	18.1%	6.5%	3,644	6.3%	3,903
Humanities	2017	5.20	72.0	12%	38.1%	33.3%	22.9%	5.8%	415	7.7%	454
	2018	6.00	77.3	16%	53.9%	26.9%	16.1%	3.1%	683	4.3%	722
	2019	5.98	76.7	13%	52.7%	29.7%	14.2%	3.4%	804	6.0%	898
	2020	4.90	69.7	3.7%	33.1%	38.3%	20.2%	8.3%	2,609	6.3%	2,789
	2021	5.38	72.5	5.1%	40.5%	38.7%	14.3%	6.5%	3,595	4.9%	3,800
Indigenous Studies	2020	7.31	83.7	33%	74.8%	19.4%	4.0%	1.8%	397	4.1%	414
	2021	6.79	81.0	30%	67.4%	19.8%	9.5%	3.3%	602	3.9%	633
Linguistics	2017	5.90	76.7	14%	54.2%	25.0%	16.7%	4.1%	1,498	5.5%	1,669
	2018	6.05	77.3	17%	54.3%	27.4%	14.9%	3.4%	1,585	4.1%	1,674
	2019	6.18	78.7	16%	54.1%	31.6%	12.3%	2.0%	1,488	5.2%	1,639
	2020	6.11	77.1	19%	56.9%	24.2%	14.0%	4.9%	1,458	5.0%	1,547
	2021	6.21	78.1	21%	56.5%	26.3%	13.4%	3.8%	1,624	4.7%	1,769
Medieval Studies	2017	4.94	69.7	3.2%	34.0%	38.8%	18.1%	9.0%	188	7.4%	204
	2018	5.22	71.6	4.3%	37.6%	39.3%	16.2%	6.8%	117	7.1%	126
	2019	5.01	72.6	.	29.0%	46.2%	21.5%	3.2%	93	3.9%	103
	2020	5.06	71.3	.	5.9%	88.2%	.	5.9%	17	5.6%	18
	2021	6.83	80.5	17%	72.4%	20.7%	3.4%	3.4%	29	6.5%	31
Pacific & Asian Studies	2017	5.92	77.3	13%	48.8%	34.5%	14.8%	1.9%	2,240	4.2%	2,337
	2018	6.04	77.5	16%	53.4%	29.1%	14.2%	3.3%	1,851	4.2%	1,935
	2019	5.85	77.5	12%	45.5%	37.4%	15.9%	1.2%	1,938	5.8%	2,152
	2020	5.53	74.1	12%	42.0%	36.4%	16.0%	5.6%	2,071	4.1%	2,162
	2021	5.55	75.2	9.4%	40.5%	39.5%	16.6%	3.3%	1,792	6.6%	1,920
Philosophy	2017	4.91	71.7	7.1%	34.2%	35.8%	24.3%	5.8%	2,893	9.0%	3,181
	2018	5.17	72.6	6.4%	37.2%	36.3%	21.6%	4.8%	3,106	8.8%	3,409
	2019	5.37	73.8	7.1%	40.0%	37.1%	18.6%	4.3%	3,066	10.4%	3,652
	2020	5.35	72.9	8.1%	41.5%	33.8%	19.7%	5.0%	3,410	7.6%	3,702
	2021	5.06	71.6	7.6%	36.9%	33.9%	23.4%	5.8%	3,767	8.8%	4,151
Religious Studies	2018	6.35	80.1	10%	52.1%	41.7%	6.3%	.	48	9.4%	53
	2019	5.31	72.7	7.7%	48.7%	23.1%	15.4%	12.8%	39	15.2%	46
	2021	6.25	77.5	27%	52.7%	30.4%	12.5%	4.5%	112	0.9%	114

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

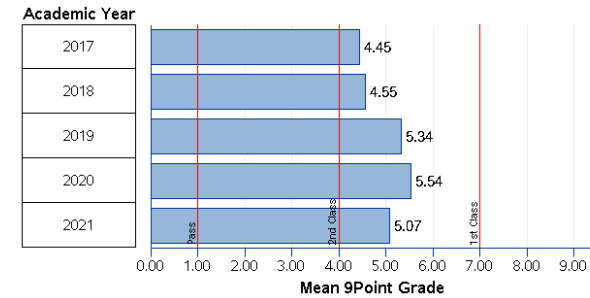**Course Faculty.COURSE_FACULTY_1: Medical Sciences**

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Academic Year										
2017	8.65	92.1	71%	100%	.	.	.	31	6.1%	33
2018	8.67	91.6	78%	100%	.	.	.	51	1.9%	52
2019	8.73	91.1	80%	100%	.	.	.	45	.	46
2020	8.74	92.1	83%	100%	.	.	.	35	.	35
2021	7.87	86.9	60%	84.4%	7.8%	6.5%	1.3%	77	4.9%	82

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level
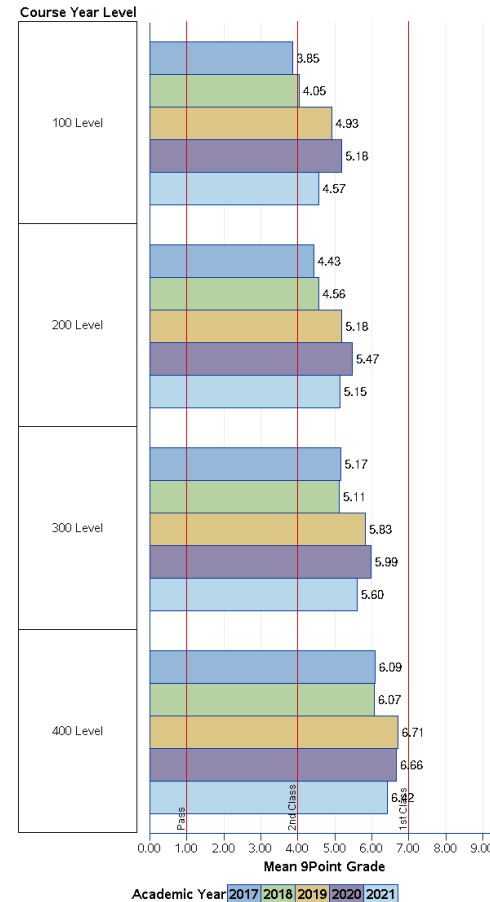

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	**2021**	7.31	83.7	45%	75.5%	12.2%	10.2%	2.0%	49	5.7%	53
400 Level	**2017**	8.65	92.1	71%	100%	.	.	.	31	6.1%	33
	2018	8.67	91.6	78%	100%	.	.	.	51	1.9%	52
	2019	8.73	91.1	80%	100%	.	.	.	45	.	46
	2020	8.74	92.1	83%	100%	.	.	.	35	.	35
	2021	8.86	92.6	86%	100%	.	.	.	28	3.4%	29

Note:

* **1st Class**: Includes grades A+, A, and A-

* **2nd Class**: Includes grades B+, B, and B-

* **Pass**: Includes grades C+, C, and D

* **Fail**: Includes grades E, F, and N

* **Headcounts**: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

* **Official Reporting**: Please verify with Institutional Planning & Analysis.

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Medical Sciences

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Course Year Level

300 Level	7.31
400 Level	8.65
	8.67
	8.73
	8.74
	8.86

Mean 9Point Grade

Academic Year 2017 2018 2019 2020 2021

Note:

* **1st Class**: Includes grades A+, A, and A-

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate
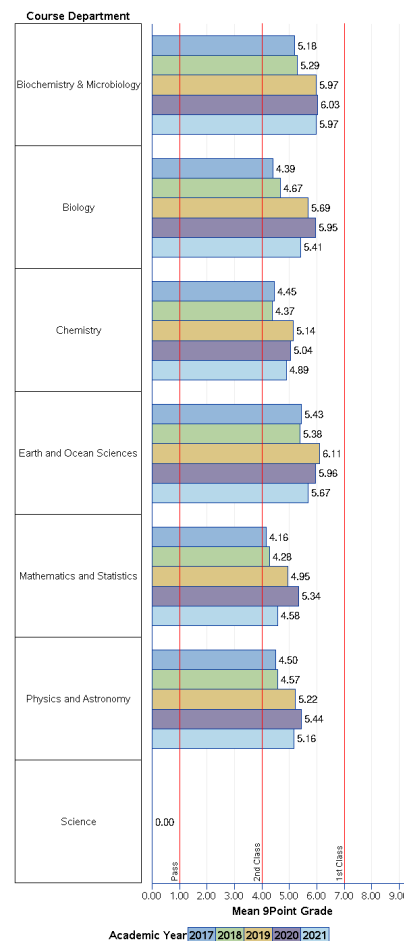
Course Faculty.COURSE_FACULTY_1: Medical Sciences

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Division of Medical Sciences	**2017**	8.65	92.1	71%	100%	.	.	.	31	6.1%	33
	2018	8.67	91.6	78%	100%	.	.	.	51	1.9%	52
	2019	8.73	91.1	80%	100%	.	.	.	45	.	46
	2020	8.74	92.1	83%	100%	.	.	.	35	.	35
	2021	7.87	86.9	60%	84.4%	7.8%	6.5%	1.3%	77	4.9%	82

Note:

* **1st Class**: Includes grades A+, A, and A-

* **2nd Class**: Includes grades B+, B, and B-

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Science

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2017	4.45	69.8	11%	31.8%	25.3%	32.7%	10.2%	28,601	6.7%	30,836
2018	4.55	70.5	11%	33.1%	25.8%	31.9%	9.2%	28,933	6.2%	31,002
2019	5.34	74.5	15%	43.7%	26.9%	23.5%	5.9%	27,419	7.2%	31,476
2020	5.54	75.1	17%	46.8%	26.3%	20.9%	6.0%	30,401	5.4%	32,213
2021	5.07	72.5	14%	40.5%	26.0%	25.1%	8.4%	30,163	7.3%	33,026

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2017	3.85	66.6	6.8%	23.6%	25.5%	37.2%	13.7%	12,968	7.9%	14,092
	2018	4.05	67.8	7.0%	26.6%	25.4%	36.0%	12.0%	13,383	7.0%	14,390
	2019	4.93	72.3	11%	37.5%	28.0%	26.8%	7.7%	12,386	8.4%	14,408
	2020	5.18	72.9	13%	41.1%	28.3%	22.5%	8.1%	13,399	6.0%	14,250
	2021	4.57	69.4	9.2%	32.9%	27.8%	28.2%	11.1%	14,359	8.6%	15,754
200 Level	2017	4.43	69.7	12%	32.2%	23.7%	33.8%	10.3%	8,172	6.3%	8,752
	2018	4.56	70.5	12%	32.9%	25.3%	32.5%	9.2%	8,104	6.1%	8,668
	2019	5.18	73.8	14%	41.0%	26.9%	25.9%	6.1%	7,577	7.4%	8,805
	2020	5.47	74.9	18%	45.7%	25.5%	22.8%	5.9%	8,981	5.7%	9,544
	2021	5.15	73.3	17%	41.7%	24.8%	25.8%	7.7%	7,923	7.6%	8,881
300 Level	2017	5.17	74.0	13%	40.3%	28.2%	26.7%	4.7%	4,769	5.3%	5,099
	2018	5.11	73.6	13%	39.8%	28.1%	26.7%	5.4%	4,768	5.2%	5,092

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate
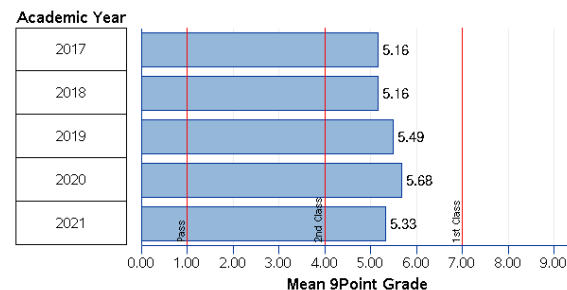
Course Faculty.COURSE_FACULTY_1: Faculty of Science

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	**2019**	5.83	77.0	17%	51.5%	26.6%	18.2%	3.7%	4,582	5.3%	5,121
	2020	5.99	77.9	20%	53.6%	25.3%	18.2%	3.0%	5,279	4.2%	5,525
	2021	5.60	75.7	16%	48.4%	25.6%	20.7%	5.3%	5,078	4.7%	5,381
400 Level	**2017**	6.09	78.4	21%	55.0%	24.6%	18.0%	2.4%	2,692	4.6%	2,893
	2018	6.07	78.3	22%	54.5%	24.9%	18.3%	2.2%	2,678	3.9%	2,852
	2019	6.71	81.7	28%	64.9%	22.4%	11.4%	1.2%	2,874	3.9%	3,142
	2020	6.66	81.3	27%	65.4%	21.3%	11.9%	1.5%	2,742	3.7%	2,894
	2021	6.42	79.9	26%	62.2%	20.4%	14.7%	2.7%	2,803	4.3%	3,010

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)
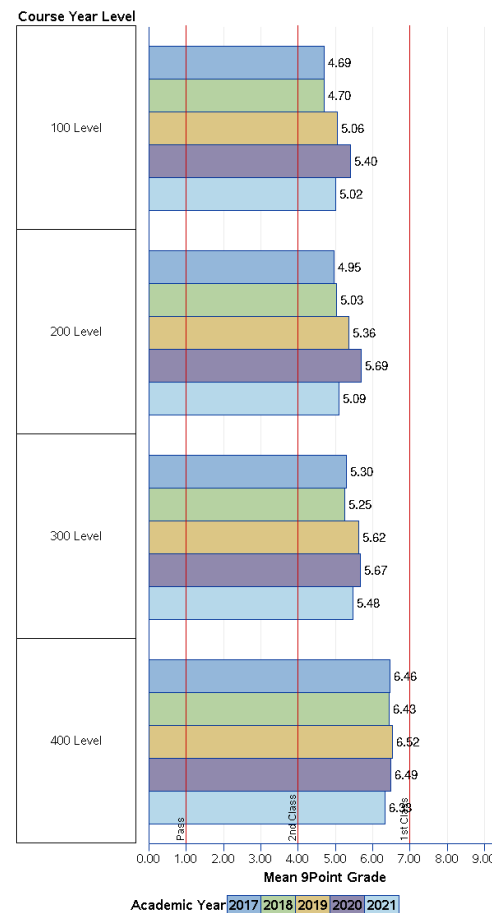

Course Year Level

100 Level	3.85 / 4.05 / 4.93 / 5.18 / 4.57
200 Level	4.43 / 4.56 / 5.18 / 5.47 / 5.15
300 Level	5.17 / 5.11 / 5.83 / 5.99 / 5.60
400 Level	6.09 / 6.07 / 6.71 / 6.66 / 6.42

Mean 9Point Grade

Academic Year 2017 2018 2019 2020 2021

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate
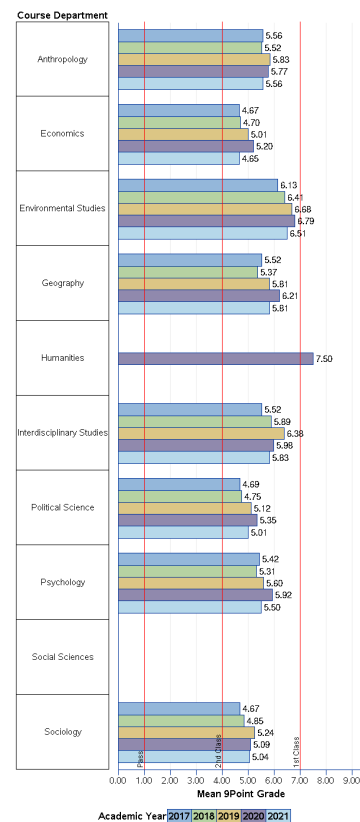
Course Faculty.COURSE_FACULTY_1: Faculty of Science

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Biochemistry & Microbiology	2017	5.18	74.6	11%	39.3%	30.2%	27.7%	2.8%	2,186	3.8%	2,308
	2018	5.29	75.0	13%	42.3%	28.1%	26.3%	3.3%	2,167	3.8%	2,305
	2019	5.97	78.4	15%	51.1%	30.2%	18.0%	0.7%	2,194	3.3%	2,428
	2020	6.03	78.5	16%	53.2%	27.2%	18.2%	1.4%	2,367	2.1%	2,419
	2021	5.97	78.4	17%	51.7%	27.8%	19.2%	1.3%	2,302	3.0%	2,393
Biology	2017	4.39	70.3	8.3%	29.3%	27.0%	37.3%	6.4%	6,174	4.6%	6,495
	2018	4.67	71.8	8.9%	32.6%	28.5%	33.6%	5.4%	6,332	3.7%	6,600
	2019	5.69	76.7	14%	48.4%	27.4%	21.8%	2.4%	6,247	3.8%	6,709
	2020	5.95	78.1	16%	51.7%	28.4%	17.9%	2.1%	7,108	3.3%	7,375
	2021	5.41	75.3	12%	43.0%	29.9%	23.8%	3.3%	7,138	3.6%	7,463
Chemistry	2017	4.45	70.6	12%	31.9%	24.0%	34.5%	9.6%	4,298	5.5%	4,598
	2018	4.37	70.3	9.2%	31.1%	24.4%	34.2%	10.4%	4,283	5.3%	4,572
	2019	5.14	73.9	13%	40.6%	27.6%	24.5%	7.2%	3,732	4.8%	4,273
	2020	5.04	72.6	13%	39.4%	26.7%	25.7%	8.2%	4,446	4.9%	4,691
	2021	4.89	72.2	14%	38.0%	24.7%	29.2%	8.2%	4,295	6.3%	4,644
Earth and Ocean Sciences	2017	5.43	75.6	9.8%	42.2%	32.6%	21.3%	3.9%	1,671	4.4%	1,750
	2018	5.38	75.3	12%	41.0%	32.7%	22.4%	3.9%	1,698	3.6%	1,762
	2019	6.11	78.6	15%	53.2%	30.6%	14.0%	2.1%	1,743	4.1%	1,858
	2020	5.96	77.5	17%	50.8%	29.9%	16.7%	2.6%	1,684	3.4%	1,751
	2021	5.67	76.0	12%	48.4%	28.1%	19.4%	4.0%	1,862	3.6%	1,935
Mathematics and Statistics	2017	4.16	67.2	12%	31.0%	21.0%	32.1%	15.9%	10,708	9.0%	11,781
	2018	4.28	68.0	13%	32.2%	21.4%	32.5%	13.9%	10,784	8.2%	11,761
	2019	4.95	71.8	16%	40.1%	23.7%	26.5%	9.7%	10,075	10.4%	12,169
	2020	5.34	73.5	19%	45.3%	23.4%	22.8%	8.5%	11,254	6.8%	12,073
	2021	4.58	68.8	16%	36.5%	21.4%	27.8%	14.3%	10,722	10.1%	11,990
Physics and Astronomy	2017	4.50	70.4	8.7%	29.0%	30.8%	32.7%	7.5%	3,564	7.5%	3,893
	2018	4.57	70.8	8.0%	30.3%	30.9%	32.1%	6.8%	3,669	7.7%	3,995
	2019	5.22	74.1	13%	39.3%	30.5%	25.4%	4.8%	3,428	9.3%	4,010
	2020	5.44	74.2	15%	44.9%	28.4%	18.7%	7.9%	3,542	8.7%	3,902
	2021	5.16	72.5	12%	39.6%	30.9%	21.2%	8.3%	3,836	10.1%	4,307
Science	2017	.	.	.	.	.	.	.	0	.	11
	2018	.	.	.	.	.	.	.	0	.	7
	2019	.	.	.	.	.	.	.	0	.	29

Note:

* **1st Class**: Includes grades A+, A, and A-

* **2nd Class**: Includes grades B+, B, and B-

* **Pass**: Includes grades C+, C, and D

* **Fail**: Includes grades E, F, and N

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Section Grading Patterns by Faculty

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Science	2020	.	.	.	.	.	.	.	0	.	2
	2021	0.00	.	.	.	.	.	100%	8	20.7%	294

Note:

* **1st Class**: Includes grades A+, A, and A-

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Social Sciences

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2017	5.16	73.6	9.3%	38.5%	32.2%	25.2%	4.2%	32,945	4.3%	34,499
2018	5.16	73.7	9.2%	38.3%	32.7%	25.3%	3.8%	33,553	4.4%	35,143
2019	5.49	75.3	11%	43.4%	32.4%	20.9%	3.3%	33,110	5.2%	36,442
2020	5.68	75.7	13%	47.9%	29.5%	18.5%	4.0%	36,562	4.4%	38,276
2021	5.33	73.9	11%	42.6%	29.7%	22.8%	4.9%	36,404	4.7%	38,381

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2017	4.69	71.3	8.5%	31.0%	32.3%	30.9%	5.8%	7,793	4.3%	8,147
	2018	4.70	71.6	8.1%	31.3%	31.9%	32.1%	4.7%	7,910	4.1%	8,244
	2019	5.06	73.1	10%	37.0%	31.8%	26.3%	4.9%	7,756	4.6%	8,474
	2020	5.40	73.9	12%	43.5%	30.5%	20.5%	5.6%	8,282	4.4%	8,668
	2021	5.02	72.2	11%	38.2%	29.2%	26.2%	6.5%	8,784	4.0%	9,179
200 Level	2017	4.95	72.6	8.4%	35.1%	32.7%	27.7%	4.6%	8,769	4.6%	9,195
	2018	5.03	73.1	8.6%	35.4%	34.0%	26.5%	4.1%	9,180	4.3%	9,596
	2019	5.36	74.8	11%	41.1%	32.4%	23.1%	3.4%	8,906	5.3%	9,803
	2020	5.69	75.8	14%	48.8%	28.2%	18.8%	4.1%	10,117	4.7%	10,626
	2021	5.09	72.5	10%	38.9%	30.1%	25.3%	5.7%	10,006	5.2%	10,580
300 Level	2017	5.30	74.4	9.1%	40.4%	33.0%	23.2%	3.4%	13,738	4.5%	14,419
	2018	5.25	74.2	8.9%	39.4%	33.5%	23.5%	3.7%	13,632	4.9%	14,349
	2019	5.62	75.9	10%	44.9%	33.8%	18.6%	2.8%	13,743	5.6%	15,243
	2020	5.67	75.9	12%	47.1%	30.6%	18.7%	3.6%	15,312	4.3%	16,022

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Social Sciences

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2021	5.48	74.8	11%	44.3%	30.7%	20.9%	4.1%	14,659	4.9%	15,522
400 Level	2017	6.46	79.7	16%	62.1%	25.6%	10.5%	1.7%	2,645	2.5%	2,738
	2018	6.43	79.7	15%	61.4%	26.5%	10.7%	1.4%	2,831	3.3%	2,954
	2019	6.52	80.2	17%	62.5%	26.5%	9.5%	1.4%	2,705	4.0%	2,922
	2020	6.49	79.8	17%	62.4%	25.0%	10.7%	1.8%	2,851	3.2%	2,960
	2021	6.33	79.2	18%	59.8%	24.5%	13.5%	2.2%	2,955	3.6%	3,100

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Note:

* **1st Class**: Includes grades A+, A, and A-

* **2nd Class**: Includes grades B+, B, and B-

* **Pass**: Includes grades C+, C, and D

* **Fail**: Includes grades E, F, and N

* **Headcounts**: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

* **Official Reporting**: Please verify with Institutional Planning & Analysis.

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate
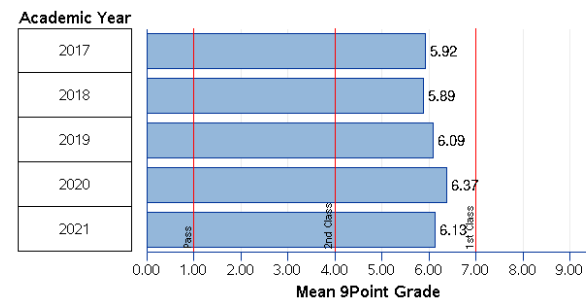
    Course Faculty.COURSE_FACULTY_1: Faculty of Social Sciences

DEPARTMENT LEVEL

Applied filters: Course Department Org equal to Anthropology, Art History & Visual Studies, Biochemistry & Microbiology, Biology, Business, Chemistry, Child & Youth Care, Child Care Services, Civil Engineering, Co-op and Career, Computer Science, Cultural, Sociall&Poltcl Thght, Curriculum and Instruction, Division of Medical Sciences, Earth and Ocean Sciences, Economics, Educ Psychology & Leadership, Education, Electrical & Computer Engg, Engineering & Computer Science, English, Environmental Studies, Exercise Sc, Phys & Health Ed, Fine Arts, French, Gender Studies, Geography, Graduate Studies, Greek and Roman Studies, Health Information Science, Hispanic & Italian Studies, History, Human & Social Devlmnt, Humanities, Indigenous Education, Indigenous Governance, Indigenous Studies, Interdisciplinary Studies, Law, Linguistics, Mathematics and Statistics, Mechanical Engineering, Medieval Studies, Music, Nursing, Pacific & Asian Studies, Philosophy, Physics and Astronomy, Political Science, Psychology, Public Administration, Public Health & Social Policy, Religious Studies, Science, Social Sciences, Social Work, Sociology, Studies in Policy and Practice, Teacher Education Program, Theatre, Visual Arts, Writing **AND** Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Anthropology	2017	5.56	75.2	10%	46.0%	31.1%	19.3%	3.7%	2,602	4.5%	2,727
	2018	5.52	75.6	7.5%	43.6%	34.3%	19.6%	2.6%	2,694	4.9%	2,836
	2019	5.83	76.9	14%	49.9%	29.8%	17.4%	2.9%	2,717	5.2%	2,964
	2020	5.77	75.7	12%	49.4%	30.1%	16.0%	4.5%	3,043	5.8%	3,238
	2021	5.56	74.9	8.3%	45.4%	32.8%	18.0%	3.7%	3,005	5.2%	3,173
Economics	2017	4.67	71.5	10%	32.3%	28.7%	33.6%	5.3%	8,049	3.9%	8,379
	2018	4.70	71.7	9.9%	32.7%	29.2%	33.0%	5.1%	7,887	4.2%	8,239
	2019	5.01	73.5	10%	36.1%	31.2%	29.0%	3.7%	7,701	4.6%	8,412
	2020	5.20	73.7	12%	40.9%	28.2%	25.9%	5.0%	8,856	3.1%	9,138
	2021	4.65	70.7	11%	33.7%	26.2%	32.9%	7.2%	7,887	4.6%	8,313
Environmental Studies	2017	6.13	77.9	11%	55.9%	31.0%	10.6%	2.4%	1,892	3.6%	1,978
	2018	6.41	79.5	13%	61.1%	28.6%	8.7%	1.6%	1,951	3.6%	2,041
	2019	6.68	81.0	16%	67.5%	23.2%	8.3%	1.0%	1,929	3.6%	2,053
	2020	6.79	80.9	20%	69.7%	21.2%	7.1%	2.0%	2,133	3.3%	2,223
	2021	6.51	79.6	17%	63.6%	24.6%	9.2%	2.6%	2,380	4.1%	2,500
Geography	2017	5.52	75.8	7.5%	43.7%	33.7%	20.4%	2.3%	4,127	3.1%	4,263
	2018	5.37	74.6	7.3%	41.8%	33.6%	21.8%	2.8%	4,363	3.1%	4,504
	2019	5.81	76.7	9.6%	47.5%	35.0%	15.1%	2.4%	4,059	4.3%	4,374
	2020	6.21	78.1	14%	56.5%	29.2%	11.2%	3.0%	3,960	4.2%	4,139
	2021	5.81	76.2	12%	50.2%	29.6%	16.6%	3.6%	3,962	4.3%	4,158
Humanities	2020	7.50	84.6	17%	83.3%	16.7%	.	.	12	.	12
Interdisciplinary Studies	2017	5.52	74.2	4.0%	37.2%	45.7%	12.6%	4.5%	199	2.9%	206
	2018	5.89	76.6	7.5%	41.7%	49.1%	6.6%	2.6%	228	2.6%	234
	2019	6.38	78.4	11%	58.3%	33.8%	4.0%	4.0%	151	4.8%	167
	2020	5.98	75.7	2.9%	53.1%	34.7%	7.8%	4.5%	245	3.2%	253
	2021	5.83	75.2	17%	46.3%	34.0%	14.2%	5.6%	162	6.9%	175
Political Science	2017	4.69	68.8	1.7%	26.8%	44.0%	20.7%	8.4%	3,092	6.6%	3,324
	2018	4.75	70.1	1.9%	26.8%	43.8%	22.8%	6.6%	2,983	6.2%	3,187
	2019	5.12	71.8	2.8%	33.8%	43.1%	17.0%	6.1%	2,991	6.8%	3,359
	2020	5.35	72.8	3.9%	39.4%	39.3%	15.6%	5.7%	3,192	7.0%	3,443

Note:

* **1st Class**: Includes grades A+, A, and A-

* **2nd Class**: Includes grades B+, B, and B-

* **Pass**: Includes grades C+, C, and D

* **Fail**: Includes grades E, F, and N

* **Headcounts**: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

* **Official Reporting**: Please verify with Institutional Planning & Analysis.

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Social Sciences

DEPARTMENT LEVEL

Applied filters: Course Department Org equal to Anthropology, Art History & Visual Studies, Biochemistry & Microbiology, Biology, Business, Chemistry, Child & Youth Care, Child Care Services, Civil Engineering, Co-op and Career, Computer Science, Cultural, Sociall&Poltcl Thght, Curriculum and Instruction, Division of Medical Sciences, Earth and Ocean Sciences, Economics, Educ Psychology & Leadership, Education, Electrical & Computer Engg, Engineering & Computer Science, English, Environmental Studies, Exercise Sc, Phys & Health Ed, Fine Arts, French, Gender Studies, Geography, Graduate Studies, Greek and Roman Studies, Health Information Science, Hispanic & Italian Studies, History, Human & Social Devlmnt, Humanities, Indigenous Education, Indigenous Governance, Indigenous Studies, Interdisciplinary Studies, Law, Linguistics, Mathematics and Statistics, Mechanical Engineering, Medieval Studies, Music, Nursing, Pacific & Asian Studies, Philosophy, Physics and Astronomy, Political Science, Psychology, Public Administration, Public Health & Social Policy, Religious Studies, Science, Social Sciences, Social Work, Sociology, Studies in Policy and Practice, Teacher Education Program, Theatre, Visual Arts, Writing **AND** Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Political Science	2021	5.01	70.5	2.6%	33.6%	40.3%	18.5%	7.6%	3,173	6.9%	3,458
Psychology	2017	5.42	75.6	14%	43.8%	27.9%	25.5%	2.8%	9,512	4.2%	9,948
	2018	5.31	74.9	13%	41.6%	28.6%	26.4%	3.4%	9,809	4.6%	10,303
	2019	5.60	76.0	15%	46.3%	28.7%	21.7%	3.3%	9,988	5.4%	11,134
	2020	5.92	77.5	17%	51.7%	27.4%	17.8%	3.0%	11,251	4.2%	11,752
	2021	5.50	75.5	15%	45.4%	27.5%	23.3%	3.7%	11,661	3.9%	12,160
Social Sciences	2017	.	.	.	.	.	.	.	0	.	14
	2018	.	.	.	.	.	.	.	0	.	6
	2019	.	.	.	.	.	.	.	0	.	5
	2020	.	.	.	.	.	.	.	0	.	1
	2021	.	.	.	.	.	.	.	0	.	10
Sociology	2017	4.67	71.0	2.9%	27.3%	40.3%	27.7%	4.7%	3,472	5.1%	3,660
	2018	4.85	72.3	3.5%	30.1%	40.7%	25.9%	3.3%	3,638	4.1%	3,793
	2019	5.24	74.0	4.4%	36.2%	40.3%	20.6%	2.8%	3,574	6.0%	3,974
	2020	5.09	72.1	7.0%	37.6%	34.3%	22.9%	5.2%	3,870	5.0%	4,077
	2021	5.04	71.8	5.9%	37.1%	34.2%	23.1%	5.6%	4,100	5.4%	4,355

Note:

* **1st Class**: Includes grades A+, A, and A-

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* **Official Reporting**: Please verify with Institutional Planning & Analysis.

University of Victoria | British Columbia Canada

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

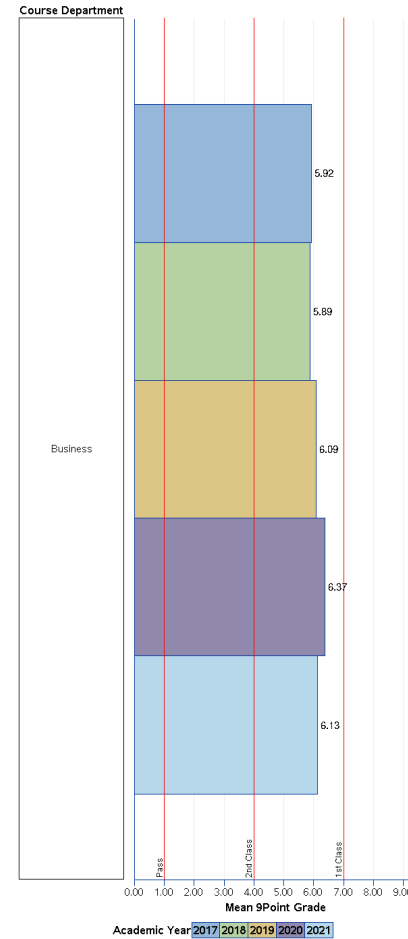**Course Faculty.COURSE_FACULTY_1: PB Gustavson Schl of Business**

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2017	5.92	77.5	6.6%	47.9%	38.2%	12.3%	1.6%	8,172	1.4%	9,692
2018	5.89	77.1	6.9%	47.7%	37.4%	13.0%	1.8%	8,771	1.0%	10,151
2019	6.09	78.2	7.0%	50.1%	39.2%	9.6%	1.0%	8,075	1.5%	9,724
2020	6.37	79.3	9.6%	57.5%	33.5%	7.6%	1.4%	8,152	1.1%	9,406
2021	6.13	78.4	8.0%	51.7%	37.1%	9.8%	1.3%	8,406	1.3%	9,827

Academic Year

Mean 9Point Grade bar chart:
- 2017: 5.92
- 2018: 5.89
- 2019: 6.09
- 2020: 6.37
- 2021: 6.13

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2017	5.81	76.3	7.3%	48.0%	37.3%	10.9%	3.8%	579	2.2%	916
	2018	5.62	75.2	4.8%	44.2%	38.8%	13.3%	3.8%	693	1.3%	987
	2019	6.02	77.3	4.4%	52.1%	35.0%	10.8%	2.1%	631	1.8%	890
	2020	5.86	75.4	5.3%	50.3%	34.9%	10.7%	4.1%	702	2.0%	804
	2021	6.01	77.4	5.3%	52.3%	33.8%	11.9%	1.9%	730	0.7%	898
200 Level	2017	4.94	72.6	6.8%	34.4%	32.9%	28.4%	4.2%	1,507	3.5%	2,122
	2018	5.02	72.0	7.8%	35.3%	34.1%	25.3%	5.3%	1,815	2.8%	2,383
	2019	5.68	76.0	10%	45.3%	34.8%	17.1%	2.8%	1,622	3.8%	2,300
	2020	5.94	76.8	12%	49.1%	35.1%	11.9%	3.9%	1,548	3.3%	2,196
	2021	5.93	76.7	13%	49.3%	34.6%	12.0%	4.0%	1,547	3.2%	2,157
300 Level	2017	5.86	77.6	6.1%	44.2%	42.5%	12.7%	0.5%	2,964	0.5%	2,979
	2018	5.78	77.0	6.4%	42.9%	42.3%	13.8%	0.9%	3,276	0.3%	3,286

Note:

* **1st Class**: Includes grades A+, A, and A-

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* **Pass**: Includes grades C+, C, and D

* **Fail**: Includes grades E, F, and N

* **Headcounts**: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

* **Official Reporting**: Please verify with Institutional Planning & Analysis.

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: PB Gustavson Schl of Business

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	**2019**	5.90	77.6	5.5%	45.2%	42.8%	11.2%	0.3%	2,862	1.1%	3,051
	2020	6.44	80.1	11%	58.9%	32.8%	7.7%	0.5%	3,309	0.3%	3,318
	2021	5.81	77.3	4.9%	43.9%	42.8%	12.7%	0.6%	3,146	1.1%	3,182
400 Level	**2017**	6.48	80.0	6.8%	57.8%	36.8%	4.5%	0.9%	3,122	0.8%	3,675
	2018	6.60	80.6	7.3%	61.5%	33.7%	4.5%	0.3%	2,987	0.3%	3,495
	2019	6.51	80.3	7.4%	56.9%	39.1%	3.6%	0.4%	2,960	0.3%	3,483
	2020	6.67	80.9	7.8%	62.6%	33.1%	4.0%	0.3%	2,593	0.3%	3,088
	2021	6.60	80.6	9.1%	61.0%	33.3%	5.2%	0.5%	2,983	0.5%	3,590

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2021)

Course Year Level

100 Level: 5.81, 5.62, 6.02, 5.86, 6.01
200 Level: 4.94, 5.02, 5.68, 5.94, 5.93
300 Level: 5.86, 5.78, 5.90, 6.44, 5.81
400 Level: 6.48, 6.60, 6.51, 6.67, 6.60

Mean 9Point Grade

Academic Year: 2017 2018 2019 2020 2021

Note:

* **1st Class**: Includes grades A+, A, and A-

* **2nd Class**: Includes grades B+, B, and B-

* **Pass**: Includes grades C+, C, and D

* **Fail**: Includes grades E, F, and N

* **Headcounts**: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

* **Official Reporting**: Please verify with Institutional Planning & Analysis.

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: PB Gustavson Schl of Business

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2021) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Business	2017	5.92	77.5	6.6%	47.9%	38.2%	12.3%	1.6%	8,172	1.4%	9,692
	2018	5.89	77.1	6.9%	47.7%	37.4%	13.0%	1.8%	8,771	1.0%	10,151
	2019	6.09	78.2	7.0%	50.1%	39.2%	9.6%	1.0%	8,075	1.5%	9,724
	2020	6.37	79.3	9.6%	57.5%	33.5%	7.6%	1.4%	8,152	1.1%	9,406
	2021	6.13	78.4	8.0%	51.7%	37.1%	9.8%	1.3%	8,406	1.3%	9,827

Note:

* **1st Class**: Includes grades A+, A, and A-

* **2nd Class**: Includes grades B+, B, and B-

* **Pass**: Includes grades C+, C, and D

* **Fail**: Includes grades E, F, and N

* **Headcounts**: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

* **Official Reporting**: Please verify with Institutional Planning & Analysis.

Appendix B: Accessing the SAS Portal

The UVic SAS Reporting System portal can be accessed via:
- Institutional Planning & Analysis homepage
  http://www.inst.uvic.ca
- https://sas.uvic.ca/
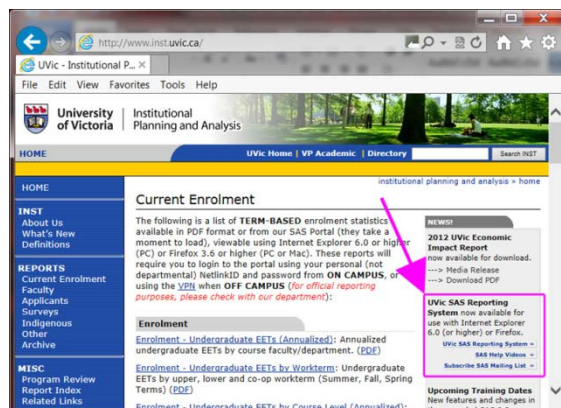
1.1 Supported Browsers

Currently, the SAS Portal fully supports:
- Internet Explorer 7.0 (or higher) for the PC
- Firefox 3.6 (or higher) or the PC or for the Mac
- Testing reveals that the portal also works with Safari (although not strictly "supported" by SAS and may not contain all functionality that is present in the other two browsers listed above).

Logging into the Portal

NOTE: If you are accessing the portal from off campus, you will need to use our Virtual Private Network client software (http://www.uvic.ca/systems/services/internettelephone/remoteaccess/).

If you are on campus, or have started the VPN client, navigate to the following URL using Internet Explorer (for the PC) or using Firefox (for the Mac):
    https://sas.uvic.ca/

Once there, you will see the login screen where you will need to enter your NetlinkID and password.
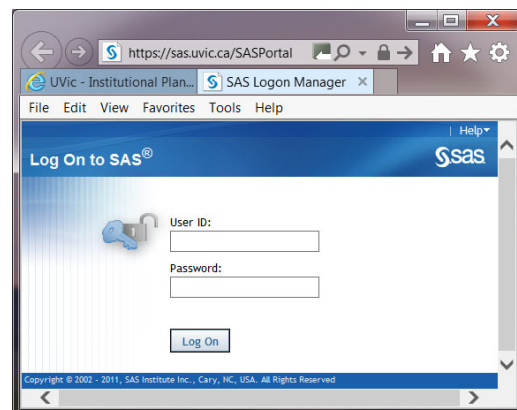
Once you have successfully logged into the Portal you will see something like the following:
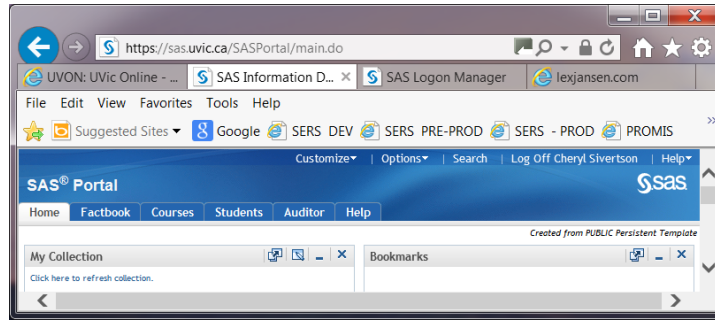
Locating the Grading Reports

From your "Home" tab, you will need to click on the "Courses" tab:
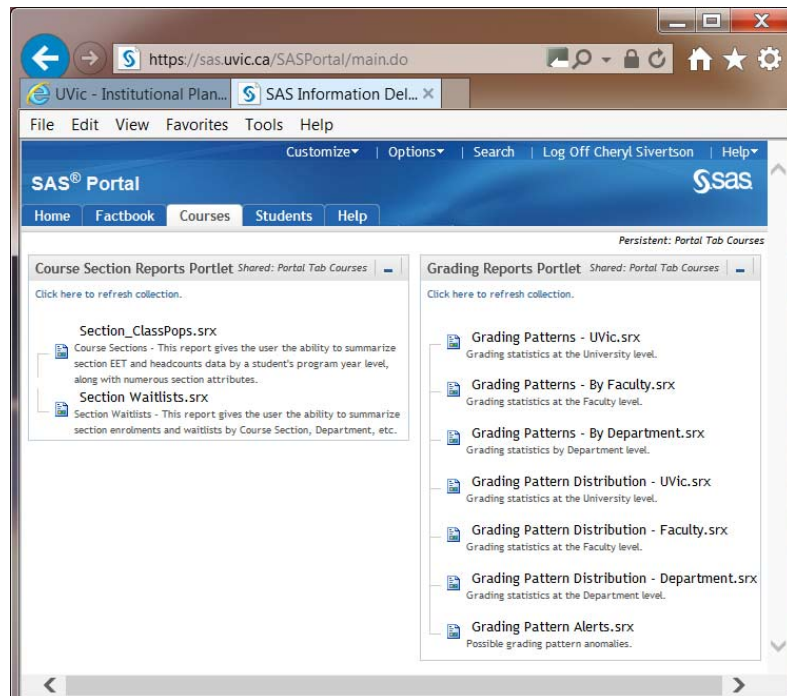
Viewing Each Grading Report

The UVic SAS Reporting System currently contains seven grading reports:

The first report "**Grading Patterns – UVic**" consists of two tables (and associated graphs) that present, by default, the last five academic years of summary undergraduate grades for the university as a whole, including 1st class (A+, A, and A-), 2nd class (B+, B, B-), pass (C+, C, and D), fail (E, F, N), and dropped, as well as mean grade point averages and headcounts. Note that the dropped percentages are based on initial course enrolment, while the other categories are based on final course enrolment. The second table expands the information by course year level such as, "100 level" or "200 level".

Selecting the plus icon on the left of any row will **expand** that table to show the equivalent information on the three terms that make up the academic year. Selecting the down arrow (**drill-down**) has a filtering effect and will expand the information on only the item selected. Note that, depending on the time of year, not all three terms that make up the most recent academic year may yet be available.

There are two sets of options on the left of this screen. The first allows the user to examine summary grade information by graduate and law programs in addition to undergraduate programs. The second set allows the addition or subtraction of columns from the default tables. For example, the user may wish remove the percentage of A$^+$'s displayed and add the percentage of fails instead.

The second home-page report, "**Grading patterns – By Faculty**", is similar to the first except that it allows an examination of grades by faculty. The third report "**Grading patterns – By Department**" does the same for school or department. At the department level, each subject area can be expanded (plus symbol) or drilled-down (down arrow symbol) to the course and course section level of detail.

Grading Patterns UVic.srx → Grading patterns at the University level (tables & charts):
- All course levels
- By course level

Grading Patterns By Faculty.srx → Grading patterns at the Faculty level (tables & charts):
- All courses at the faculty level
- All courses by course year level
- All courses by department

Grading Patterns By Department.srx → Grading patterns by Department level:
- All courses at the department level
- All courses by course year level
- All courses by subject (can go all the way down to the individual section level)

The next three reports: "**Grading Pattern Distribution – UVic**", "**Grading Pattern Distribution – Faculty**", and "**Grading Pattern Distribution – Department**", operate in the same way as the first three, the main difference being that actual grades, such as D, C, C$^+$, are displayed. Again, the expanding and drill-down buttons can present course and course section levels of detail.

Grading Pattern Distribution - UVic.srx → Grading pattern distributions at the University level:
- All course levels
- All courses by PASS, 2nd CLASS, & 1st CLASS grades
- All courses by course level (PASS, 2nd CLASS, & 1st CLASS)

Grading Pattern Distribution - Faculty.srx → Grading pattern distributions at the Faculty level:
- All courses at the faculty level
- All courses by PASS, 2nd CLASS, & 1st CLASS grades
- All courses by course level (PASS, 2nd CLASS, & 1st CLASS)
- All courses by department (PASS, 2nd CLASS, & 1st CLASS)

Grading Pattern Distribution - Department.srx → Grading pattern distributions at the Department level:
- All courses at the department level
- All courses by PASS, 2nd CLASS, & 1st CLASS grades
- All courses by course level (PASS, 2nd CLASS, & 1st CLASS)

- All courses by subject (PASS, 2nd CLASS, & 1st CLASS) and can go all the way down to the individual section level

The seventh and final report is "**Grading Pattern Alerts**", and is designed to show possible grading pattern anomalies for a given school or department over any of the last three academic years. The table allows the user to expand or drill down to the level of a course section for a given term. Grading anomaly criteria were chosen to capture possible grading issues, and include sections with mean GPAs 8.0 or greater, GPAs 2.0 or less, A^{+}'s accounting for 33% or more of the grades, A's accounting for 50% or more of the grades, and failure or drop rates at 20% or more. Any section with an enrolment of 20 or less is flagged with an exclamation mark to indicate that an anomaly may say more about the individuals enrolled than about the characteristics or presentation of the section itself. Such sections should be viewed with even greater than usual circumspection.

Grading Pattern Alerts.srx → Possible grading pattern anomalies by department.

This report *only* contains sections that meet at least one of the following criteria:
- Mean GPA: Greater than or equal to 8.0
- Mean GPA: Less than or equal to 2.0
- % Students Receiving an A+: 33% or higher
- % Students Receiving an A: 50% or higher
- % Students Receiving a Fail: 20% or higher
- % Students who Dropped: 20% or higher
- Gradeable Headcount: 20 or less

Navigating the Reports

All reports have some common navigation methods:

Table of Contents

Use the **Table of Contents** item to directly select a sub-set of data for the report.

For example, in the report "Grading Patterns – By Faculty" the Table of Contents reveals that the data is first subdivided into "Undergraduate", "Law," and "Graduate" courses. Then the data is further sub-divided by faculty. Thus, in the example to the right, the data currently selected shows "*Undergraduate*" sections from the "*Faculty of Education*." These selections are also reflected in the report's red sub-titles.
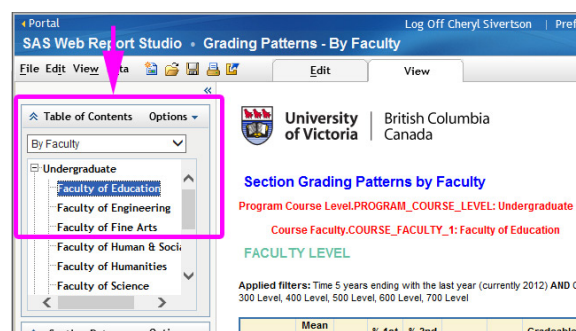
Reveal More Detailed Data

To reveal more detailed data → click the "**Expand**" button, the plus sign (+). You will note that it changes to a "minus sign" once clicked.

In this example, you can see that we have "expanded" the "Faculty of Engineering" to reveal the next level of detailed information, while still keeping the rest of the information for the other faculties visible.

View a Subsection of Data (Drill Down)

To view a subsection of data → Use the "**Drill Down**" button, the down arrow button (⊞).

In this example, if you click the drill down arrow for the course subject "A E", you will change the table to view all "A E" course numbers (to the exclusion of all other data).

When you "drill down" into a subsection of data, a "breadcrumb" trail is formed (see the pink arrow to the right). To return "up" a level, click on the breadcrumb trail text (in this example click on "Subject Org").

Export Data

To export table (or chart) data to MS Excel or MS Word, right-mouse-click over the table data you are interested in and select the "**Export Table…**" item from the resulting pop-up menu (Item **E** shown to the right).

NOTE: *This will *only* export the table (or chart) data*. *We strongly encourage you to copy/paste the following information to your exported file to ensure that in the future you know where the data came from, along will all filters that were applied:*
   A. *Report title*
   B. *Report section*
   C. *Report sub-section*
   D. *All filters applied to the data*

Print Data

To print a report to a PDF, select "**Print…**" from the **File** menu.

To print landscape or portrait, along with adjusting margin widths, select "**Page Setup…**" from the **File** menu.

SAS Training

Institutional Planning & Analysis provides regular training for the UVic SAS Reporting System. For a list of upcoming training dates visit http://www.inst.uvic.ca

To arrange for customized group training, contact Institutional Planning & Analysis.

University of Victoria | Senate Committee on Academic Standards

MEMO

Date: December 14, 2022

To: Senate

From: Senate Committee on Academic Standards

Re: **Introduction of optional Co-Equal (non-Hierarchical) Supervisory Committees**

At its meeting on December 6, 2022, the Senate Committee on Academic Standards considered and approved a proposal received from the Faculty of Graduate Studies on the introduction of optional co-equal (non-hierarchical) supervisory committees.

Recommended motion:

> *That Senate approve the revision to the Graduate Academic Calendar to include an option for Co-Equal Supervisory Committees 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: **Introduction of optional Co-Equal (non-Hierarchical) Supervisory Committees**

In order to facilitate timely completion, the Faculty of Graduate Studies at the University of Victoria places great emphasis on communication at all levels of the supervisory relationship, including that between students and supervisors, as well as between supervisors and the Faculty of Graduate Studies. As part of this, the Faculty of Graduate Studies requires each student in Doctoral and research-based Master's programs to have a Supervisory Committee chaired by a Primary Academic Supervisor, who serves both as the primary mentor for the student and to ensure that the student meets the requirements for the credential in a timely fashion. A single co-supervisor who is expected to take a significant role in mentorship and student support is currently permitted.

While this hierarchical structure enhances communication by defining for each student the direct academic and administrative responsibility of the supervisor(s) and academic unit(s), it can have the effect of reducing the import as well as the recognition of contributions to student mentorship made by other members of the supervisory committee. Further, the Faculty of Graduate Studies has been informed that, in at least some cases, the hierarchical supervisory committee structure is not consistent with Indigenous ways of mentorship.

For these reasons, a number of requests have come to the Faculty of Graduate Studies to allow a non-hierarchical mentorship in supervisory committees in which all members have an equal voice and equal recognition.

The Faculty of Graduate Studies proposes a new option for non-hierarchical supervisory committees, tentatively entitled "*Co-Equal Supervisory Committees*." In this option, the composition of the supervisory committee will meet all program and Faculty of Graduate Studies requirements with the exception that all members will be "co-supervisors" who will accept equal responsibility for mentorship. To maintain lines of responsibility of faculty member(s) and academic unit(s), and to ensure that there is effective communication among the Faculty of Graduate Studies, the members of the supervisory committee, the academic unit, and the student, one member will be nominated by the committee to the Faculty of Graduate Studies as responsible for the administrative duties associated with the supervision of the student.

For clarity, the first sections of the Graduate Calendar dealing with the structure of graduate student supervisory committees have been reproduced below with minor revisions (appearing as a strikethroughs) for clarity or to align with current policy (specifically, a change to the Faculty of Graduate Studies Membership policy in 2019 made Emeritus members ineligible to supervise graduate students without also holding an Adjunct appointment or equivalent), and with the proposed language dealing with the creation of Co-Equal Supervisory Committees appearing underlined at the bottom:

Graduate Studies Committees, Advisers, and Supervisors

Primary Academic Supervisors

Students in all doctoral and master's programs will have a member of the Faculty of Graduate Studies assigned as primary academic supervisor, faculty adviser or mentor to counsel the student in academic matters. The primary academic supervisor must be from the academic unit offering the degree program. The primary academic supervisor is

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normally a Regular member of the Faculty of Graduate Studies (see Membership in the Faculty of Graduate Studies, below). However, with the support of the academic unit and permission of the Dean, an Associate ~~or Emeritus~~ member may be named as primary and sole academic supervisor.

In particular, the primary academic supervisor must be aware of Calendar and Faculty of Graduate Studies regulations. In consultation with the student, the primary academic supervisor is responsible for ensuring the nomination of supervisory committee members. The supervisor provides guidance to the student on the nature of research, the standards expected, the adequacy of progress and the quality of work. See the document "Graduate Supervision Policy" on the <u>Faculty of Graduate Studies website</u> for more information.

The primary academic supervisor should maintain contact with the student through mutually agreed upon regular meetings, and be accessible to the student to give advice and constructive criticism. Supervisors who expect to be absent from the University for an extended period of time are responsible for making suitable arrangements with the student and the academic unit's Graduate Studies Adviser for the continued supervision of the student or for requesting the academic unit to nominate another supervisor. Such absences and the resulting arrangements must be approved by the Dean of Graduate Studies.

Co-Supervisor

Students who have a designated primary academic supervisor may also have a maximum of one co-supervisor designated in cases where the level of supervision and/or support to be provided by the co-supervisor is greater than normally expected from regular members of a supervisory committee. The co-supervisor is not required to be nominated by the same academic unit as the student but must be a member of the Faculty of Graduate Studies. Associate ~~and Emeritus~~ members are normally limited to co-supervisory roles (see Membership in the Faculty of Graduate Studies, below).

Supervisory committees

Students in all doctoral programs and students in thesis and project-based Master's programs will have a supervisory committee nominated by the academic unit and approved by the Dean of Graduate Studies. The academic supervisor will facilitate all activities of the supervisory committee. All members of a supervisory committee must be a member of the Faculty of Graduate Studies.

Within the first two terms of attendance in a graduate degree program, a primary supervisor must be nominated. Within three terms of first registration in a thesis, project or dissertation, the remainder of the supervisory committee shall be nominated and recorded on the student's academic record.

The duties of the committee include: recommending a program of study chosen in conformity with the Faculty of Graduate Studies and academic unit's regulations; supervision of the project, thesis or dissertation; participation in ~~a~~ <u>the</u> final oral examination when the program prescribes such an examination. The committee may conduct other examinations, and will recommend to the Faculty of Graduate Studies whether or not a degree be awarded to a candidate. See the document "Graduate Supervision Policy" on the Faculty of Graduate Studies <u>website</u> for more information.

<u>Co-Equal Supervisory Committees</u>

<u>*In the case where student mentorship is envisioned or required to be an equal partnership among members of the supervisory committee, with the permission of the Dean of Graduate Studies and the head of the student's home academic unit, the supervisory committee may be structured as a committee of co-supervisors having equal responsibilities in mentorship of a student. Members of a Co-Equal Supervisory Committee must each agree to full participation in all the mentorship duties normally undertaken by the primary academic supervisor, such as:*</u>

- <u>*being aware of Calendar and Faculty of Graduate Studies regulations*</u>
- <u>*providing guidance to the student on the nature of research and the standards expected*</u>
- <u>*assessing the adequacy of progress and the quality of work*</u>
- <u>*maintaining contact with the student through mutually agreed upon regular meetings*</u>
- <u>*being accessible to the student to give advice and constructive criticism*</u>

<u>*as well as those normally undertaken by the co-supervisor and members of the supervisory committee, such as:*</u>

- <u>*recommending a program of study chosen in conformity with the Faculty of Graduate Studies and academic unit regulations*</u>

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- *supervision of the project, thesis or dissertation*
- *participation in a final oral examination when the program prescribes such an examination.*

Consistent with the requirements for Membership in the Faculty of Graduate Studies, all members of a Co-Equal supervisory committee must have supervisory or co-supervisory privileges. At least one member of the committee must meet the eligibility requirements of a primary academic supervisor with corresponding supervisory privileges. The composition of the Co-Equal Supervisory Committee must otherwise conform to that normally required for the degree program. One member of the Committee who meets the eligibility requirements of a primary academic supervisor will be nominated by the committee to the Faculty of Graduate Studies as responsible for all administrative duties associated with the supervision of the student and will ensure that there is effective communication among the Faculty of Graduate Studies, the members of the supervisory committee, the academic unit, and the student.

A Co-Equal supervisory committee requires significant engagement from all members, and requests to the Dean of Graduate Studies to form a Co-Equal supervisory committee must include a compelling rationale and a plan to ensure timely progression of the student. Supervisors are encouraged to seek advice from an Associate Dean of Graduate Studies before making a formal application.

Senate Committee on
Agenda and Governance

MEMO

Date: December 16, 2022

To: Senate

From: Senate Committee on Agenda and Governance

Re: **2021/2022 Annual Report**

The Terms of Reference for the Senate Committee on Agenda and Governance define its scope and relationship with Senate and other Senate committees. Each winter term, the committee presents an annual report on its business and proceedings over the previous academic year.

> The Senate Committee on Agenda and Governance met 12 times in 2021/22: August 17, 2021, August 19, 2021, September 17, 2021, October 22, 2021, November 19, 2021, December 17, 2021, January 21, 2022, February 18, 2022, March 18, 2022, March 21, 2022, April 22, 2022, and April 27, 2022.
>
> To address issues regarding the Emergency Protocol for Senate Operations for the 2021/22 year, the committee met four times: July 21, 2021, July 28, 2021, December 13, 2021, and December 23, 2021.
>
> The nominations sub-committee met seven times in 2021/22: September 17, 2021,October 22, 2021, November 19, 2021, December 17, 2021, February 18, 2022, March 18, 2022, and April 22, 2022.

At the September 17, 2021 meeting, the committee passed a motion that all meetings for 2021/2022, including meetings of the nominations sub-committee, be deemed closed and confidential.

During the year, the committee reviewed the draft Senate agenda and materials, made recommendations to Senate, initiated projects in areas of the committee's concern, and received proposals for input from other Senate committees and campus constituencies. Within these areas, the committee considered several issues due to the emergency and in the course of regular committee items.

Items pertaining to the emergency:

Extension of approval to waive medical documentation – 2021/2022 Winter Session – First Term, September 2021 – December 2021

At its July 21, 2021 meeting, the committee reviewed and approved, on behalf of Senate, an extension of the temporary waiver of medical documentation for all requests for academic concessions during the 2021/2022 Winter Session - First Term, September 2021 – December 2021.

Multi-section synchronous examinations – 2021/2022 Winter Session – First Term
At its July 21, 2021 meeting, the committee reviewed and approved, on behalf of Senate, that similar, timed, multi-section examinations during the first (fall) term of the 2021/2022 Winter Session are held online and synchronous online if desired by the instructor.

Guidelines for spring term 2022 courses during the COVID-19 pandemic
At its July 28, 2021 meeting, the committee reviewed and approved, on behalf of Senate, temporary course modality guidelines for the 2022 spring term.

Extension of grade submission deadlines for Winter Session, First Term 2021
At its December 13, 2021 meeting, the committee reviewed the decision made by the President, on behalf of Senate and in accordance with the Emergency Protocol for Senate Operations for academic decisions to be made within a 24-hour period, on the movement of final examinations to an online format for the 2021 first term of the Winter Session.

The committee further reviewed and approved, on behalf of Senate, the extension to the grade submission deadline for Winter Session, First Term 2021 from January 6, 2022 to January 10, 2022.

Revision to the start of the Second Term of the 2021/2022 Winter Session
At its December 23, 2021 meeting, the committee reviewed and approved, on behalf of Senate, a move from in-person to online classes for the second term of the 2021/2022 Winter Session from January 10, 2022 until January 21, 2022 with in-person courses to resume on January 24, 2022.

The committee also reviewed and approved, on behalf of Senate, the delegation to the Deans of the Faculties the authority to grant exceptions to the online class schedule for the second term of the 2021/2022 Winter Session between January 10, 2022 and January 21, 2022.

Issues pertaining to regular items for the committee:

Review of Draft Senate Agenda
At each of its meetings, the Senate Committee on Agenda and Governance assisted the Chair in preparing the Senate agenda and reviewed each of the items proposed for submission to Senate.

Senate Committee Evaluations
Every year, members of Senate committees are asked to evaluate their experience serving on their respective Senate committees. Results from the evaluation surveys were used to identify opportunities to improve members' experience and the committees' overall effectiveness.

At the September 2021 meeting, the committee reviewed the 2020/2021 evaluation results for each Senate committee.

Revisions to the Terms of References for the Senate Committees
At its September 2021 meeting, committee members reviewed and approved revisions to the terms of references for the Senate Committee on Academic Standards; the Senate Committee on Admission, Re-registration and Transfer Appeals; the Senate Committee on

Continuing Studies; the Senate Committee on Curriculum; the Senate Committee on Honorary Degrees and Other Forms of Recognition; and the Senate Committee on Learning and Teaching. Senate approved the revisions at its October meeting.

Revisions to the 10-Year Sessional Calendar
At its October and November 2021 meetings, the committee reviewed the 10-Year Sessional Calendar and the challenges regarding the fall term of the Winter Session. The committee referred the examination of the final examination period to the Senate Committee on Academic Standards.

Request to revise the Senate Rules and Procedures and Terms of Reference for the Senate Committee on Agenda and Governance
At its November and December 2021 meetings, the committee reviewed a request to revise the composition of the Senate Committee on Agenda and process of the Senate Rules and Procedures. The committee considered the issue and did not recommend approval of the revision at the January meeting of Senate. As an alternative, the committee committed to a review of the Emergency Protocol for Senate Operations once the pandemic emergency was lifted.

Request to Extend the Academic Drop Deadline
At its January 2022 meeting, the committee reviewed a request to revise the "Last day for withdrawing from full year and second term courses without penalty of failure" to move to a Monday at least seven (7) days after a format change. This proposal came to the February 2022 meeting of Senate.

Request that Senate form a Working Group to examine the University of Victoria information policy, technologies, infrastructure, and vulnerabilities
At its January 2022 meeting, the committee reviewed a request to form a Working Group to examine the university's information policy, technologies, infrastructure, and vulnerabilities. The committee determined that this matter was outside of Senate jurisdiction.

Request that Senate form a Working Group to develop a University of Victoria policy that provides a consistent stipend for student representatives on the most time-intensive University committees
At its January 2022 meeting, the committee reviewed a request to form a Working Group to develop a University of Victoria policy that provides a consistent stipend for student representatives on the most time-intensive University committees. The committee determined that this matter was outside of Senate jurisdiction.

Request to revise the Senate Rules and Procedures
At its February and March 2022 meetings, the committee reviewed a petition to revise the Senate Rules and Procedures for Senators to participate virtually in Senate and Senate Committee meetings until such time as the Government of British Columbia lifts all public health orders related to the COVID-19 pandemic. The committee considered the issue and did not recommend approval of the petition at the April 2022 meeting of Senate.

Request for a Special Meeting of Senate
At its March 2022 meeting, the committee reviewed a request for a special meeting of Senate to recommend that the Board of Governors reinstate the mask mandate until the end of the April 2022 exam period. A special meeting of Senate was held on March 21, 2022 to address this issue.

Request to Establish a Set of Statistics on the Costs of Textbooks
At its April 2022 meeting, the committee reviewed a request to establish a set of statistics on the costs of textbooks. The committee referred the request to the Senate Committee on Learning and Teaching in consultation with the Senate Committee on Libraries.

Request that Senate censure Dr. Kevin Hall in his capacity as Chair of Senate
In April 2022, the committee met twice to review a request to censure the Chair of Senate. The committee determined that this matter was outside of Senate jurisdiction.

2021/2022 and 2022/2023 Appointments to Senate Committees
At its September, October, November, December 2021, February 2022, March 2022 and April 2022 meetings, the nominations sub-committee discussed and approved nominations for vacancies on the Senate committees for 2021/2022 and 2022/2023. Senate approved these nominations at the October 2021, November 2021, December 2021, January 2022, March 2022, April 2022 and May 2020 Senate meetings respectively.

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

2021/2022 Senate Committee on Agenda and Governance
Kevin Hall, Chair, President and Vice-Chancellor*
Helga Hallgrimsdottir, Vice-Chair, Dean, Faculty of Human and Social Development*
Carrie Andersen, University Secretary
Aaron Devor, Faculty of Social Sciences
Mauricio Garcia-Barrera, Faculty of Graduate Studies
Mark Gillen, Faculty of Law
Helen Kurki, Faculty of Social Sciences*
Valerie Kuehne, Vice-President Academic and Provost
Kyle Risby, Student Senator*
Carolyn Russell, Convocation Senator
Lara Wilson, Libraries*
Ada Saab (Secretary), Associate University Secretary*

*members of the Nominations Sub-committee

| University of Victoria | Senate Committee on Agenda and Governance | **MEMO** |

Date: December 16, 2022

To: Members of Senate

From: Senate Committee on Agenda and Governance

Re: **Upcoming Senate committee vacancies**

For your information, attached please find a list of Senate committee vacancies effective July 1, 2023. These vacancies include positions for which current committee members may be eligible for re-appointment.

Also attached for your information is the call for expressions of interest to serve on Senate committees that will be distributed to all faculty members in early January 2023.

If you would like to nominate a colleague for any of these positions, please submit your nomination to Ada Saab, Associate University Secretary at usec2@uvic.ca by Friday, February 17, 2023.

Recommendations for Senate committee appointments will be made by the Senate Committee on Agenda and Governance in May 2023.

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

2023- 2024 Senate Committees

Senate Committee on Academic Standards

Name	Faculty or Department	Term
Yasmine Kandil (NS) (Chair)	Fine Arts	2025 (2019)
Julio Navarro (S)	Science	2024 (2021)
Danu Stinson (S)	Graduate Studies	2025 (2022)
Andrew Newcombe (S)	Law	2024 (2021)
Tim Haskett (NS)	Humanities	2025 (2022)
Robert Hancock (S)	Social Sciences	2024 (2021)
Vacancy	**Peter B. Gustavson School of Business**	**2026 (2023)**
Tania Muir (NS)	Continuing Studies	2025 (2019)
Tim Pelton (NS)	Education	2025 (2022)
Vacancy	**Engineering and Computer Science**	**2026 (2023)**
Devi Mucina (S)	Human & Social Development	2024 (2021)
Vacancy	**Medical Sciences**	**2026 (2023)**
Vacancy (S)	**Student Senator**	**2024 (2023)**
Vacancy (S)	**Student Senator**	**2024 (2023)**
Vacancy	**Student Representative (UVSS)**	**2024 (2023)**
Vacancy	**Student Representative (GSS)**	**2024 (2023)**
Alivia Wang (S)	Convocation Senator	2024 (2021)
Vacancy	**Vice-President Academic and Provost or designate**	**(ex officio)**
Vacancy	**President or nominee**	**(ex officio)**
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Elizabeth Adjin-Tettey (NS)	A/Associate Vice-President Academic Planning	(ex-officio)
Wendy Taylor (NS)	Acting Registrar	(ex officio)
Sabrina Jackson (NS)	Associate Registrar	(ex officio)
Diana Varela (NS)	Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Senate Committee on Admission, Re-registration And Transfer Appeals

Name	Faculty or Department	Term
Stuart MacDonald (NS) (Chair)	Social Sciences	2025 (2019)
Vacancy (Vice-Chair)	**TBD**	**2026 (2023)**
Rana El-Sabaawi (NS)	Science	2025 (2022)
Shemine Gulamhusein (NS)	Human & Social Development	2025 (2022)
Vacancy	**TBD**	**2026 (2023)**
Vacancy	**TBD**	**2026 (2023)**
Vacancy	**TBD**	**2025 (2022)**
Graham McDonough (S)	Education	2025 (2022)
Vacancy (S)	**Student Senator**	**2024 (2023)**
Vacancy (S)	**Student Senator**	**2024 (2023)**
Vacancy	**Student Representative (UVSS)**	**2024 (2023)**
Vacancy	**President or nominee**	**(ex officio)**
Diana Varela (NS)	Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)	(ex officio)
Trisha Best (NS)	Director or equivalent of International Centre for Students	(ex officio)
Vacancy	**Director or equivalent of an Advising Centre**	**(ex officio)**
Ai-Lan Chia (NS)	Representative from Counselling Services	(ex officio)
Wendy Taylor (NS)	Acting Registrar	(ex officio)
LillAnne Jackson (NS)	Representative to the BC Council on Admission and Transfer, Transfer and Articulation Committee	(ex officio)
Sabrina Jackson (Secretary)	Associate Registrar	
Tatiana Percival (Recording Secretary)	Undergraduate Admissions and Records	

(S) – Senator
(NS) – non Senator

Senate Committee on Agenda and Governance

Name	Faculty or Department	Term
Kevin Hall (S) (Chair)	Chair of Senate	(ex officio)
Lara Wilson (S)	Librarian	2024 (2021)
Vacancy (S)	**TBD**	**2026 (2023)**
Phalguni Mukhopadhyaya (S)	Engineering and Computer Science	2025 (2022)
Joseph Salem (S)	Fine Arts	2025 (2022)
Vacancy (S)	**TBD**	**2026 (2023)**
Vacancy (S)	**Student Senator**	**2024 (2023)**
Carolyn Russell (S)	Convocation Senator	2024 (2021)
Robin Hicks (S)	Vice-Chair of Senate	(ex officio)
Elizabeth Croft (S)	Vice-President Academic and Provost	(ex officio)
Carrie Andersen (S)	University Secretary	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	
Kathy MacDonald (Recording Secretary)	Senate Coordinator	

(S) – Senator
(NS) – non Senator

Senate Committee on Appeals

Name	Faculty or Department	Term
Vacancy	**Law**	**2026 (2023)**
Mauricio Garcia-Barrera (S) (Vice-Chair)	Graduate Studies	2024 (2021)
Kenneth Stewart (S)	Social Sciences	2025 (2022)
Vacancy	**Engineering and Computer Science**	**2026 (2023)**
Dale Ganley (NS)	Peter B. Gustavson School of Business	2025 (2019)
Vacancy	**Education**	**2026 (2023)**
Vacancy	**Science**	**2026 (2023)**
Lynne Marks (S)	Humanities	2024 (2021)
Donna Jeffery (S)	Human & Social Development	2025 (2022)
Joseph Salem (S)	Fine Arts	2024 (2021)
Vacancy (S)	**Student Senator**	**2024 (2023)**
Vacancy (S)	**Student Senator**	**2024 (2023)**
Vacancy (S)	**Student Senator**	**2024 (2023)**
Vacancy	**Student Representative (GSS)**	**2024 (2023)**
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Senate Committee on Awards

Name	Faculty or Department	Term
Maureen Ryan (NS) (Chair)	Human & Social Development	2024 (2021)
Rishi Gupta (S)	Engineering and Computer Science	2025 (2022)
Sudhir Nair (S)	Peter Gustavson School of Business	2025 (2022)
Vacancy	**TBD**	**2026 (2023)**
Leslee Francis Pelton (NS)	Graduate Studies	2024 (2021)
Alyssa Manankil (NS)	Alumni Association	2024 (2021)
Vacancy (S)	**Student Senator**	**2024 (2023)**
Vacancy	**Student Representative (GSS)**	**2024 (2023)**
John Dower (NS)	Chair, Faculty of Graduate Studies Awards Committee	(ex officio)
Donja Roberts (NS)	Scholarships Officer, Faculty of Graduate Studies	(ex officio)
Wendy Taylor (NS)	Acting Registrar	(ex officio)
Vacancy	**President or nominee**	**(ex officio)**
Lori Nolt (NS)	Director, Student Awards and Financial Aid	(ex officio)
Alexis Ramsdale (Secretary)	Student Awards & Financial Aid	

(S) – Senator
(NS) – non Senator

Senate Committee on Continuing Studies

Name	Faculty or Department	Term
Jo-Anne Clarke (S) (Chair)	Dean, Continuing Studies	(ex officio)
Vacancy	**Peter B. Gustavson School of Business**	**2026 (2023)**
Vacancy	**Education**	**2026 (2023)**
Vacancy	**Engineering and Computer Science**	**2026 (2023)**
Vacancy	**Fine Arts**	**2026 (2023)**
Doug Magnuson (NS)	Human & Social Development	2025 (2022)
Li-Shih Huang (S)	Humanities	2024 (2021)
Mark Gillen (NS)	Law	2024 (2018)
Vacancy	**Science**	**2026 (2023)**
Helen Kurki (S)	Social Sciences	2025 (2022)
Vacancy (S)	**Student Senator**	**2024 (2023)**
Vacancy	**Student Representative (UVSS or GSS)**	**2024 (2023)**
Vacancy (NS)	**Student Representative from diploma or certificate program in Continuing Studies**	**2024 (2023)**
Natasha Thambirajah (NS)	Alumni Association	2025 (2022)
Kelly Diether (S)	Convocation Senator	2024 (2021)
Vacancy	**President or nominee**	**(ex officio)**
Elizabeth Adjin-Tettey (NS)	Chair, Senate Committee on Planning	(ex-officio)
Kirsten Kopp (Secretary)	Continuing Studies	

(S) – Senator
(NS) – non Senator

Senate Committee on Curriculum

Name	Faculty or Department	Term
Adam Con (NS) (Chair)	Fine Arts	2024 (2021)
Vacancy	**Vice-President Academic and Provost or designate**	**(ex officio)**
Chris Graham (NS)	Peter B. Gustavson School of Business	(ex officio)
Paul Whitinui (NS)	Education	(ex officio)
LillAnne Jackson (NS)	Engineering and Computer Science	(ex officio)
Eva Baboula (NS)	Fine Arts	(ex officio)
Steve Evans (NS)	Graduate Studies	(ex officio)
Maureen Ryan (NS)	Human & Social Development	(ex officio)
Lisa Surridge (NS)	Humanities	(ex officio)
Geoffrey Loomer (NS)	Law	(ex officio)
Reuben Rose-Redwood (NS)	Social Sciences	(ex officio)
Adam Monahan (NS)	Science	(ex officio)
Michele Martin (NS)	Medical Sciences	(ex-officio)
Vacancy	**President or nominee**	(ex officio)
Vacancy	**Chair, Senate Committee on Academic Standards**	**(ex officio)**
Vacancy (S)	**Student Senator from the Senate Committee on Academic Standards**	**(ex officio)**
Sara Henderson (NS)	Acting Calendar Coordinator	(ex officio)
Vacancy	**Executive Director or designate, Cooperative Education and Career Services**	**(ex officio)**
Wendy Taylor (NS)	Acting Registrar	(ex officio)
Sabrina Jackson (NS)	Associate Registrar	(ex officio)
Ada Saab (NS)	Associate University Secretary	(ex officio)
Asia Longphee (Secretary)	A/Director, Curriculum and Calendar	

(S) – Senator
(NS) – non Senator

Senate Committee on Honorary Degrees and Other Forms of Recognition

Name	Faculty or Department	Term
Marion Buller (S) (Chair)	Chancellor	(ex officio)
Kieka Mynhardt (NS)	Science	2024 (2021)
Denise Cloutier (NS)	Social Sciences	2024 (2018)
Jonathan Bengtson (S)	University Librarian	2025 (2022)
Elena Pnevmonidou (NS)	Humanities	2025 (2019)
Vacancy	**TBD**	**2026 (2023)**
Vacancy	**TBD**	**2026 (2023)**
Vacancy (S)	**Student Senator**	**2024 (2023)**
Vacancy (NS)	**Alumni Association**	**2026 (2023)**
Kevin Hall (S)	Chair of Senate	(ex officio)
Ian Case (NS)	Director, University Ceremonies and Events	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Senate Committee on Learning and Teaching

Name	Faculty or Department	Term
Alexandra D'Arcy (NS) (Chair)	Humanities	2024 (2021)
Michael McGuire (NS)	Engineering and Computer Science	2024 (2018)
Vacancy	**Fine Arts**	**2026 (2023)**
Cedric Littlewood (NS)	Graduate Studies	2025 (2022)
Brock Smith (S)	Peter B. Gustavson School of Business	2025 (2022)
Miranda Angus (NS)	Continuing Studies	2025 (2022)
Vacancy	**Education**	**2026 (2023)**
Sean Hier (S)	Social Sciences	2024 (2021)
Vacancy	**Human & Social Development**	**2026 (2023)**
Deborah Curran (S)	Law	2025 (2022)
Vacancy	**Medical Sciences**	**2026 (2023)**
Vacancy	**Science**	**2026 (2023)**
Vacancy (S)	**Student Senator**	**2024 (2023)**
Vacancy (S)	**Student Senator**	**2024 (2023)**
Vacancy	**Student Representative (UVSS)**	**2024 (2023)**
Vacancy	**Student Representative (UVSS)**	**2024 (2023)**
Vacancy	**Student Representative (GSS)**	**2024 (2023)**
Jennifer Whatley (NS)	Alumni Association	2024 (2021)
Matt Huculak (NS)	Library, (FALC)	2025 (2022)
Rebecca Warburton (S)	Convocation Senator	2024 (2021)
Vacancy	**University Librarian or designate**	**(ex officio)**
Wency Lum (NS)	Associate Vice-President Systems & Chief Information Officer	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Shailoo Bedi (NS)	Executive Director, Learning and Teaching Support and Innovation	(ex officio)
Vacancy	**Technology Integrated Learning Centre**	**(ex officio)**
Vacancy	**President or nominee**	**(ex officio)**
Elizabeth Adjin-Tettey (NS)	A/Associate Vice-President Academic Planning	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Senate Committee on Libraries

Name	Faculty or Department	Term
Vacancy	**Humanities**	**2026 (2023)**
Deborah Curran (S)	Law	2025 (2022)
Martha McGinnis (NS)	Graduate Studies	2024 (2021)
Vacancy	**Education**	**2026 (2023)**
Vacancy	**Continuing Studies**	**2026 (2023)**
Vacancy	**Engineering and Computer Science**	**2026 (2023)**
Vacancy	**Fine Arts**	**2026 (2023)**
Brian Thom (NS)	Social Sciences	2025 (2022)
Vacancy	**Peter B. Gustavson School of Business**	**2026 (2023)**
Simon Minshall (S)	Human & Social Development	2025 (2022)
Vacancy	**Medical Sciences**	**2026 (2023)**
Fraser Hof (S)	Science	2025 (2022)
Vacancy (S)	**Student Senator**	**2024 (2023)**
Vacancy	**Student Representative (GSS)**	**2024 (2023)**
Victor V. Ramraj (NS)	Representative of Council of Centre Directors	2024 (2021)
Vacancy (NS)	**Librarian selected by Faculty Association Librarians' Committee (FALC)**	**2026 (2023)**
Ry Moran (NS)	Associate University Librarian	(ex-officio)
Lisa Goddard (NS)	Associate University Librarian	(ex-officio)
Lisa Petrachenko (NS)	Associate University Librarian	(ex officio)
Vacancy	**President or nominee**	**(ex officio)**
Wency Lum (NS)	Chief Information Officer	(ex officio)
Jonathan Bengtson (S)	University Librarian	(ex officio)
Kaelen Smith (Secretary)	University Librarian's Office	

(S) – Senator
(NS) – non Senator

Senate Committee on Planning

Name	Faculty or Department	Term
Elizabeth Adjin-Tettey (NS) (Chair)	A/Associate Vice-President Academic Planning	(ex officio)
Jie Zhang (NS)	Peter B. Gustavson School of Business	2024 (2021)
Sandra Hundza (S)	Education	2025 (2022)
Cindy Holder (NS)	Humanities	2025 (2019)
Adam Con (NS)	Fine Arts	2025 (2019)
Maureen Ryan (NS)	Human & Social Development	2025 (2022)
Annalee Lepp (S)	Dean	2025 (2022)
Vacancy	**Engineering and Computer Science**	**2026 (2023)**
Michelle Lawrence (NS)	Law	2024 (2021)
Alex Brolo (S)	Science	2024 (2021)
Eva Baboula (NS)	Graduate Studies	2024 (2021)
Vacancy	**Medical Sciences**	**2026 (2023)**
Vacancy	**Continuing Studies**	**2026 (2023)**
Nilanjana Roy (NS)	Social Sciences	2024 (2021)
Vacancy (S)	**Student Senator**	**2024 (2023)**
Vacancy	**Student Representative (UVSS or GSS)**	**2024 (2022)**
Vacancy	**President or nominee**	**(ex officio)**
Wendy Taylor (NS)	Acting Registrar	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Vacancy	**Vice-President Academic and Provost or designate**	**(ex officio)**
Vacancy	**Vice-President Research and Innovation or designate**	**(ex officio)**
Robin Hicks (S)	Dean, Faculty of Graduate Studies	(ex officio)
Ada Saab (NS)	Associate University Secretary	(ex officio)
Sandra Duggan (Secretary)	Office of the Vice-President Academic and Provost	

(S) – Senator
(NS) – non Senator

Senate Committee on University Budget

Name	Faculty or Department	Term
Graham Voss (S) (Chair)	Social Sciences	2025 (2019)
Jen Baggs (NS)	Peter B. Gustavson School of Business	2024 (2018)
Jill Walshaw (S)	Humanities	2025 (2022)
Phalguni Mukhopadhyaya (S)	Engineering and Computer Science	2025 (2022)
Vacancy	**TBD**	**2026 (2023)**
Catherine Harding (S)	Fine Arts	2025 (2022)
James Nahachewsky (NS)	Education	2024 (2021)
Vacancy (S)	**Student Senator**	**2024 (2023)**
Kelly Diether (S)	Convocation Senator	2024 (2021)
Kevin Hall (S)	Chair of Senate	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Call for Expressions of Interest: Faculty Members to Serve on Senate Committees

The Senate Committee on Agenda and Governance is looking for faculty members to serve on Senate committees!

The UVic Senate is responsible for the academic governance of the university, including matters related to libraries, faculties, departments, courses of instruction, fellowships, scholarships, exhibitions, bursaries, prizes, admissions, student appeals, and the granting of degrees. Much of the work of Senate is carried out by its standing committees. The committees are composed of a wide range of individuals including faculty members, students, members of convocation, members of the administration, members of the alumni association and others.

Every year, a number of vacancies arise on Senate committees for faculty members, including both members of Senate and non-senators. Faculty members are appointed to Senate committees for a three-year term beginning on July 1. Occasionally, faculty members are appointed for shorter terms (e.g. to cover leaves).

The Senate Committee on Agenda and Governance (composed of members of Senate only) is the committee responsible for recommending appointments to Senate committees. This committee is accepting expressions of interest from faculty members to serve on Senate committees. A list of the Senate committees is set out below.

If you are interested in serving on a Senate committee, please send an email to the Office of the University Secretary at usec2@uvic.ca by Friday, February 17, 2023. Please list the committees you are interested in serving on and include a short biographical sketch (up to 300 words) for review by the Senate Committee on Agenda and Governance. While not all committees have vacancies each year, the Senate Committee on Agenda and Governance is developing a pool of candidates who are interested in serving.

Overview of Senate Committees

Terms of reference for the Senate committees are available at:
http://www.uvic.ca/universitysecretary/senate/committees/index.php

Senate Committee on Academic Standards
- Oversees and advises Senate on those broad areas of academic standards that affect the welfare and reputation of the university, including policies on grading and academic integrity.
- Approves, on behalf of Senate, the granting of degrees (other than honorary degrees).

Senate Committee on Admission, Re-Registration and Transfer Appeals
- Considers appeals from students for admission, re-registration and transfer, and advises Senate on appropriate policy regarding admission, re-registration and transfer.

Senate Committee on Appeals
- Final student appeal body on matters of academic standing and academic discipline, except where the matter solely involves a question of academic judgment.

Senate Committee on Awards
- Recommends to Senate the terms of reference for new student awards, and considers and approves the recipients of student awards.
- Recommends policy and calendar regulations pertaining to student awards.

Senate Committee on Continuing Studies
- On behalf of Senate, reviews and makes recommendations to the Division of Continuing Studies regarding academic policies affecting Continuing Studies programs.
- Reviews and recommends proposals for new programs and changes to existing Continuing Studies programs to the Senate Committee on Planning.

Senate Committee on Curriculum
- Reviews and recommends to Senate the annual major curriculum proposals of the faculties.
- Advises Senate on policy related to calendar submissions.

Senate Committee on Honorary Degrees and Other Forms of Recognition
- Considers and recommends to Senate candidates for honorary degrees and advises Senate on the criteria and qualifications for candidates.

Senate Committee on Learning and Teaching
- Maintains close liaison and collaborates with the Director of the Learning and Teaching Centre in support of key learning and teaching issues at the university.
- Recommends to Senate measures, which are designed to enhance the learning and teaching environment at the university.

Senate Committee on Libraries
- Advises the University Librarian on matters relating to the operation of the Libraries and acts as the liaison between the Libraries and academic units and programs.

Senate Committee on Planning
- Considers and recommends to Senate proposals for the creation or disestablishment of programs, faculties, schools, departments, centres and institutes and major modifications of existing programs.
- Assists and advises Senate in the formulation of appropriate academic policy.

Senate Committee on University Budget
- Meets with the university administration during the preparation of the annual university budget and considers and advises the administration on priorities related to the budget.

![University of Victoria logo] **University of Victoria** | Senate Committee on Agenda and Governance

MEMO

Date: December 16, 2022

To: Senate

From: Senate Committee on Agenda and Governance

Re: **Appointments to the 2022/2023 Senate standing committees**

The Senate Committee on Agenda and Governance nominations sub-committee met on December 16, 2022 to consider the appointments to the Senate Committee on Admission, Re-registration and Transfer Appeals, and the Senate Committee on Learning and Teaching.

The proposed new appointments are bolded in the attached document.

Recommended Motion:
> *That Senate approve the appointments to the 2022/2023 Senate standing committees for the terms indicated in the attached document.*

/Attachment

Respectfully submitted,
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 Admission, Re-registration And Transfer Appeals

Name	Faculty or Department	Term
Stuart MacDonald (NS) (Chair)	Social Sciences	2025 (2019)
Erin Kelly (S) (Vice Chair)	Humanities	2023 (2020)
Rana El-Sabaawi (NS)	Science	2025 (2022)
Shemine Gulamhusein (NS)	Human and Social Development	2025 (2022)
Paul Walde	**Fine Arts**	**2023 (2023)**
Carmen Galang (NS)	Peter B. Gustavson School of Business	2023 (2020)
TBD	Engineering and Computer Science	2025 (2022)
Graham McDonough (S)	Education	2025 (2022)
Rebekah Dueck (S)	Student Senator	2023 (2022)
Navinder Hundal (S)	Student Senator	2023 (2022)
Deborah Berman (NS)	Student Representative (UVSS)	2023 (2022)
Viviana Pitton (NS)	President's nominee	(ex officio)
Diana Varela (NS)	Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)	(ex officio)
Trisha Best (NS)	Director or equivalent of International Centre for Students	(ex officio)
TBD	Director or equivalent of an Advising Centre	(ex officio)
Ai-Lan Chia (NS)	Representative from Counselling Services	(ex officio)
Wendy Taylor (NS)	Acting Registrar	(ex officio)
LillAnne Jackson (NS)	Representative to the BC Council on Admission and Transfer, Transfer and Articulation Committee	(ex officio)
Sabrina Jackson (Secretary)	Associate Registrar	
Tatiana Percival (Recording Secretary)	Undergraduate Admissions and Records	

(S) – Senator
(NS) – non Senator

Updated: December 12, 2022

Senate Committee on Learning and Teaching

Name	Faculty or Department	Term
Alexandra D'Arcy (S) (Chair)	Humanities	2024 (2021)
Michael McGuire (NS)	Engineering and Computer Science	2024 (2018)
Erin Campbell (S)	Fine Arts	2023 (2020)
Cedric Littlewood (NS)	Graduate Studies	2025 (2022)
Brock Smith (S)	Peter B. Gustavson School of Business	2025 (2022)
Miranda Angus (NS)	Continuing Studies	2025 (2022)
Tim Anderson (NS)	Education	2023 (2020)
Sean Hier (S) *(on leave Jan 1, 2023 – Dec 31, 2023)*	Social Sciences	2024 (2021)
Elizabeth Borycki (NS)	Human & Social Development	2023 (2020)
Deborah Curran (S)	Law	2025 (2022)
TBD	Medical Sciences	2025 (2022)
Scott McIndoe (NS)	Science	2023 (2020)
Chekwube Anyaegbunam (S)	Student Senator	2023 (2022)
Tamunobelema Itamunoala (S)	Student Senator	2023 (2022)
Kate Laureta (NS)	Student Representative (UVSS)	2023 (2022)
Izzy Adachi (NS)	Student Representative (UVSS)	2023 (2022)
Sarah Roberts (NS)	**Student Representative (GSS)**	**2023 (2022)**
Jennifer Whatley (NS)	Alumni Association	2024 (2021)
Matt Huculak (NS)	Library, (FALC)	2025 (2022)
Rebecca Warburton (S)	Convocation Senator	2024 (2021)
Karen Munro	University Librarian Designate	(ex officio)
Wency Lum (NS)	Associate Vice-President Systems & Chief Information Officer	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Shailoo Bedi (NS)	Executive Director, Learning and Teaching Support and Innovation	(ex officio)
TBD	Technology Integrated Learning Centre	(ex officio)
Pierre-Luc Landry (NS)	President's Nominee	(ex officio)
Elizabeth Adjin-Tettey (NS)	A/Associate Vice-President Academic Planning	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Updated: December 12, 2022

| University of Victoria | Senate Committee on Awards | **MEMO** |

Re: **New and Revised Awards**

The Senate Committee on Awards met on December 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:

- Susan Patricia Phillips Memorial Prize (New)
- Alan Steven John Awards in Visual Arts (New)
- Peter Liddell Award in Humanities Computing* (Revised)
- Hugh and Lilian Salmond Engineering Award* (Revised)
- Perry Shawana Graduate Scholarship* (Revised)
- Aloise & Aurora Garcia Gilbert Victory Award (New)
- Gildardo & Lucia Garcia-Alvarez Vikes Rowing Award (Revised)
- Carolyn E. & Robert J. McCormick Indigenous Entrance Scholarship (Revised)
- Inuit Women Legal Scholar Award (Revised)
- Anthany Dawson Justice Award* (Revised)
- Francis Woods Memorial Scholarship (New)
- David F. Strong Research Scholarship* (Revised
- Costco Canada Undergraduate Scholarship* (Revised)
- Victoria Pride Award in Honour of David Tillson* (Revised)
- Sydney G. Pettit Scholarship* (Revised)
- Thomas Henry (Harry) and Doris Collom Scholarship* (Revised)
- John H. Rennie Scholarship in Business* (Revised)
- Lilia Zaharieva Award in the School of Child and Youth Care (New)
- Hugh and Lilian Salmond Scholarship in Biochemistry and/or Microbiology (Revised)
- Dr. Nandi Scholarship (New)
- Vikes International Athlete Award (Revised)

* *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

Leslee Francis Pelton, Faculty of Graduate Studies
Rishi Gupta, Faculty of Engineering
Lalita Kines, President's Nominee
Alyssa Manankil-Lakusta, Alumni Association Representative
Sudhir Nair, Peter B. Gustavson School of Business
Lori Nolt, Student Awards and Financial Aid
Donja Roberts, Faculty of Graduate Studies
Nahid Safari, GSS Representative
Wendy Taylor, Registrar
Linda Welling, Faculty of Social Sciences
Alexis Ramsdale (Recording 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 <u>underlined</u>
Deletions are ~~struck through~~

Susan Patricia Phillips Memorial Prize (New)
A prize is awarded to an undergraduate student who has achieved the highest standing in a first-year Japanese language course, with preference for a student with no prior knowledge of Japanese.

Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Department of Pacific and Asian Studies.

Alan Steven John Awards in Visual Arts (New)
Three awards of $9,000 each are given to undergraduate students entering second year in the Department of Visual Arts with a minimum GPA of 4.0/9.0 and who:
•   have demonstrated financial need
•   are Canadian citizens, and
•   graduated from a high school in BC.

Preference is for students with an interest in painting or sculpture and who are under 30 years of age when entering second year and a further preference is for at least one recipient to be a Canadian-born Indigenous student.

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

To be automatically renewed a student must have completed a total of 12.0 or more units in any two terms of study between May and April and maintained a grade point average of 4.0/9.0 or higher on the best 12.0 units. The scholarship is automatically renewed for each year of a student's full-time study until the completion of a first degree or for a maximum of two years, whichever is the shorter period. A student whose grade point average falls below 4.0/9.0 may file a written appeal with the Senate Committee on Awards to seek special consideration for renewal of the award.

Students registered in a co-op or work experience work-term will automatically be renewed when they next complete 12.0 or more units in two terms, provided they have a grade point average of 4.0/9.0 or higher in the two terms. Any student who takes neither a co-op, work experience work-term, nor 80% of a full course load for more than one term may forfeit their award.

Peter Liddell Award in Humanities Computing* (Revised)
One or more awards, <u>of at least $1,000 each,</u> are given to undergraduate <u>students in third or fourth year</u> or graduate students in the Faculty of Humanities, who have completed a <u>project within the context of a humanities course or research project that makes a significant creative or innovative contribution to humanities computing. Individual and team projects are eligible. In the case of a team project, the award will be divided equally among team members. For teams of undergraduate students, a majority of the students must be in fourth year.</u> ~~single Humanities computing project that makes a significant creative or innovative contribution.~~ <u>Graduating and part-time students (minimum 1.5 units per term for graduate students and registered in a minimum of 6.0 units for credit in two terms for</u>

4

undergraduate students) are eligible.

Examples of project types include, but are not limited to:
1. an on-line edition of a test demonstrating appropriate use of technology,
2. a website in lieu of a term paper,
3. text analysis research answering a research question,
4. novel applications of existing technology to a humanities research question.

Winning projects must fulfill the following criteria:
1. the project must be done as a part of humanities course or research project,
2. the project must have a faculty sponsor,
3. the project must be complete and working rather than a work-in-progress, designs do not qualify,
4. the electronic interface must function properly,
5. the interface must be visually attractive and
6. the project must demonstrate sound principles with regard to accessibility and digital humanities practice.

~~Winning projects must fulfill the following criteria:~~
~~The project must be done in conjunction with a course offered in the Faculty of Humanities; and The project must be a complete working system rather than a work-in-progress. Designs or prototypes do not qualify.~~

Applications must be submitted to humsassistant@uvic.ca by March 31. If the deadline falls on a weekend, the application is due the following Monday.

~~Nomination forms may be obtained from the Office of the Dean of the Faculty of Humanities and must be submitted to that office by March 31st.~~

Approval of undergraduate recipients will be made by the Senate Committee on Awards upon the recommendation of the Dean of the Faculty of Humanities. Approval of graduate recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Dean of the Faculty of Humanities.

Hugh and Lilian Salmond Engineering Award ~~Scholarship~~* (Revised)
~~A~~ One or more awards ~~scholarship~~ of at least $1,000 each ~~$1,100 and another of at least $900~~ are awarded ~~annually~~ to undergraduate students or groups of undergraduate students in ~~entering the~~ third or fourth year of a program in the Faculty of Engineering and Computer Science. Preference is for students ~~Special consideration will be given to candidates~~ who have contributed to an innovative and practical engineering design with special emphasis on solar or other alternative energy sources, or work in low-polluting energy systems. In the case where multiple students work on the same project, the award will be split evenly among all team members.

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

Perry Shawana Graduate ~~Bursary~~ Scholarship* (Revised)
One or more scholarships ~~bursaries~~ are awarded to academically outstanding ~~full-time or part-time~~ graduate students in the LLM program in the Faculty of Law. Part-time students

(fewer than 3.0 units per term) are eligible to receive this scholarship. Preference is for students with financial need.

Approval of the recipient(s) is made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Law.

Aloise & Aurora Garcia Gilbert Victory Award (New)
One award is given to an undergraduate student who competes on the Vikes Women's Varsity Rowing team at the University of Victoria. Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Varsity Head Coach in consultation with the Senior Director of Athletics and Recreation and the Director of Varsity Performance Sport.

Gildardo & Lucia Garcia-Alvarez Vikes Rowing Award (Revised)
One award is given to an undergraduate student who competes on the Vikes Men's Varsity Rowing team ~~or the Vikes Women's Varsity Rowing team~~ at the University of Victoria. ~~The award will alternate yearly between the Men's and Women's teams.~~ Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the <u>Varsity Head Coach in consultation with the Senior</u> <u>Director of Athletics and Recreation and the Director of Varsity Performance Sport.</u> ~~Director of Athletics and Recreation in consultation with the Varsity Head Coaches and the Associate Director, Sport.~~

Carolyn E. & Robert J. McCormick Indigenous Entrance Scholarship (Revised)
One or more scholarships of at least <u>$12,500</u> ~~$9,000~~ each are awarded to <u>academically outstanding Canadian-born</u> Indigenous undergraduate students entering the Faculty of Law JD/JID program ~~who have demonstrated~~ ~~academic excellence~~.

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

Inuit Women Legal Scholar Award (Revised)
One ~~or more~~ award~~s~~ of ~~at least $5,000 are~~ <u>$20,000 is</u> given to <u>an</u> entering or continuing undergraduate woman <u>or two-spirit</u> Inuit student~~s~~ in the Faculty of Law who has demonstrated leadership experience in their school or community. ~~Students~~ <u>Applicants</u> will be considered based on their Law admissions application. <u>Payment of the award will be in two equal installments, half in Term 1 and half in Term 2 of the Winter Session.</u>

The award is eligible to be renewed, at a value of ~~at least $5,000~~ <u>$20,000</u> for each year of the student's study in the Faculty of Law until completion of the degree, or for a maximum of three years, whichever is the shorter period. To be renewed a student must pass the academic year by the faculty standards. The student must also have demonstrated, in the opinion of the Director of the JD/JID Program and/or <u>the</u> Associate Dean of Academic and Student Relations, ongoing commitment to leadership and achievement, whether this be in their home <u>community</u> or school community, amongst their peers, through their academic, extracurricular or personal pursuits.

Students registered in a co-op or work experience work term will be renewed when they next complete 12<u>.0</u> or more ~~academic~~ units <u>for credit</u> in two terms, provided they remain in academic good standing. Any student who takes neither a co-op, work experience work-

term, nor ~~academic units~~ <u>80% of a full course load</u> for more than one term may forfeit their scholarship.

Approval of the recipient~~s~~ will be made by the Senate Committee on Awards upon <u>the</u> recommendation of the Faculty of Law.

Anthany Dawson Justice Award* (Revised)
One award is given to <u>a</u> ~~an~~ <u>Canadian-born Indigenous</u> ~~Aboriginal full-time~~ undergraduate or graduate student taking courses in a discipline related to justice in any of the following: Social Work, Child and Youth Care, Law, Political Science, Institute of Dispute Resolution, or Indigenous Governance. <u>Students must submit a one-page letter outlining their</u> ~~The student must have demonstrated~~ community or leadership involvement. ~~Graduate applications may be obtained from the Faculty of Graduate Studies, Office of the Dean and must be submitted to that office by September 15th~~. Undergraduate students may apply via the online application by May 31st.

<u>Graduate applications may be obtained from the Faculty of Graduate Studies, Office of the Dean and must be submitted to that office by September 15th.</u>

In the case of an undergraduate student, approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Office of Indigenous Academic and Community Engagement <u>(IACE)</u>~~;~~<u>.</u> <u>I</u>~~i~~n the case of a graduate student, approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of IACE.

Francis Woods Memorial Scholarship (New)
One or more scholarships are awarded to academically outstanding graduate students in the Department of History, with preference for students with financial need. Further preference is for students who are Canadian-born First Nations, Métis or Inuit peoples.

Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of History.

David F. Strong Research Scholarship* (Revised)
One <u>or more</u> ~~(1)~~ David F. Strong Research Scholarship<u>s</u> will be awarded to <u>academically outstanding</u> graduate student(s) who currently hold a Canadian federal research council award valued between $17,500 and $35,000. These awards are tenable for one year only.

Approval <u>of the recipient(s)</u> will be made by the Faculty of Graduate Studies Graduate Awards Committee.

Costco Canada Undergraduate <u>Scholarship</u> ~~Bursary~~* (Revised)
One or more <u>scholarships</u> ~~bursaries~~ are awarded to <u>academically outstanding</u> ~~full-time~~ undergraduate students from Greater Victoria who are entering or continuing into second or third year in the Peter B. Gustavson School of Business <u>and who have demonstrated financial need.</u> ~~Students may receive this bursary more than once.~~

<u>Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business.</u>

Victoria Pride Award ~~Bursary~~ in Honour of David Tillson* (Revised)
One award is given ~~or more bursaries are awarded~~ to an undergraduate ~~or graduate~~ student~~s~~ with demonstrated financial need who self-~~identify~~ identifies as lesbian, gay, bisexual, transgender, two-spirited, gender non-binary, queer, questioning or asexual.

Sydney G. Pettit Scholarship ~~Bursary~~* (Revised)
One or more scholarships are awarded ~~bursaries are awarded~~ to academically outstanding undergraduate students registered in a major or honours program in the Department of History who have demonstrated financial need.

Approval of the recipient(s) is made by the Senate Committee on Awards upon the recommendation of the Department of History.

Thomas Henry (Harry) and Doris Collom Scholarship ~~Bursary~~* (Revised)
One ~~Three~~ or more scholarships are ~~bursaries will be~~ awarded to academically outstanding undergraduate students continuing in the Faculty of Science or the School of Music who have demonstrated financial need. The scholarship will be disbursed on a rotating basis, beginning with the Faculty of Science. ~~entering second or third year in music. If there are insufficient qualified music students, bursaries will be awarded to second or third year science students.~~ First p~~P~~reference will be given to students born in British Columbia and second preference to students born in ~~or~~ the United Kingdom.

Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of either the Faculty of Science or the School of Music.

John H. Rennie Scholarship ~~Bursary~~ in Business* (Revised)
One or more scholarships ~~bursaries~~ are awarded to academically outstanding undergraduate students continuing ~~proceeding to year~~ in ~~three or four of~~ the Bachelor of Commerce program who have demonstrated financial need. ~~The bursaries are renewable for one year if the student remains eligible.~~ Graduating students and part-time students (registered in a minimum of 6.0 units for credit in two terms) are eligible.

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

Lilia Zaharieva Award in the School of Child and Youth Care (New)
One or more awards, of a minimum of $1,000 each, are given to entering, transferring or continuing undergraduate students in the School of Child and Youth Care with demonstrated financial need and who have been actively involved in volunteering or paid employment in advocacy work on behalf of children/youth facing adversity. Preference is for students who have lived experience in foster care or out-of-home/alternative care.

Applicants must submit a description (maximum 300 words) describing their volunteer or paid advocacy work on behalf of children/youth facing adversity.

Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the School of Child and Youth Care.

Hugh and Lilian Salmond Scholarship ~~Bursary~~ in Biochemistry and/or Microbiology (Revised)
One or more scholarships are awarded to academically outstanding undergraduate ~~Two~~

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~~awards are made annually, on the basis of financial need and academic performance, to~~ students ~~participating~~ in <u>a</u> major or honours program~~s~~ in biochemistry and/or microbiology <u>and who have demonstrated financial need</u>. ~~which bear on the human conditions (1) such as respiratory diseases – particularly asthma, bronchial asthma, etc. and (2) with special emphasis on the body's immune system and allergic reactions.~~

<u>Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Department of Biochemistry and Microbiology.</u>

Dr. Nandi Scholarship (New)
One scholarship of $ 2,000 is awarded to an academically outstanding undergraduate student who is entering or transferring into the Electrical and Computer Engineering program.

Approval of the recipient is made by the Senate Committee on Awards upon the recommendation of the Department of Electrical and Computer Engineering.

Vikes International Athlete Award (Revised)
~~An~~ <u>One or more</u> award<u>s</u> of $40,000, payable at $10,000 per year over 4 years, ~~is~~ <u>are</u> given to an international undergraduate student<u>s</u> entering or transferring to UVic and who compete~~s~~ on any Vikes Varsity team at the University of Victoria.

The award is automatically renewed for each year of a student's full-time study until the completion of the first degree or for a maximum of three years, whichever is the shorter period<u>,</u> provided they meet and maintain U SPORTS eligibility requirements.

~~The a~~<u>A</u>ward recipient<u>s</u> will be selected on the basis of work ethic, commitment and performance criteria by the Senior Director of Athletics and Recreation and the Director of Varsity Performance Sport.

| | University of Victoria | Senate Committee on Planning | **MEMO** |

Date: December 14, 2022

To: Senate

From: Senate Committee on Planning

Re: **Proposal to discontinue the Combined Major in French and English Canadian Literature Program**

At its meeting on December 7, 2022, the Senate Committee on Planning considered the proposal to discontinue the Combined Major in French and English Canadian Literature.

The following motion is recommended:

Motion: that Senate approve, and recommend to the Board of Governors that it also approve the proposal to discontinue the Combined Major in French and English Canadian Literature, as described in the document "Discontinuance of the Combined Major in French and English Canadian Literature".

Respectfully submitted,

2022-2023 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair
Dr. Evanthia Baboula
Dr. Alexandre Brolo
Ms. Hannah Brown
Dr. Jo-Anne Clarke
Dr. Adam Con
Ms. Andrea Giles
Dr. Robin Hicks
Dr. Cindy Holder
Dr. Sandra Hundza
Ms. Alyssa Jackson

Dr. Michelle Lawrence
Dr. Annalee Lepp
Dr. Kin Fun Li
Dr. Cynthia Milton
Dr. Ulrich Mueller
Dr. Maureen Ryan
Ms. Ada Saab
Ms. Wendy Taylor
Dr. Jie Zhang
Ms. Sandra Duggan (Secretary)

UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR THE DISCONTINUATION OF A PROGRAM – UNDERGRADUATE

Discontinuance of the Combined Major in French and English Canadian Literature

Submitted by:	Name and title	Email
Contact person	Catherine Caws, Acting chair, French and Francophone Studies	chairfran@uvic.ca
Dean or designate	Annalee Lepp, Dean, Faculty of Humanities	deanhums@uvic.ca

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	September 14, 2022
Departmental approval	April 3 2020
Faculty Curriculum Committee approval	Next meeting: September 14 2022
Faculty Council* approval *or equivalent Faculty voting body	September 20 2022

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) *supporting documentation required for all consultations	Date (or N/A)
Libraries	Sent on August 15 2022
Executive Director, Co-operative Education and Career Services	Sent on August 15 2022
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	Sent on August 15 2022
Indigenous Academic and Community Engagement	N/A
Department of English	Sent on August 15 2022

Discontinuance of the Combined Major in French and English Canadian Literature	
PROPOSAL (up to 4,000 words plus appendices	
A. Identification of change	
Name, Location, Academic units (Faculties, departments, or schools)	Discontinuation of the Combined Major in French and English Canadian Literature Department of French and Francophone Studies Faculty of Humanities
Anticipated implementation date of change	May 2023
Name, title, phone number and e-mail address of contact person	Catherine Caws, Acting Chair, French and Francophone Studies (250) 721-7363 chairfran@uvic.ca
A. History and context of the program indicating rationale and impact of the program discontinuation	

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

Student interest in the Combined Major in French and English Canadian Literature has declined in the last decade; consequently the program was suspended in January 2021.

The Combined Major in French and English Canadian Literature has not been a popular choice for students for several years. The Department of French and Francophone Studies thus wishes to deploy efforts in existing and also more promising new programs. The director of the Combined Major in French and English Canadian Literature retired in 2019 and the Department of French and Francophone Studies has other interests, notably broadening teaching and research to the Canadian and global francophonie as well as to Indigenous literature written in French. As a result of this new direction, the Department has seen a growth in majors, confirming that this new direction accords with students' needs and interests.

There are currently no students registered in the Combined Major in French and English Canadian Literature program; the last student graduated in April 2022. Therefore, there will be little perceived impact on students. Students interested in French and English Canadian Literature can take a general in FRAN or in ENGL or do a major/minor combo. The courses, other than FRAN 417: Comparative Studies in

Contemporary French and English Canadian Literature, which has been eliminated from the calendar, remain available.

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

There is virtually no impact on current policies; there are no students enrolled in the program. Student interest in the program has been limited in the past several years, and students who wish to pursue studies in French and Francophone Studies will simply enroll in other programs offered by the Department.

C. Indicate what impact the discontinuation will have on resources such as faculty, staff appointments, and space.

There is no perceived or foreseeable impact on faculty, staff appointments, and space, since the enrolment numbers in the Combined Major in French and English Canadian Literature have been very low, and there is currently no student enrolled in the program.

University of Victoria | Senate Committee on Planning

MEMO

Date: December 14, 2022

To: Senate

From: Senate Committee on Planning

Re: **Proposed changes to the Master of Arts and Doctor of Philosophy in English Programs**

At its meeting on December 7, 2022, the Senate Committee on Planning considered the proposed changes to the Master of Arts and Doctor of Philosophy in English Programs.

The Department of English is making significant changes to their course organization, updating and streamlining their curriculum. The proposed changes move the current English graduate programs from a colonial focus to one that honours the disciplinary and methodological strengths of literary and cultural studies in English.

The following motion is recommended:

Motion: that Senate approve, and recommend to the Board of Governors that it also approve the proposed changes to the Master of Arts in English program, as described in the document "Department of English Course Offering Changes".

Motion: that Senate approve, and recommend to the Board of Governors that it also approve the proposed changes to the Doctor of Philosophy in English program, as described in the document "Department of English Course Offering Changes".

Respectfully submitted,

2022-2023 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair	Dr. Michelle Lawrence
Dr. Evanthia Baboula	Dr. Annalee Lepp
Dr. Alexandre Brolo	Dr. Kin Fun Li
Ms. Hannah Brown	Dr. Cynthia Milton
Dr. Jo-Anne Clarke	Dr. Ulrich Mueller
Dr. Adam Con	Dr. Maureen Ryan
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)
Ms. Alyssa Jackson	

UNIVERSITY OF VICTORIA
PROGRAM CHANGE TO AN EXISTING GRADUATE PROGRAM TEMPLATE
Department of English Course Offering Changes

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	Stephen Ross	englgradad@uvic.ca
Dean or designate		

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	18 July 2022
Departmental approval	27 April 2022
Faculty Curriculum Committee approval	13 Sept 2022
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	20 Sept 2022
Faculty of Graduate Studies Council approval	14 Nov 2022

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) *supporting documentation required for all consultations*	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	25 Aug 2022	Y
Executive Director, Co-operative Education and Career Services – Andrea Giles, agiles@uvic.ca	24 Aug 2022	Y
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	24 Aug 2022	Y
Indigenous Academic and Community Engagement – Rob Hancock, Associate Director Academic, iaceadac@uvic.ca	20 Oct 2022	Y
Non-standard Tuition	**N/A**	**Non-standard form attached (Y/N)**
Proposed program change involves non-standard tuition *If you answered Yes, complete the UVic Non-standard Tuition Template	N/A	N

Proposed Change to an Existing Graduate Program

SUMMARY of PROPOSED CHANGE

Name, Location, Academic units (Faculties, departments, or schools) offering the new Master's degree	Department of English MA Program CLE C343
Anticipated change start date *Note – the program must not be advertised/offered until all approvals are finalized.*	May 2023
Name, title, phone number and e-mail address of contact person	Dr. Stephen Ross Graduate Advisor 250-721-7237 englgradad@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)

We are making significant changes to our course organization, updating and streamlining our curriculum. There are no changes to program requirements, unit values, or prerequisites. We are not introducing a new stream or programme, changing a degree name or title, or switching mode between course-based and project-based.

While retaining required courses and programme requirements, we are deleting most of our existing courses and replacing them with new courses.

Concurrently with these proposed changes, the English Department is proposing a change to its course codes from ENGL to ENSH. We have used the proposed new course code in our proposal here. This change will necessitate a parallel change to the CSPT MA copy in the calendar as well, updating the course codes there from ENGL to ENSH. That change will be submitted separately.

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

The proposed changes involve replacing almost all our existing courses with an updated slate, reconfigured to enhance responsiveness, flexibility, and competitiveness. More importantly, they replace an out-dated curriculum anchored in colonialist politics and values with an agile slate of courses that honours the disciplinary and methodological strengths of literary and cultural studies in English while advancing beyond an organizational logic that centres British imperial history. The changes will enhance our ability to

- A. Decolonize our curriculum,
- B. Bring policy in line with practice,
- C. Enhance the flexibility of our offerings,
- D. Meet changing student needs, and
- E. Align our programme with larger disciplinary shifts

Headnote to appear above courses in University Calendar: "The unit and its programs focus on texts and materials produced in English. Texts and materials in translation may be considered for their influence. Students are warmly encouraged to consider non-English texts and materials by pursuing instruction in languages other than English as well as complementary courses in the departments/programs of French, Germanic and Slavic Studies, Pacific and Asian Studies, and Greek and Roman Studies, some of which have courses that are cross-listed with English."

ENGL500 - Research Methods and Professional Development	ENSH500 – Research Methods and Professional Development
ENGL502 - Teaching English in Higher Education	ENSH503 - Special Studies in Lit and/or Media
ENGL503 - Special Studies	ENSH522 – Topics in Cultural Studies
ENGL505 - Studies in Literary Theory: Area Course	ENSH532 - Topics in Literary History
ENGL506 - Studies in Literary Theory: Special Topic	ENSH533 - Topics in Genre in Lit and/or Media
ENGL507 - Digital Literary Studies: History and Principles	ENSH534 - Topics in Theory and Criticism
ENGL508 - Digital Literary Studies: Special Topic	ENSH542 - Topics in Aesthetics in Lit and/or Media
ENGL510 - Studies in Old English Literature: Special Topic	ENSH543 - Topics in Politics in Lit and/or Media
ENGL515 - Studies in Middle English Literature: Area Course	ENSH544 - Topics in Ethics in Lit and/or Media
ENGL516 - Studies in Middle English Literature: Special Topic	ENSH545 - Topics in Place in Lit and/or Media
ENGL520 - Studies in Renaissance Literature: Area Course	ENSH546 – Topics in Religion in Lit and/or Media
ENGL521 - Studies in Renaissance Literature: Special Topic	ENSH547 - Topics in Subjecthood in Lit and/or Media
ENGL530 - Studies in the Literature of the 17th Century: Area Course	ENSH552 - Critical and Research Methodologies Workshop
ENGL531 - Studies in the Literature of the 17th Century: Special Topic	ENSH590 – Directed Reading
ENGL540 - Studies in the Literature of the 18th Century: Area Course	ENSH598 – Master's Essay or Project
ENGL541 - Studies in the Literature of the 18th Century: Special Topic	ENSH599 – MA Traditional or Alternative Thesis
ENGL550 - Studies in the Literature of the 19th Century: Area Course	
ENGL551 - Studies in the Literature of the 19th Century: Special Topic	* courses listed in blue are new offerings
ENGL560 - Studies in 20th-Century British and Irish Literature: Area Course	* all courses are 1.5 units, with the exceptions of 598 (3-6 units), and 599 (7.5 units)
ENGL561 - Studies in 20th-Century British and Irish Literature: Special Topic	
ENGL570 - Studies in American Literature Pre-1914: Area Course	
ENGL571 - Studies in American Literature 1914 to the Present: Area Course	
ENGL572 - Studies in American Literature: Special Topic	
ENGL580 - Studies in Commonwealth and Postcolonial Literatures: Area Course	
ENGL581 - Studies in Commonwealth and Postcolonial Literatures: Special Topic	
ENGL582 - Area Studies in Literatures of the West Coast	
ENGL583 - Topics in Literature of the West Coast	
ENGL585 - Studies in Canadian Literature: Area Course	
ENGL586 - Studies in Canadian Literature: Special Topic	

C.   What are the current labour market indicators to support the proposed change?

The discipline of English literary and cultural studies has changed dramatically in the last decade. Hiring is now done less and less along the lines of the previous century's historical period/nation-state based designations. Instead, departments are hiring agile and adaptable scholars to teach courses that range across traditional historical periods, genres, and national boundaries. As scholars come to recognize that it is impossible responsibly to study literature from a siloed approach, they are also embracing the imperative to decolonize the discipline by embracing alternative models of organizing and presenting literature and culture to students. Finally, students themselves are clamouring for a changed approach; fewer and fewer each year seek out a model of literary history like that our old curriculum presumes, instead preferring courses that are organized around themes, problems, or approaches.

The proposed changes respond to these shifts in the labour market and student demand.

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

The proposed changes are for our MA programme, not our undergraduate programme. Nevertheless, it remains true that our department's graduate curriculum has lagged behind changes undertaken in undergraduate programmes at many other institutions. Many of our incoming students are coming from institutions with updated undergraduate curricula, and are seeking precisely the kind of flexibility and problem-, theme-, and method-based approaches our proposed course structure is designed to enable. We have consulted with prospective applicants to our MA programme, as well as with three successive cohorts of graduate students, and found enthusiastic support for changes like those we are proposing. We believe that making such changes won't just improve our application and participation numbers, but that they are in fact essential to keeping our programme from dwindling away. Students still seeking the old-style curriculum tend to prefer institutions such as UBC and the University of Toronto. The proposed changes will clearly indicate that UVic is different and offers something the others do not.

Though some institutions still adhere to the model derived from the foundation of English departments as the pedagogical arm of the British Empire, increasing numbers are shifting to a more ecumenical approach that foregrounds problems, themes, and methods. The proposed changes will put our department in the vanguard of this larger disciplinary shift. Where we once taught a canon of works with a tightly controlled method (i.e., primarily close reading), we now teach a variety of methods (including close reading, but also many others) alongside a fluid and shifting range of cultural products. These changes are taking place across the discipline. It would be irresponsible of us not to take charge of how we configure and deliver our courses in their light. Particularly as SFU and UBC continue to adhere to the older model of curriculum design, this is a chance for UVic to stand apart as progressive and responsive to student demand.

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

Admission requirements are not affected by this proposed change.

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). (Include short faculty CVs in an appendix)

This course reorganization has no implications for changes in faculty expertise or complement. Though many of our faculty were trained in the model of curriculum we are seeking to decentre with this plan, all are more than capable of teaching across historical periods, genres, and methods. One of our rationales for the change recognizes that such flexibility is already the norm in particular courses: we seek to make our official organization reflect a practice that has become more and more the norm over the last twenty years. The proposed change brings policy in line with practice, and at no point depends precariously on the expertise of just a few faculty.

For our proposed reorganization, please find below a list of faculty whose expertise would allow them to teach in each of the proposed course areas:
EN**SH503 - Special Studies in Literature and/or Media:** Bancroft, Blank, Boyarin, Bradley, Carson, Chapman, Dean, Dopp, Douglas, Ellerbeck, Grossi, Higgins, Kelly, Kuchar, Leighton, Miller, Mitchell, Nowlin, Rabillard, Ross, Sayers, Shlensky, Siemens, Surridge, van Oort, Williams, Wright
ENSH522 - Cultural Studies: Bancroft, Blank, Boyarin, Dean, Douglas, Higgins, Mitchell, Ross, Sayers, Williams, Wong
ENSH532 - Literary History: Bancroft, Blank, Boyarin, Bradley, Carson, Chapman, Dean,
Dopp, Douglas, Ellerbeck, Grossi, Higgins, Kelly, Kuchar, Leighton, Miller, Mitchell, Nowlin, Rabillard, Ross, Sayers, Shlensky, Siemens, Surridge, van Oort, Williams, Wright
ENSH533 - Genre in Literature and/or Media: Bancroft, Blank, Bradley, Carson, Chapman, Dean, Dopp, Doublas, Ellerbeck, Grossi, Higgins, Kelly, Kuchar, Leighton, Miller, Mitchell, Nowlin, Rabillard, Ross, Sayers, Shlensky, Surridge, van Oort, Williams, Wright
ENSH534 - Theory and Criticism: Bancroft, Blank, Carson, Dean, Kuchar, Mitchell, Ross, Sayers, Shlensky, Siemens, van Oort, Wright
ENSH542 - Aesthetics in Literature and/or Media: Bancroft, Blank, Boyarin, Bradley, Carson, Chapman, Dean, Dopp, Douglas, Ellerbeck, Grossi, Higgins, Kelly, Kuchar, Leighton, Miller, Mitchell, Nowlin, Rabillard, Ross, Sayers, Shlensky, Siemens, Surridge, van Oort, Williams, Wright
ENSH543 - Politics in Literature and/or Media: Bancroft, Blank, Bradley, Chapman, Dean, Douglas, Grossi, Kelly, Kuchar, Leighton, Mitchell, Rabillard, Ross, Sayers, Shlensky, van Oort, Williams, Wright
ENSH544 - Ethics in Literature and/or Media: Bancroft, Dean, Ellerbeck, Grossi, Higgins, Kuchar, Mitchell, Nowlin, Rabillard, Ross, Sayers, Shlensky, Siemens, Surridge, van Oort, Williams, Wong, Wright
ENSH545 - Place in Literature and/or Media: Bancroft, Blank, Bradley, Carson, Chapman, Dean,
Dopp, Grossi, Higgins, Miller, Nowlin, Rabillard, Shlensky, Wright

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ENSH546 – Religion in Literature and/or Media: Boyarin, Dopp, Douglas, Kuchar, Williams
ENSH547 - Subjecthood in Literature and/or Media: Bancroft, Chapman, Dean, Leighton, Mitchell, Rabillard, Sayers, Shlensky, Surridge, Williams, Wright
ENSH552 - Critical and Research Methodologies Workshop: Chapman, Dean, Ellerbeck, Kelly, Leighton, Sayers, Siemens, Surridge, van Oort, Williams, Wright

Short CVs can be provided upon request.

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.

The proposed changes have no impact on programme requirements.

All MA students must still take ENSH500 in their first year of study (unless waived due to prior completion). Additionally,

- All MA students must complete ENSH599, the MA Essay or Project, to complete their degree requirements.
- All MA students pursuing the CSPT concentration must also take CSPT501 and at least 1.5 units of CSPT500 as well as their ENSH programme requirements.

None of these is a change from the standing programme requirements, and none is affected by the proposed changes. ENSH500, ENSH599, CSPT501, and CSPT500 are unchanged by the proposed changes.

The English department's MA programme has no breadth requirements, no prerequisites for specific courses, and no other requirements that are affected by the proposed changes.

As is visible in the table above (in section B), the new courses replace old courses, but the structure and requirements of the programme remain consistent.

Topics courses may be repeated if content varies, and with permission of the Graduate Advisor, to a max of 3.0 units

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

The proposed changes do not affect the curriculum design in any structural way, though they reshape how we present the discipline, our subject matter, and our approaches to studying it in the 21st century.

- **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.

  We have not built any such opportunities into the proposed courses specifically, though several of them are engineered to allow such flexibility that particular faculty can introduce experiential learning and community-engaged learning into them. All the courses will continue to emphasize research-enriched learning, as the present courses do as well, with their reliance upon assessment methods that foreground primary and secondary research.

  - Opportunities for community engaged and research-enriched learning

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

  Neither the proposed nor the current programme design includes such plans at present.

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

All courses are graded according to UVic's established grading standards (https://www.uvic.ca/humanities/atwp/current-students/grading/index.php).

The MA Essay/Alternative Project is evaluated independently by two faculty members and assessed on a PASS/FAIL basis.

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.

Our MA programme has the following specified learning outcomes:
MA Learning Outcomes

- evaluate and employ theoretical, methodological, material, generic, historical, and thematic approaches to literature, culture, and media in English
- conduct sophisticated critical analyses that demonstrate advanced research skills
- construct complex arguments and express them persuasively
- employ practical experience from the classroom and/or co-op learning
- evaluate colonial and post-colonial dimensions of English as a discipline
- demonstrate practical and analytical skills needed for higher levels of employment and doctoral programs

The proposed changes do not affect the learning outcomes.

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

Yes. One of our primary motivations in undertaking the proposed changes has been to begin the process of decolonizing and indigenizing our department's PhD programme. The study of English literature as the literature of England and the former British Empire is inextricable from that empire's history of imperialism and colonization. The discipline has evolved in the last decades, however, to include literatures of non-colonized and decolonized nations as well. Our old curriculum belongs to the old paradigm in which nation-state origin and historical period (often defined by reference to the reigns of British monarchs) determined the literary content of the courses. Our proposed change decentres this old model, putting in its place a framework that embraces more salient elements of literary study, including ethics, aesthetics, politics, and religion. It sidelines nation-state affiliation as a primary organizing category, and moves away from the imperialist framework which the old curriculum still maintains. It retains disciplinary specificity in its commitment to study literature and media originally produced in English—or materials in translation that are directly relevant to the study of such materials—at the forefront of our content. Rather than reproducing the old siloing gestures of having bespoke courses in women's writing, writing about race, or Indigenous writing, we are proceeding on the principle and with the expectation that such formerly marginalized traditions will be woven into a variety of offerings as a matter of course.

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

Without getting too grandiose in our claims, it is true that our proposed changes have been motivated by a desire to facilitate teaching of traditionally marginalized writers, stories from marginalized perspectives, and works pertaining to historically marginalized experiences. By decentring the historical-period and nation-state based curriculum of the past, we hope that these changes will encourage more teaching of texts and media that fall outside the traditional literary and cultural canon—without consigning that canon entirely to the dustbin of history. BIPOC writers, women writers, and queer writers will, we hope, be integrated more fully into course reading lists as a matter of course. Rather than holding particular "special interest" courses for such writers, we have tried to engineer flexible rubrics that encourage inclusion and diversity as standard operating procedure when courses are designed, proposed, and delivered.

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

In a limited way it does, yes. Where the prior curriculum favoured exploration of global perspectives primarily as filtered through the interests and history of the British and American empires, the proposed changes will encourage transnational, multi-ethnic, and culturally diverse conglomerations of material without using imperial logics as the *prima facie* means of giving those conglomerations meaning. Our restriction to materials produced in English places some inherent limit on the range we have for global engagement, though that limit is admittedly minimal. By treating the English-language literatures and cultures of nations around the world *on their own terms* rather than as legacies of colonialism, we hope that these proposed new courses will open up new—explicitly decolonial—ways of regarding the world.

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

Yes. Most of our courses at the graduate level involve faculty integrating their current research into the classroom setting. Some of the proposed courses, such as the Critical and Research Methodologies Workshop, explicitly involve getting students involved in active, ongoing research as part of the course work. Equally, it is common in our graduate courses to have students assigned research presentations, where they take a topic, conduct research into it, and then teach it to their peers. Faculty vary in their approaches, of course, but some who foreground experiential learning do so precisely through their integration of research and teaching in the graduate classroom. Ideally, students' final papers or projects for courses will transform the foundational learning they do with independent research to produce innovative, sometimes publishable, research.

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).

N/A

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

We will continue with our current procedures, guided by the FGS documents outlining expectations of supervisors.

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

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

There are no funding implications attendant on the proposed changes, as they represent neither an increase nor a decrease in our programme's size, intake, or times-to-completion.

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)

From:	Stephen Ross - English Graduate Advisor
To:	English Graduate Secretary
Subject:	FW: Consultation on new courses
Date:	May 17, 2022 6:06:42 PM

Another one to file.

Graduate Adviser,
English Department,
University of Victoria.

From: Steve Garlick - Sociology Chair <sociologychair@uvic.ca>

Date: Tuesday, May 17, 2022 at 4:11 PM

To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

Subject: RE: Consultation on new courses

Looks great Stephen. My only comment is to wish you the best of luck with it.

Steve

Dr. Steve Garlick (he/his)
Associate Professor & Chair
COR A336
Department of Sociology
University of Victoria
PO Box 3050 STN CSC
Victoria BC V8W3P5

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

From: Stephen Ross - English Graduate Advisor

Sent: May 17, 2022 3:09 PM

To: Steve Garlick - Sociology Chair <sociologychair@uvic.ca>

Subject: Consultation on new courses

Hi Steve,

As I mentioned the other day in the CSPT retreat, we are in the throes of revising our graduate course offerings, and now that our department has

approved the new slate I've been advised to consult with cognate departments to get their views on things. Could you please review the attached and let me know if you have any concerns and/or would like to consult in a meeting? I am attaching here the current state of things in three documents:

    a. The new courses with brief calendar descriptions,

    b. The new courses displayed on a table alongside the courses they are replacing, and

    c. The rationale for the proposed changes.

I look forward to hearing your feedback,

Stephen

Graduate Adviser,

English Department,

University of Victoria.

From:	Stephen Ross - English Graduate Advisor
To:	Andrea Giles
Cc:	English Graduate Secretary
Subject:	Re: Graduate Course Change Consultation - TIME SENSITIVE
Date:	August 24, 2022 12:51:55 PM

Thank you, Andrea! I really appreciate your quick response.

Best,
Stephen

Graduate Adviser,
English Department,
University of Victoria.

From: Andrea Giles <agiles@uvic.ca>
Date: Wednesday, August 24, 2022 at 11:47 AM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Subject: RE: Graduate Course Change Consultation - TIME SENSITIVE

Hello Stephen,

Thanks for reaching out. I've had a review of what you sent me last night, I think these changes to your grad curriculum are commendable. Please consider this email as a "good to go" for consultation from COOP.

I hope your summer is going well, as well.

Cheers,

Andrea

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

University of Victoria
Business and Economics Building, Room 414
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2 Canada
T 250-721-6211 or 250-721-7628 F 250-721-8996
Web: uvic.ca/coopandcareer | Portal: learninginmotion.uvic.ca

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Sent: August 23, 2022 7:06 PM
To: Andrea Giles <agiles@uvic.ca>
Subject: Graduate Course Change Consultation - TIME SENSITIVE

Dear Andrea,

Please forgive my trespassing on the last days of the summer break with this, but I've just learned that according to a template provided me in the course of trying to put through changes to our graduate course offerings, I'm encouraged to consult with you about them. I'm attaching the list of new courses, a table showing what they're replacing, and the rationale for the change. I won't bore you with details here, except to say that it is a sweeping change aimed at beginning the work of decolonizing our curriculum, streamlining our programme, and increasing flexibility in the types of courses we offer.

I have to submit this to Kuali by 31 August, which is ridiculously soon. If you have the chance to look it over and feel you can send me either feedback for consideration or – even better – a quick "looks good to me" email by then I'd be very grateful. I'm happy to chat if you've got any questions as well.

Thanks for your time,
Stephen

Graduate Adviser,
English Department,
University of Victoria.

From:	Stephen Ross - English Graduate Advisor
To:	English Graduate Secretary
Subject:	FW: Curriculum change consultation
Date:	July 18, 2022 1:05:44 PM

Please add this to the file, even though I've had to alert them to the extra changes and the headnote in particular. The more of these we can collect the better.

S

Graduate Adviser,
English Department,
University of Victoria.

From: Elizabeth Adjin-Tettey - Acting Associate Vice-President Academic Planning <avpap@uvic.ca>
Date: Monday, July 18, 2022 at 11:56 AM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>, Robin Hicks – Dean of Graduate Studies <graddean@uvic.ca>
Subject: RE: Curriculum change consultation

Hi Stephen,

Robin and I have reviewed the English graduate program proposed changes. We agree the proposal is ready to enter the approval processes. Please note that each body will make it's own approval decision along the way regardless of our view of the proposed changes.

Best regards,

Elizabeth

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Sent: July 5, 2022 10:16 AM
To: Robin Hicks – Dean of Graduate Studies <graddean@uvic.ca>; Elizabeth Adjin-Tettey - Acting Associate Vice-President Academic Planning <avpap@uvic.ca>
Subject: Curriculum change consultation

Hi Robin and Elizabeth,

I'm attaching here the final version of our proposed set of changes to our course offerings in the grad program in English. I've been through consultations with other units on campus, and we've made some changes to allay concerns and meet questions. We're just about ready to put it all into Kuali. Could you please have a look and let me know if you see any issues? If not, I'd love it if I could have emails from you endorsing the changes, so I can add them to the file.

Thank you,
Stephen

Graduate Adviser,
English Department,
University of Victoria.

From:	Stephen Ross - English Graduate Advisor
To:	English Graduate Secretary
Subject:	FW: one more time!
Date:	May 31, 2022 2:52:34 PM

Here's GMST on board (at last!).

GRS is basically in agreement, so we're just waiting on AHVS and PAAS at this point.

Thanks!
S

Graduate Adviser,
English Department,
University of Victoria.

From: Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>
Date: Tuesday, May 31, 2022 at 2:26 PM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>, Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>
Cc: Ingrid Holmberg <ingrid@uvic.ca>
Subject: Re: one more time!

Hi both,

Yes, GERU is happy with the proposed changes/modifications. We would like to thank Stephen for listening to our concerns and for working together with us to address them.

I also wanted to thank Ingrid for raising all of these important points.

Have a nice afternoon,
Charlotte

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

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

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Date: Tuesday, May 31, 2022 at 2:12 PM
To: Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>, Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>
Cc: Ingrid Holmberg <ingrid@uvic.ca>
Subject: Re: one more time!

Hi Ingrid,

We shifted to "writing" from "literature" for two reasons. First, the grad students are either ambivalent about the term "literature" or else view it with open hostility. At best, they find it elitist and exclusionary; at worst, they find it imperialist, sexist, racist, homophobic and so on. Second, and more pertinently, the switch lets us work with popular writing (such as pulp fiction, magazines, etc.) that some might balk at calling "literature." Personally, I'm fine with either, since I read "literature" with a small "l" to mean basically written material, but I am apparently in a shrinking minority on that one.

I think that Charlotte has said she's good with the changes now, but as she's looped in here I'll let her confirm or deny as she sees fit. I have not heard back from Richard yet since sending him the latest iteration, but otherwise I have not heard substantial concerns.

All best,
Stephen

Graduate Adviser,
English Department,
University of Victoria.

From: Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>
Date: Tuesday, May 31, 2022 at 9:49 AM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>, Charlotte Schallie - Chair

of Germanic and Slavic Studies <geruchair@uvic.ca>
Cc: Ingrid Holmberg <ingrid@uvic.ca>
Subject: Re: one more time!

Hi Stephen, thanks very much for this iteration of the courses. I do think putting "anglophone" in the titles and being more specific in the descriptions is very helpful. Why "anglophone writing" and not "anglophone literature"?

I'm interested in what Charlotte and the others have to say, too.

With best wishes, Ingrid

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Date: Monday, May 30, 2022 at 11:46 AM
To: Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>, Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>
Subject: one more time!

Hi Ingrid and Charlotte,

In response to a very insightful email from Richard, I'm sending along another revision, this time with changed course *titles* and not just *descriptions*. I had been thinking that the issue was with the descriptions, but upon looking up graduate course offerings across the faculty, I see that while the practice is by no means universal, it is more common than not to specify the discipline in the course title. With that, I'm more than happy to send along a further update, this time with changed course titles that indicate where possible that we're talking about anglophone studies.

Please let me know what you think of *this* revision, and don't bother with the previous one.

All best,
Stephen

Graduate Advisor,
English Department,

University of Victoria

From:	Stephen Ross - English Graduate Advisor
To:	English Graduate Secretary
Subject:	FW: Consultation on new courses
Date:	May 18, 2022 2:43:25 PM
Attachments:	image001.png

Another one to file

Graduate Adviser,
English Department,
University of Victoria.

From: "Marc Lapprand, Acting Chair" <chairfran@uvic.ca>
Date: Wednesday, May 18, 2022 at 10:50 AM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Subject: RE: Consultation on new courses

Cher Stephen,

Good to hear from you. It all looks fantastic. The new curriculum design and course revamping looks terrific. Great move, and best of luck.

Cheers,

Marc

Marc Lapprand
Professor / Professeur titulaire
Acting Chair / directeur intérimaire

Department of French
University of Victoria
PO Box 1700 STN CSC
Victoria BC
Canada V8W 2Y2

https://www.uvic.ca/humanities/french/about-us/faculty/lapprand-marc.php

Tel. 1 (250) 721 8884
Port. 1 (250) 661 0198

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Sent: May 17, 2022 3:10 PM
To: Marc Lapprand, Acting Chair <chairfran@uvic.ca>
Subject: Consultation on new courses

Hi Marc (je crois?),

We are in the throes of revising our graduate course offerings, and now that our department has approved the new slate I've been advised to consult with cognate departments to get their views on things. Could you please review the attached and let me know if you have any concerns and/or would like to consult in a meeting? I am attaching here the current state of things in three documents:

a. The new courses with brief calendar descriptions,
b. The new courses displayed on a table alongside the courses they are replacing, and
c. The rationale for the proposed changes.

I look forward to hearing your feedback,
Stephen

Graduate Adviser,
English Department,
University of Victoria.

From:	Stephen Ross - English Graduate Advisor
To:	English Graduate Secretary
Subject:	Fw: Wording
Date:	August 29, 2022 4:48:52 PM

Here's the email from Ingrid Holmberg in GRS.

From: Ingrid Holmberg - Chair of Greek and Roman Studies
Sent: July 10, 2022 3:15 PM
To: Charlotte Schallie - Chair of Germanic and Slavic Studies; Stephen Ross - English Graduate Advisor
Subject: Re: Wording

I would also be happy with this headnote. Hats off to the creator! Do we still need to come to the meeting on Wednesday??

From: Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>
Date: Friday, July 8, 2022 at 2:46 PM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>, Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>
Subject: Re: Wording

Dear Stephen,

I would be happy with this headnote.

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

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Date: Friday, July 8, 2022 at 1:43 PM
To: Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>, Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>

Subject: Wording

The Associate Deans have suggested that we might obviate the problem by having a headnote in the calendar and on the English website that says something like, "The unit and its programs focus on cultural production (text/film/media) produced in English. Texts in translation will be considered for their influence on such production and on the theoretical analysis of it. Students are warmly encouraged to consider other cultural influences on literature and cultural production in English by pursuing additional language development as well as complementary courses in the departments/programs of X, Y, and X, some of which have courses that are cross-listed with English."

Would that work for you, in lieu of having some indicator in each course title?

Thanks,
S

Graduate Adviser,
English Department,
University of Victoria.

Subject:	Re: Graduate ENGL Course Change Consultation - TIME SENSITIVE
Date:	Thursday, October 20, 2022 at 5:15:01 PM Eastern Daylight Time
From:	Rob Hancock, IACE Associate Director Academic
To:	Lisa Surridge - Humanities Associate Dean, Academic, Stephen Ross - English Graduate Advisor
CC:	Jacquie Green
Attachments:	image001.png

Good afternoon, Lisa and Stephen,

Thank you for following up. On behalf of the Executive Director, Kundoqk Dr. Jacquie Green (cc'ed here), I am writing to confirm that IACE has reviewed the proposal. It makes clear the direction that the department is going and describes why the changes are necessary. We recognize that the proposal represents an important first step but represents only part of the work that needs to be done. Finally, we understand that the department is waiting for a scholar with subject matter expertise to join the faculty to contribute to the ongoing renewal process in a responsible and respectful way.

Thank you for the opportunity to be part of this process.

Rob H.

From: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Date: Wednesday, October 19, 2022 at 3:36 PM
To: "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>
Cc: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Subject: Graduate ENGL Course Change Consultation - TIME SENSITIVE

Dear Rob: I know how busy you are –I just saw you on Zoom again this morning at yet another meeting!—so I apologise in advance for bothering you!

I am writing in my role as chair of the Humanities Curriculum Committee. One of my duties is to ensure adequate consultation on all curriculum changes in each cycle.

In this case, IACE has been consulted but Stephen has yet to hear from Jacquie. I wonder if you could possibly follow up with her? I would be immensely grateful. Stephen has been specifically asked to provide evidence of consultation with IACE.

(I do have a copy of her email to Luke which we took to be concerning the UG changes.)

Thanks in advance for your help—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 W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

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From: Rob Hancock, IACE Associate Director Academic
Sent: October 4, 2022 3:00 PM
To: Stephen Ross - English Graduate Advisor
Subject: Re: Graduate Course Change Consultation - TIME SENSITIVE

Thanks for following up, Stephen. I'll connect with Jacquie and ask her to get in touch with you.

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

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Date: Tuesday, October 4, 2022 at 2:49 PM

To: "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>
Subject: Re: Graduate Course Change Consultation - TIME SENSITIVE

Hi Rob,

Just following up on this. We've made it through GEC now with our proposed changes, but they want me to add some official documentation of consultation with you guys as well. I did not hear from Jacquie after your email, but maybe it got mixed in with the undergrad consultation stuff. I have a small window to add consultations, and it would be great to hear from you and/or Jacquie.

Best,

Stephen

Graduate Adviser,

English Department,

University of Victoria.

From: "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>
Date: Wednesday, August 24, 2022 at 7:48 PM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Subject: Re: Graduate Course Change Consultation - TIME SENSITIVE

Hi Stephen, just a quick update — I've looked at the materials and provided some notes to Jacquie. She has set aside some time in her calendar before the end of this week to review the proposal for the undergraduate revisions that Luke sent and she'll look at the graduate documents then as well. RH

--
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: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Date: Wednesday, 24 August, 2022 at 09:59
To: "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>
Subject: Re: Graduate Course Change Consultation - TIME SENSITIVE

Many thanks for the quick response, Rob. I'm on a "break" at the moment, but of course the bureaucratic machine, though often chaotic and slow, never sleeps.

My best,

Stephen

Graduate Adviser,

English Department,

University of Victoria.

From: "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>
Date: Wednesday, August 24, 2022 at 8:03 AM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Subject: Re: Graduate Course Change Consultation - TIME SENSITIVE

Thanks for sharing this, Stephen — it's great to see this kind of work moving forward. I'll share the materials with the new IACE Executive Director, Kundoqk Dr. Jacquie Green, for her feedback and get back to you ASAP. I hope that you've had a chance to take a break this summer. 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 Aug 23, 2022, at 19:07, Stephen Ross - English Graduate Advisor <englgradad@uvic.ca> wrote:
>
> Dear Rob,
>
>
> Please forgive my trespassing on the last days of the summer break with this, but I've just learned that according to a template provided me in the course of trying to put through changes to our graduate course offerings, I'm encouraged to consult with you about them. I'm attaching the list of new courses, a table showing what they're replacing, and the rationale for the change. I won't bore you with details here, except to say that it is a sweeping change aimed at beginning the work of decolonizing our curriculum, streamlining our programme, and increasing flexibility in the types of courses we offer.
>
>
> I have to submit this to Kuali by 31 August, which is ridiculously soon. If you have the chance to look it over and feel you can send me either feedback for consideration or – even better – a quick "looks good to me" email by then I'd be very grateful. I'm happy to chat if you've got any questions as well.
>
>
> Thanks for your time,

Stephen

_____

Graduate Adviser,

English Department,

University of Victoria.

From:	Stephen Ross - English Graduate Advisor
To:	English Graduate Secretary
Subject:	FW: Curriculum consultation
Date:	May 12, 2022 2:08:10 PM
Attachments:	image002.png

Another one to file, please.

Graduate Adviser,

English Department,

University of Victoria.

From: Jason Colby - Chair of History <histchr@uvic.ca>

Date: Thursday, May 12, 2022 at 2:05 PM

To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

Subject: Re: Curriculum consultation

Stephen,

Thank you so much for the opportunity to review these changes to your graduate program. I have no concerns to voice. On the contrary, I want to commend you and the English Department for undertaking such an extraordinary reimagining of your program. The new structure doesn't just reflect the profound changes to the world and field over the past few decades; it also builds a flexibility into the system that will serve you and your students well for years to come.

Bravo.

All the best,

Jason

Jason M. Colby

Chair, Department of History

University of Victoria
PO 1700, STN CSC
Victoria, BC V8W 2Y2
Phone: 250-721-7383

University
of Victoria

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Date: Thursday, May 12, 2022 at 1:48 PM
To: Jason Colby - Chair of History <histchr@uvic.ca>
Subject: Curriculum consultation

Hi Jason,

When you get a chance, could you shoot me an email saying that we consulted on the proposed changes and you are good with them?

Thanks,
Stephen

Graduate Adviser,
English Department,
University of Victoria.

From:	Stephen Ross - English Graduate Advisor
To:	English Graduate Secretary
Subject:	FW: Consultation on new courses
Date:	May 18, 2022 2:44:34 PM

And this one

Graduate Adviser,
English Department,
University of Victoria.

From: Martha McGinnis <mjmcginn@uvic.ca>
Date: Wednesday, May 18, 2022 at 10:55 AM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Subject: Re: Consultation on new courses

Hi Stephen,

I've consulted with our Grad Advisor and Curriculum Chair. We're all happy to support the proposed changes to the graduate course offerings in your department. Thanks for consulting!

All the best,
Martha

Dr. Martha McGinnis (she/her)

Associate Professor and Chair, Department of Linguistics
University of Victoria, Clearihue D345, 250.721.7422
PO Box 1700 STN CSC, Victoria, BC V8W 2Y2

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.

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Date: Tuesday, May 17, 2022 at 6:07 PM
To: Martha McGinnis <mjmcginn@uvic.ca>
Subject: Re: Consultation on new courses

Amazing – thank you, Martha!

Graduate Adviser,
English Department,
University of Victoria.

From: Martha McGinnis <mjmcginn@uvic.ca>

Date: Tuesday, May 17, 2022 at 4:22 PM

To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

Subject: Re: Consultation on new courses

Dear Stephen,

Many thanks for this. I see no issues with these changes. I will pass them along to our Graduate Advisor and Curriculum Chair in case there's anything I'm missing, but I don't foresee any issues.

Best,
Martha

Dr. Martha McGinnis (she/her)

Associate Professor and Chair, Department of Linguistics
University of Victoria, Clearihue D345, 250.721.7422
PO Box 1700 STN CSC, Victoria, BC V8W 2Y2

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.

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

Date: Tuesday, May 17, 2022 at 3:11 PM

To: Martha McGinnis <mjmcginn@uvic.ca>

Subject: Consultation on new courses

Hi Martha,

We are in the throes of revising our graduate course offerings, and now that our department has approved the new slate I've been advised to consult with cognate departments to get their views on things. Could you please review the attached and let me know if you have any concerns and/or would like to consult in a meeting? I am attaching here the current state of things in three documents:

a. The new courses with brief calendar descriptions,
b. The new courses displayed on a table alongside the courses they are replacing, and
c. The rationale for the proposed changes.

I look forward to hearing your feedback,

Stephen

Graduate Adviser,
English Department,
University of Victoria.

From:	Stephen Ross - English Graduate Advisor
To:	English Graduate Secretary
Subject:	FW: Graduate Course Change Consultation - TIME SENSITIVE
Date:	August 24, 2022 12:49:26 PM

Here's our consultation with OREGSCP, so we can tick that box on the template. I'll try to get some work on that done today as well, so hang fire on any changes until I can share it back with you.

S

Graduate Adviser,
English Department,
University of Victoria.

From: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Date: Wednesday, August 24, 2022 at 12:13 PM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Subject: RE: Graduate Course Change Consultation - TIME SENSITIVE

Hi Stephen,

I believe that this is all part of the program refresh that has been under discussion between Corinne and Asia in Curriculum & Calendar. If so, then we have certainly consulted in this issue.

Thank you for connecting with us, however; I will ensure that this graduate-specific information is flagged for the GARO team.

Best,
Sabrina

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

We acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the university stands, and the Songhees,

Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

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

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Sent: August 23, 2022 7:07 PM
To: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Subject: Graduate Course Change Consultation - TIME SENSITIVE

Dear OREGSCP Consultation,

Please forgive my trespassing on the last days of the summer break with this, but I've **just** learned that according to a template provided me in the course of trying to put through changes to our graduate course offerings, I'm encouraged to consult with you about them. I'm attaching the list of new courses, a table showing what they're replacing, and the rationale for the change. I won't bore you with details here, except to say that it is a sweeping change aimed at beginning the work of decolonizing our curriculum, streamlining our programme, and increasing flexibility in the types of courses we offer.

I have to submit this to Kuali by 31 August, which is ridiculously soon. If you have the chance to look it over and feel you can send me either feedback for consideration or – even better – a quick "looks good to me" email by then I'd be very grateful. I'm happy to chat if you've got any questions as well.

Thanks for your time,
Stephen

Graduate Adviser,
English Department,
University of Victoria.

From:	Stephen Ross - English Graduate Advisor
To:	English Graduate Secretary
Subject:	FW: Graduate Course Change Consultation - TIME SENSITIVE
Date:	August 25, 2022 2:29:14 PM

Libraries consultation complete.

Graduate Adviser,
English Department,
University of Victoria.

From: Lisa Goddard <lgoddard@uvic.ca>
Date: Thursday, August 25, 2022 at 9:37 AM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Subject: RE: Graduate Course Change Consultation - TIME SENSITIVE

Hi Stephen,

Thanks for sending the proposed curriculum changes for my review. I fully support the proposal to reorganize topics thematically rather than temporally/spatially, and agree that this reflects an overall evolution in the discipline. At first pass, I am certain that UVic Libraries' collection has lots of great resources to support these courses, and I have no reservations at this point. It's my understanding that your submission to Kuali will trigger a more in-depth collections review by your subject librarian, Justin Harrison. I've given him a heads-up that this will be coming through the curriculum committee.

Best of luck!

Lisa

Lisa Goddard (she/they)
Acting University Librarian
University of Victoria Libraries
orcid.org/0000-0002-4970-053X

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

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Sent: Wednesday, August 24, 2022 9:58 AM
To: Jonathan Bengtson <bengtson@uvic.ca>; Lisa Goddard <lgoddard@uvic.ca>

Subject: Re: Graduate Course Change Consultation - TIME SENSITIVE

Hi Jonathan,

Great – thank you for the quick response!

Best,
Stephen

Graduate Adviser,
English Department,
University of Victoria.

From: Jonathan Bengtson <bengtson@uvic.ca>
Date: Tuesday, August 23, 2022 at 9:55 PM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>, Lisa Goddard <lgoddard@uvic.ca>
Subject: FW: Graduate Course Change Consultation - TIME SENSITIVE

Hi Stephen,

I'm on leave until January so copying this to Lisa G who is me for now.

Cheers,

JB

Jonathan B. Bengtson
University Librarian
University of Victoria

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Date: Tuesday, August 23, 2022 at 7:05 PM
To: Jonathan Bengtson <bengtson@uvic.ca>
Subject: Graduate Course Change Consultation - TIME SENSITIVE

Dear Jonathan,

Please forgive my trespassing on the last days of the summer break with this, but I've just learned that according to a template provided me in the course of trying to put through changes to our graduate course offerings, I'm encouraged to consult with you about them. I'm attaching the list of new courses, a table showing what they're replacing, and the rationale for the change. I won't bore you with details here, except to say that it is a sweeping change aimed at beginning the work of decolonizing our curriculum, streamlining our programme, and increasing flexibility in the types of courses we offer.

I have to submit this to Kuali by 31 August, which is ridiculously soon. If you have the chance to look it over and feel you can send me either feedback for consideration or – even better – a quick "looks good to me" email by then I'd be very grateful. I'm happy to chat if you've got any questions as well.

Thanks for your time,
Stephen

Graduate Adviser,
English Department,
University of Victoria.

From:	Richard as PAAS Chair
To:	Stephen Ross - English Graduate Advisor
Cc:	English Graduate Secretary
Subject:	Re: Revised Course Proposals
Date:	May 31, 2022 5:55:34 PM

It's my pleasure, Stephen. I know how much work goes into this. And it's nice to know one can make even a small contribution to moving things forward!
cheers,
Richard

Sent from my iPhone

> On May 31, 2022, at 5:51 PM, Stephen Ross - English Graduate Advisor <englgradad@uvic.ca> wrote:

Many thanks, Richard! I appreciate your input – it was instrumental in the changes and I'm really happy with how they've panned out.

Best,

Stephen

Graduate Adviser,
English Department,
University of Victoria.

From: Richard as PAAS Chair <paaschair@uvic.ca>
Date: Tuesday, May 31, 2022 at 5:50 PM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Cc: Abbey Hall English Graduate Secretary <englgradsec@uvic.ca>
Subject: Re: Revised Course Proposals

Hi Stephen,

Thank you for your understanding—

And my thanks, too, for taking these brief remarks onboard.

As you say, regional and/or linguistic specification isn't universal in our course titles across the Faculty.

And I also agree on the inevitability – or even desirability – of overlap when it comes to themes and approaches.

I don't think I have much else to add at this point—other than to express my admiration for such a forward-looking renewal of your program.

With very best,

Richard

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Date: Monday, May 30, 2022 at 11:43 AM
To: Richard as PAAS Chair <paaschair@uvic.ca>
Cc: English Graduate Secretary <englgradsec@uvic.ca>
Subject: Re: Revised Course Proposals

Hi Richard,

No concern at all on the delayed response – I know it's a tricky time of year, and that's why I'm starting these consultations early.

You raise a good point re: course titles versus course descriptions. I had been going with the tersest possible course titles, relying on the descriptions to flesh things out, but in the wake of your email I checked the course offerings from GMST, LING, PHIL, HIST, and PAAS only to find that while specification in the course title is far from universal, it is broadly used. As such, I'm going to go ahead and change our course titles to clarify their remit (please see the attached revision). I can see the various rationales for doing so, and don't think it hurts our plans in the least.

Re: courses like Theory, several departments already offer versions of a theory course, as do the cross-listed offerings in CSPT, often traversing the same texts, and it has not been a problem so far, at least as far as I know. I'd like to think that we can overlap in some areas and offer students multiple perspectives as well as the chance to explore material intensively and expansively. What do you think?

Please let me know what you think of the revised course titles.

All best,
Stephen

Graduate Advisor,
English Department,
University of Victoria

From: Richard as PAAS Chair <paaschair@uvic.ca>
Date: Monday, May 30, 2022 at 11:04 AM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Cc: Abbey Hall English Graduate Secretary <englgradsec@uvic.ca>
Subject: Re: Revised Course Proposals

Good morning, Stephen,

Many thanks for your note, and for the updated documents—

I hasten to add my apologies for the protracted delay in responding to the original consultation. I've been on the road, and so have fallen a little behind on correspondence.

With regard to the new docs, I would think the addition of 'anglophone' should help to address some of the questions that have arisen.

Am I right in thinking the English Department would extend reciprocal support to other Units wishing to include the designation of, e.g., 'francophone' or 'in Pacific and Asian Studies' *in the course description* – as opposed to the course title – when addressing such broadly utilized concepts (genre, literary history, etc.)?

For instance, this would mean our new Majors' core competency class on *Language, Media and Translation* will include the specification, 'in Pacific and Asian Studies', in the course description—but not in the course title.

I cannot speak for others. But, with an eye to decolonization, one presumably must ensure Theory (if that's the right word) is equally accessible for teaching within all linguistically-, culturally-, and

regionally-defined Units—English included. Put another way, I would think concepts like genre, literary history and the rest cannot go *unmarked* in the course titles for one Unit (as if their purview were Universal), while requiring specification in another (due to the limits of their particularity).

In any event, those are a few initial thoughts on the revised text—

Just let me know if any of this is unclear, or whether perhaps there's something I'm missing.

With very best,

Richard

Richard Fox
Professor & Chair of Pacific and Asian Studies
Professor of Anthropology (by courtesy)
University of Victoria (BC, Canada)

www.berubah.org

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Date: Monday, May 30, 2022 at 10:03 AM
To: Richard as PAAS Chair <paaschair@uvic.ca>
Cc: English Graduate Secretary <englgradsec@uvic.ca>
Subject: Revised Course Proposals

Hi Richard,

Please find attached an updated rationale and set of course descriptions for our proposed course update. In response to some feedback I received from other units in Humanities, I've added "anglophone" everywhere it seemed appropriate (and added "proto-anglophone" to the one course that mentions manuscripts, to try to keep the medievalists happy), and included a note at the end of the paragraph on decolonization in the rationale to stipulate that we're focussing on English as a linguistic and cultural principle of organization, in lieu of

English as an imperialist nation-state. I'm trying to allay any concern that our department plans to begin teaching any and all literature and other media, with no concern for national, cultural, or historical specificity; that is certainly neither our intention nor within our capabilities.

Please let me know what you think.

Thank you!
Stephen

Graduate Adviser,
English Department,
University of Victoria.

From:	Stephen Ross - English Graduate Advisor
To:	English Graduate Secretary
Subject:	FW: Consultation on Curriculum Changes
Date:	May 12, 2022 1:47:55 PM
Attachments:	image001.png

Please put somewhere safe so we have it when we do the curriculum change submission on Kuali.

Thanks,
S

Graduate Adviser,
English Department,
University of Victoria.

From: Colin Macleod - Philosophy Chair <philchr@uvic.ca>
Date: Thursday, May 12, 2022 at 1:34 PM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Subject: Re: Consultation on Curriculum Changes

Dear Stephen,

I have reviewed the proposed curriculum changes to your graduate program. In my view, the changes are well-motivated and the direction in which the curriculum is moving should be appealing to students. I have no concerns about the content of new courses with respect to overlap with philosophy courses. Good luck moving the proposal forward.

Best
Colin

Colin Macleod
Professor of Philosophy & Law
Chair of Philosophy
University of Victoria

Clearihue Building B328 http://web.uvic.ca/philosophy/

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

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Date: Thursday, May 5, 2022 at 3:45 PM
To: Colin Macleod <cmacleod@uvic.ca>
Subject: Consultation on Curriculum Changes

Hi Colin,

We are in the throes of revising our graduate course offerings, and now that our department has approved the new slate I've been advised to consult with cognate departments to get their views on things. Would you have time to meet up sometime over the next few weeks to this end? I am attaching here the current state of things in three documents:

    a. The new courses with brief calendar descriptions,
    b. The new courses displayed on a table alongside the courses they are replacing, and
    c. The rationale for the proposed changes.

I look forward to chatting,
Stephen

Graduate Adviser,
English Department,
University of Victoria.

From:	Stephen Ross
To:	English Graduate Secretary
Subject:	FW: Grad Curriculum Changes
Date:	May 26, 2022 11:21:50 AM

Here's one more for the hopper.

Thanks,

S

From: Scott Watson <sdwatson@uvic.ca>
Date: Thursday, May 26, 2022 at 11:20 AM
To: Stephen Ross <saross@uvic.ca>
Subject: Grad Curriculum Changes

Hi Stephen
Thanks for the opportunity to discuss your proposed grad curriculum changes in English, and for consulting with our unit. I am excited by your proposed changes and support the initiative. In particular, I think our students would be drawn to your course on "Politics in Literature" and think it could help establish strong interdisciplinary connections between our units.
All the best
Scott

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

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

From:	<u>Stephen Ross - English Graduate Advisor</u>
To:	<u>English Graduate Secretary</u>
Subject:	FW: one more time!
Date:	June 2, 2022 6:46:28 PM

And one more for the hopper. Just WRIT to worry about now.

Graduate Adviser,

English Department,

University of Victoria.

From: Marcus Milwright <mmilwrig@uvic.ca>

Date: Thursday, June 2, 2022 at 11:09 AM

To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

Subject: Re: one more time!

Dear Stephen,

Good to hear from you. Thanks for sending the proposed changes to the English grad program. It all looks good to me. From my reading of it, I am assuming the idea is to create topics categories into which instructors can slot their specialist seminar areas. Are there any specific issues you wanted to discuss about it? I don't have any particularly brilliant thoughts to offer at this stage, but I can share experiences of our grad teaching if it's any help.

All the best,

Marcus

- - - -
Dr Marcus Milwright
Professor, Islamic Art & Archaeology
Chair, Department of Art History and Visual Studies
University of Victoria,
P.O. Box 1700, Victoria, BC, V8W 2Y2,
Canada

From: Stephen Ross - English Graduate Advisor

Sent: Monday, May 30, 2022 11:49 AM

To: Marcus Milwright

Subject: one more time!

Hi Marcus,

In response to some very insightful feedback, I'm sending along another revision, this time with changed course *titles* and not just *descriptions*.

Please let me know what you think of *this* revision, and don't bother with the previous one.

All best,
Stephen

Graduate Advisor,
English Department,
University of Victoria

From:	Stephen Ross - English Graduate Advisor
To:	English Graduate Secretary
Subject:	FW: one more time!
Date:	June 2, 2022 6:46:28 PM

And one more for the hopper. Just WRIT to worry about now.

Graduate Adviser,

English Department,

University of Victoria.

From: Marcus Milwright <mmilwrig@uvic.ca>

Date: Thursday, June 2, 2022 at 11:09 AM

To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

Subject: Re: one more time!

Dear Stephen,

Good to hear from you. Thanks for sending the proposed changes to the English grad program. It all looks good to me. From my reading of it, I am assuming the idea is to create topics categories into which instructors can slot their specialist seminar areas. Are there any specific issues you wanted to discuss about it? I don't have any particularly brilliant thoughts to offer at this stage, but I can share experiences of our grad teaching if it's any help.

All the best,

Marcus

- - - -

Dr Marcus Milwright

Professor, Islamic Art & Archaeology

Chair, Department of Art History and Visual Studies

University of Victoria,

P.O. Box 1700, Victoria, BC, V8W 2Y2,

Canada

From: Stephen Ross - English Graduate Advisor

Sent: Monday, May 30, 2022 11:49 AM

To: Marcus Milwright

Subject: one more time!

Hi Marcus,

In response to some very insightful feedback, I'm sending along another revision, this time with changed course *titles* and not just *descriptions*.

Please let me know what you think of *this* revision, and don't bother with the previous one.

All best,
Stephen

Graduate Advisor,
English Department,
University of Victoria

From:	Stephen Ross - English Graduate Advisor
To:	Stefania Forlini
Cc:	English Graduate Secretary
Subject:	Re: Curriculum Consultation
Date:	October 7, 2022 1:24:54 PM

Dear Stefania,

Thank you so much! This is really great feedback and just what we need for our next steps.

All best,
Stephen

Graduate Adviser,
English Department,
University of Victoria.

From: Stefania Forlini <sforlini@ucalgary.ca>
Date: Friday, October 7, 2022 at 12:59 PM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Cc: Deborah Ogilvie English Graduate Secretary <englgradsec@uvic.ca>
Subject: Re: Curriculum Consultation

Notice: This message was sent from outside the University of Victoria email system. Please be cautious with links and sensitive information.

Dear Stephen,

Thank you for your email and congratulations on making some important changes to your graduate program curriculum! I am certainly happy to endorse these changes as they are indeed in line with developments in the discipline and would offer students rigorous preparation for further study and/or life outside the university setting. As GDP, I can also assure you that students who excel in your new courses would certainly be admissible into our own graduate program.

If you would like further assessment of your changes, I would happily share them with our Graduate Executive Committee for more fulsome feedback. Please let me know. If not, I send you all my best wishes in implementing these timely changes to your courses.

With best wishes,
Stefania Forlini

--
S. Forlini, Ph.D.
Associate Professor and Associate Head (Graduate)
Department of English
University of Calgary

The University of Calgary is located on traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III. The traditional Blackfoot name of the place we now call Calgary is "Moh'kins'tsis" .

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Date: Tuesday, October 4, 2022 at 3:53 PM
To: Stefania Forlini <sforlini@ucalgary.ca>
Cc: English Graduate Secretary <englgradsec@uvic.ca>
Subject: Curriculum Consultation

[△EXTERNAL]

Dear Stefania,

I hate to bother you at this busy time of term, but I'm writing to ask for your input on proposed changes to our graduate courses here at UVic. Our aims in reform our graduate courses is to modernize, and to reach new generations of students, and – most importantly – to take the first tentative steps towards decolonizing our curriculum, with an eye to indigenizing it as well. At the same time, we want to retain sufficient flexibility to keep teaching the key canonical works that form the backbone of English literary study.

We are well on our way in the long process of getting these changes approved here at UVic, and have just recently been encouraged to seek input from graduate programmes at other institutions in Canada. I would be very grateful if you could survey the materials here and reply with your feedback. Ultimately, the Senate here is looking for confirmation that our new courses will not put our students at a disadvantage if they apply for admission to other

programmes for further study. If you agree that they are unlikely to disadvantage students, please drop me a line to say so.

I'll include a template response below, to save you time if you wish to use it.

As always, I'm happy to answer any questions or chat anytime if you would like more information.

Best regards,
Stephen Ross,

Graduate Adviser,
English Department,
University of Victoria.

Sample Email Template:

Dear Stephen,

Having reviewed the materials you provided, we are happy to endorse the proposed changes to UVic's English MA and PhD Programmes. We agree that the new courses will remain academically rigorous and that they will prepare students well for further study and/or life outside the university setting. Finally, we can confirm that we would consider students who have excelled in these new courses to be admissible to our own graduate programme(s).

Kind regards,

From:	Frank, Adam
To:	Stephen Ross - English Graduate Advisor
Cc:	English Graduate Secretary
Subject:	Re: Curriculum Consultation
Date:	October 11, 2022 10:42:36 AM

Notice: This message was sent from outside the University of Victoria email system. Please be cautious with links and sensitive information.

Dear Stephen,

I have reviewed the materials you provided and am happy to endorse the proposed changes to UVic's English MA and PhD Programmes. No doubt, the new courses will remain academically rigorous and they will prepare students well for further study and/or life outside the university setting. I can confirm that the Graduate Program in English Language and Literatures at UBC would consider students who have excelled in these new courses to be admissible to our own graduate programme(s).

By the way, our Grad Program is currently engaging in this kind of curriculum renewal as well. We also have a graduate curriculum that dates from at least the 1970s. Our undergraduate curriculum was renewed a few years ago, and we are now trying to do the same at the graduate level. So perhaps in the near future only U of Toronto will be describable as "the pedagogical arm of the British Empire." (Although my own more lively concern is to what degree a revised curriculum will become the pedagogical arm of the American Empire, but perhaps that is a story for another day.)

with best wishes,
Adam

Adam J. Frank
Professor and Associate Head (Graduate)
Faculty of Arts | Department of English Language and Literatures
The University of British Columbia | Vancouver Campus | Unceded Musqueam Traditional Territory
#397, 1873 East Mall | Vancouver British Columbia | V6T 1Z1 Canada

604.822.4087
adafrank@mail.ubc.ca

THE UNIVERSITY OF BRITISH COLUMBIA

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Sent: Tuesday, October 4, 2022 2:51:39 PM
To: Frank, Adam
Cc: English Graduate Secretary
Subject: Curriculum Consultation

[CAUTION: Non-UBC Email]

Dear Adam,

I hate to bother you at this busy time of term, but I'm writing to ask for your input on proposed changes to our graduate courses here at UVic. Our aims in reform our graduate courses is to modernize, and to reach new generations of students, and – most importantly – to take the first tentative steps towards decolonizing our curriculum, with an eye to indigenizing it as well. At the same time, we want to retain sufficient flexibility to keep teaching the key canonical works that form the backbone of English literary study.

We are well on our way in the long process of getting these changes approved here at UVic, and have just recently been encouraged to seek input from graduate programmes at other institutions in Canada. I would be very grateful if you could survey the materials here and reply with your feedback. Ultimately, the Senate here is looking for confirmation that our new courses will not put our students at a disadvantage if they apply for admission to other programmes for further study. If you agree that they are unlikely to disadvantage students, please drop me a line to say so.
I'll include a template response below, to save you time if you wish to use it.

As always, I'm happy to answer any questions or chat anytime if you would like more information.

Best regards,
Stephen Ross,

Graduate Adviser,
English Department,
University of Victoria.

Sample Email Template:

Dear Stephen,

Having reviewed the materials you provided, we are happy to endorse the proposed changes to UVic's English MA and PhD Programmes. We agree that the new courses will remain academically rigorous and that they will prepare students well for further study and/or life outside the university setting. Finally, we can confirm that we would consider students who have excelled in these new courses to be admissible to our own graduate programme(s).

Kind regards,

Subject: Re: Curriculum Consultation

Date: Thursday, November 10, 2022 at 8:44:05 AM Pacific Standard Time

From: Mark Simpson, ACGS, EFS

To: Stephen Ross - English Graduate Advisor

CC: English Graduate Secretary

Dear Stephen,

Many thanks for sharing these curricular materials. Having reviewed them, I'm most happy on behalf of the Graduate Program in English at the U of Alberta to endorse the program changes you are proposing. These new courses are manifestly academically rigorous and exemplify, in their conception and design, vital intellectual and pedagogical values and commitments in English Studies today. As such these courses will prepare students well for further university study and/or for life outside academe. We would certainly consider students who have excelled in these new courses for admission to our own graduate programs in EFS.

All my best,

Mark

Dr Mark Simpson (he/him)
Professor and Graduate Director
Department of English and Film Studies
Humanities Centre 3-5
University of Alberta
Treaty 6/Métis Territory
Edmonton, AB
T6G 2E5

From:	Stephen Ross - English Graduate Advisor
To:	English Graduate Secretary
Subject:	FW: Curriculum Consultation
Date:	October 5, 2022 8:16:01 AM

First fruits. Please keep a file.

Thanks,

S

Graduate Adviser,

English Department,

University of Victoria.

From: GRADUATE PROGRAM ENGLISH DEPARTMENT <gradengl@queensu.ca>

Date: Wednesday, October 5, 2022 at 8:05 AM

To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

Subject: Re: Curriculum Consultation

Notice: This message was sent from outside the University of Victoria email system. Please be cautious with links and sensitive information.

Hello Stephen,

I have reviewed the materials that you sent and congratulate you on the always tough work of reforming a graduate program. These changes look timely, adaptable, and well-thought through. I believe that they would provide rigorous training for graduate students and Queen's would certainly consider for PhD admission any MA student having trained within such a structure.

best wishes,
Margaret Pappano

Associate Professor & Graduate Chair
Department of English
Queen's University
Kingston, Ontario, Canada
K7L 3N6

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

Sent: October 4, 2022 5:53 PM

To: GRADUATE PROGRAM ENGLISH DEPARTMENT <gradengl@queensu.ca>

Cc: English Graduate Secretary <englgradsec@uvic.ca>

Subject: Curriculum Consultation

Dear Margaret,

I hate to bother you at this busy time of term, but I'm writing to ask for your input on proposed changes to our graduate courses here at UVic. Our aims in reform our graduate courses is to modernize, and to reach new generations of students, and – most importantly – to take the first tentative steps towards decolonizing our curriculum, with an eye to indigenizing it as well. At the same time, we want to retain sufficient flexibility to keep teaching the key canonical works that form the backbone of English literary study.

We are well on our way in the long process of getting these changes approved here at UVic, and have just recently been encouraged to seek input from graduate programmes at other institutions in Canada. I would be very grateful if you could survey the materials here and reply with your feedback. Ultimately, the Senate here is looking for confirmation that our new courses will not put our students at a disadvantage if they apply for admission to other programmes for further study. If you agree that they are unlikely to disadvantage students, please drop me a line to say so.
I'll include a template response below, to save you time if you wish to use it.

As always, I'm happy to answer any questions or chat anytime if you would like more information.

Best regards,
Stephen Ross,

Graduate Adviser,
English Department,
University of Victoria.

Sample Email Template:

Dear Stephen,

Having reviewed the materials you provided, we are happy to endorse the

proposed changes to UVic's English MA and PhD Programmes. We agree that the new courses will remain academically rigorous and that they will prepare students well for further study and/or life outside the university setting. Finally, we can confirm that we would consider students who have excelled in these new courses to be admissible to our own graduate programme(s).

Kind regards,

From:	Stephen Ross - English Graduate Advisor
To:	English Graduate Secretary
Subject:	FW: Proposed changes to your undergraduate course structre
Date:	October 7, 2022 8:18:30 AM

Another one for the file.

Thanks,

S

Graduate Adviser,
English Department,
University of Victoria.

From: Alice Brittan <Alice.Brittan@Dal.Ca>
Date: Friday, October 7, 2022 at 7:20 AM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Subject: Proposed changes to your undergraduate course structre

Notice: This message was sent from outside the University of Victoria email system. Please be cautious with links and sensitive information.

Dear Stephen;
The proposed changes to your undergrad course structure look great to me. I can see how they might provoke alarm about the loss of traditional historical fields, but I don't share that alarm. I can also say that U Vic graduates would *not* be at a disadvantage were they to apply to the MA at Dal. We no longer look at historical coverage on a transcript as a factor in admission.

When I was Undergrad Coordinator in our dept, I often reviewed transfer credit requests from UK, NZ, and Australian universities (as well as US schools) whose courses looked very similar to the ones you propose. This shift toward more transhistorical, concept-driven course structure is clearly well underway in English depts around the world, especially in younger universities.

Alice

Dr. Alice Brittan (she/her)
Department of English
Dalhousie University
abrittan@dal.ca

My new book is available now:
The Art of Astonishment

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq.
We are all Treaty people.

From:	Stephen Ross - English Graduate Advisor
To:	English Graduate Secretary
Subject:	FW: Curriculum Consultation
Date:	October 19, 2022 9:01:39 AM

Another one for the file.

Graduate Adviser,

English Department,

University of Victoria.

From: Albert Kevin Pask <kevin.pask@concordia.ca>

Date: Wednesday, October 19, 2022 at 8:41 AM

To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

Subject: Re: Curriculum Consultation

Notice: This message was sent from outside the University of Victoria email system. Please be cautious with links and sensitive information.

Dear Stephen,

My apologies for a slow response. The first part of the month was very busy for me.

I have looked at the proposed changes the to the MA and PhD at UVic, and they are very much in keeping with the kinds of graduate curricular changes occurring across Canada these days. This will allow your curriculum to remain rigorous while also addressing changing student interests and recent intellectual developments in the discipline of literary studies. For those reasons, students coming out of your new programmes will be well equipped to apply for further study (or jobs) at Concordia.

Best,

Professor Kevin Pask

Graduate Program Director

Department of English

Concordia University

Montréal (Québec) H3G 1M8

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

Date: Tuesday, October 4, 2022 at 5:54 PM

To: Albert Kevin Pask <kevin.pask@concordia.ca>

Cc: English Graduate Secretary <englgradsec@uvic.ca>
Subject: Curriculum Consultation

Attention This email originates from outside the concordia.ca domain. // Ce courriel provient de l'extérieur du domaine de concordia.ca

Dear Kevin,

I hate to bother you at this busy time of term, but I'm writing to ask for your input on proposed changes to our graduate courses here at UVic. Our aims in reform our graduate courses is to modernize, and to reach new generations of students, and – most importantly – to take the first tentative steps towards decolonizing our curriculum, with an eye to indigenizing it as well. At the same time, we want to retain sufficient flexibility to keep teaching the key canonical works that form the backbone of English literary study.

We are well on our way in the long process of getting these changes approved here at UVic, and have just recently been encouraged to seek input from graduate programmes at other institutions in Canada. I would be very grateful if you could survey the materials here and reply with your feedback. Ultimately, the Senate here is looking for confirmation that our new courses will not put our students at a disadvantage if they apply for admission to other programmes for further study. If you agree that they are unlikely to disadvantage students, please drop me a line to say so.
I'll include a template response below, to save you time if you wish to use it.

As always, I'm happy to answer any questions or chat anytime if you would like more information.

Best regards,
Stephen Ross,

Graduate Adviser,
English Department,
University of Victoria.

Sample Email Template:

Dear Stephen,

Having reviewed the materials you provided, we are happy to endorse the proposed changes to UVic's English MA and PhD Programmes. We agree that the new courses will remain academically rigorous and that they will prepare students well for further study and/or life outside the university setting. Finally, we can confirm that we would consider students who have excelled in these new courses to be admissible to our own graduate programme(s).

Kind regards,

UNIVERSITY OF VICTORIA
PROGRAM CHANGE TO AN EXISTING GRADUATE PROGRAM TEMPLATE
Department of English Course Offering Changes

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	Stephen Ross	englgradad@uvic.ca
Dean or designate		

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	18 July 2022
Departmental approval	27 April 2022
Faculty Curriculum Committee approval	13 Sept 2022
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	20 Sept 2022
Faculty of Graduate Studies Council approval	14 Nov 2022

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) *supporting documentation required for all consultations*	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	25 Aug 2022	Y
Executive Director, Co-operative Education and Career Services – Andrea Giles, agiles@uvic.ca	24 Aug 2022	Y
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	24 Aug 2022	Y
Indigenous Academic and Community Engagement – Rob Hancock, Associate Director Academic, iaceadac@uvic.ca	20 Oct 2022	Y
Non-standard Tuition	**N/A**	**Non-standard form attached (Y/N)**
Proposed program change involves non-standard tuition *If you answered Yes, complete the UVic Non-standard Tuition Template	N/A	N

Proposed Change to an Existing Graduate Program

SUMMARY of PROPOSED CHANGE	
Name, Location, Academic units (Faculties, departments, or schools) offering the new Master's degree	Department of English PhD Program CLE C343
Anticipated change start date *Note – the program must not be advertised/offered until all approvals are finalized.*	May 2023
Name, title, phone number and e-mail address of contact person	Dr. Stephen Ross Graduate Advisor 250-721-7237 englgradad@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)

We are making significant changes to our course organization, updating and streamlining our curriculum. There are no changes to program requirements, unit values, or prerequisites. We are not introducing a new stream or programme, changing a degree name or title, or switching mode between course-based and project-based.

While retaining required courses and programme requirements, we are deleting most of our existing courses and replacing them with new courses.

Concurrently with these proposed changes, the English Department is proposing a change to its course codes from ENGL to ENSH. We have used the proposed new course code in our proposal here. This change will necessitate a parallel change to the CSPT PhD copy in the calendar as well, updating the course codes there from ENGL to ENSH. That change will be submitted separately.

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

The proposed changes involve replacing almost all our existing courses with an updated slate, reconfigured to enhance responsiveness, flexibility, and competitiveness. More importantly, they replace an out-dated curriculum anchored in colonialist politics and values with an agile slate of courses that honours the disciplinary and methodological strengths of literary and cultural studies in English while advancing beyond an organizational logic that centres British imperial history. The changes will enhance our ability to

- A. Decolonize our curriculum,
- B. Bring policy in line with practice,
- C. Enhance the flexibility of our offerings,
- D. Meet changing student needs, and
- E. Align our programme with larger disciplinary shifts

Headnote to appear above courses in University Calendar: "The unit and its programs focus on texts and materials produced in English. Texts and materials in translation may be considered for their influence. Students are warmly encouraged to consider non-English texts and materials by pursuing instruction in languages other than English as well as complementary courses in the departments/programs of French, Germanic and Slavic Studies, Pacific and Asian Studies, and Greek and Roman Studies, some of which have courses that are cross-listed with English."

ENGL500 - Research Methods and Professional Development	ENSH500 – Research Methods and Professional Development
ENGL502 - Teaching English in Higher Education	ENSH503 - Special Studies in Lit and/or Media
ENGL503 - Special Studies	ENSH522 – Topics in Cultural Studies
ENGL505 - Studies in Literary Theory: Area Course	ENSH532 - Topics in Literary History
ENGL506 - Studies in Literary Theory: Special Topic	ENSH533 - Topics in Genre in Lit and/or Media
ENGL507 - Digital Literary Studies: History and Principles	ENSH534 - Topics in Theory and Criticism
ENGL508 - Digital Literary Studies: Special Topic	ENSH542 - Topics in Aesthetics in Lit and/or Media
ENGL510 - Studies in Old English Literature: Special Topic	ENSH543 - Topics in Politics in Lit and/or Media
ENGL515 - Studies in Middle English Literature: Area Course	ENSH544 - Topics in Ethics in Lit and/or Media
ENGL516 - Studies in Middle English Literature: Special Topic	ENSH545 - Topics in Place in Lit and/or Media
ENGL520 - Studies in Renaissance Literature: Area Course	ENSH546 – Topics in Religion in Lit and/or Media
ENGL521 - Studies in Renaissance Literature: Special Topic	ENSH547 - Topics in Subjecthood in Lit and/or Media
ENGL530 - Studies in the Literature of the 17th Century: Area Course	ENSH552 - Critical and Research Methodologies Workshop
ENGL531 - Studies in the Literature of the 17th Century: Special Topic	ENSH693 – Candidacy Examination
ENGL540 - Studies in the Literature of the 18th Century: Area Course	ENSH699 – PhD Dissertation
ENGL541 - Studies in the Literature of the 18th Century: Special Topic	
ENGL550 - Studies in the Literature of the 19th Century: Area Course	* courses listed in blue are new offerings
ENGL551 - Studies in the Literature of the 19th Century: Special Topic	* all courses are 1.5 units, with the exception of 699 (21-33 units)
ENGL560 - Studies in 20th-Century British and Irish Literature: Area Course	
ENGL561 - Studies in 20th-Century British and Irish Literature: Special Topic	
ENGL570 - Studies in American Literature Pre-1914: Area Course	
ENGL571 - Studies in American Literature 1914 to the Present: Area Course	
ENGL572 - Studies in American Literature: Special Topic	
ENGL580 - Studies in Commonwealth and Postcolonial Literatures: Area Course	
ENGL581 - Studies in Commonwealth and Postcolonial Literatures: Special Topic	
ENGL582 - Area Studies in Literatures of the West Coast	
ENGL583 - Topics in Literature of the West Coast	
ENGL585 - Studies in Canadian Literature: Area Course	
ENGL586 - Studies in Canadian Literature: Special Topic	

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

The discipline of English literary and cultural studies has changed dramatically in the last decade. Hiring is now done less and less along the lines of the previous century's historical period/nation-state based designations. Instead, departments are hiring agile and adaptable scholars to teach courses that range across traditional historical periods, genres, and national boundaries. As scholars come to recognize that it is impossible responsibly to study literature from a siloed approach, they are also embracing the imperative to decolonize the discipline by embracing alternative models of organizing and presenting literature and culture to students. Finally, students themselves are clamouring for a changed approach; fewer and fewer each year seek out a model of literary history like that our old curriculum presumes, instead preferring courses that are organized around themes, problems, or approaches.

The proposed changes respond to these shifts in the labour market and student demand.

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

The proposed changes are for our PhD programme, not our undergraduate programme. Nevertheless, it remains true that our department's graduate curriculum has lagged behind changes undertaken in undergraduate programmes at many other institutions. Many of our incoming students are coming from institutions with updated undergraduate curricula, and are seeking precisely the kind of flexibility and problem-, theme-, and method-based approaches our proposed course structure is designed to enable. We have consulted with prospective applicants to our PhD programme, as well as with three successive cohorts of graduate students, and found enthusiastic support for changes like those we are proposing. We believe that making such changes won't just improve our application and participation numbers, but that they are in fact essential to keeping our programme from dwindling away. Students still seeking the old-style curriculum tend to prefer institutions such as UBC and the University of Toronto. The proposed changes will clearly indicate that UVic is different and offers something the others do not.

Though some institutions still adhere to the model derived from the foundation of English departments as the pedagogical arm of the British Empire, increasing numbers are shifting to a more ecumenical approach that foregrounds problems, themes, and methods. The proposed changes will put our department in the vanguard of this larger disciplinary shift. Where we once taught a canon of works with a tightly controlled method (i.e., primarily close reading), we now teach a variety of methods (including close reading, but also many others) alongside a fluid and shifting range of cultural products. These changes are taking place across the discipline. It would be irresponsible of us not to take charge of how we configure and deliver our courses in their light. Particularly as SFU and UBC continue to adhere to the older model of curriculum design, this is a chance for UVic to stand apart as progressive and responsive to student demand.

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

Admission requirements are not affected by this proposed change.

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). (Include short faculty CVs in an appendix)

This course reorganization has no implications for changes in faculty expertise or complement. Though many of our faculty were trained in the model of curriculum we are seeking to decentre with this plan, all are more than capable of teaching across historical periods, genres, and methods. One of our rationales for the change recognizes that such flexibility is already the norm in particular courses: we seek to make our official organization reflect a practice that has become more and more the norm over the last twenty years. The proposed change brings policy in line with practice, and at no point depends precariously on the expertise of just a few faculty.

For our proposed reorganization, please find below a list of faculty whose expertise would allow them to teach in each of the proposed course areas:
ENSH503 - Special Studies in Literature and/or Media: Bancroft, Blank, Boyarin, Bradley, Carson, Chapman, Dean, Dopp, Douglas, Ellerbeck, Grossi, Higgins, Kelly, Kuchar, Leighton, Miller, Mitchell, Nowlin, Rabillard, Ross, Sayers, Shlensky, Siemens, Surridge, van Oort, Williams, Wright
ENSH522 - Cultural Studies: Bancroft, Blank, Boyarin, Dean, Douglas, Higgins, Mitchell, Ross, Sayers, Williams, Wong
ENSH532 - Literary History: Bancroft, Blank, Boyarin, Bradley, Carson, Chapman, Dean, Dopp, Douglas, Ellerbeck, Grossi, Higgins, Kelly, Kuchar, Leighton, Miller, Mitchell, Nowlin, Rabillard, Ross, Sayers, Shlensky, Siemens, Surridge, van Oort, Williams, Wright
ENSH533 - Genre in Literature and/or Media: Bancroft, Blank, Bradley, Carson, Chapman, Dean, Dopp, Doublas, Ellerbeck, Grossi, Higgins, Kelly, Kuchar, Leighton, Miller, Mitchell, Nowlin, Rabillard, Ross, Sayers, Shlensky, Surridge, van Oort, Williams, Wright
ENSH534 - Theory and Criticism: Bancroft, Blank, Carson, Dean, Kuchar, Mitchell, Ross, Sayers, Shlensky, Siemens, van Oort, Wright
ENSH542 - Aesthetics in Literature and/or Media: Bancroft, Blank, Boyarin, Bradley, Carson, Chapman, Dean, Dopp, Douglas, Ellerbeck, Grossi, Higgins, Kelly, Kuchar, Leighton, Miller, Mitchell, Nowlin, Rabillard, Ross, Sayers, Shlensky, Siemens, Surridge, van Oort, Williams, Wright
ENSH543 - Politics in Literature and/or Media: Bancroft, Blank, Bradley, Chapman, Dean, Douglas, Grossi, Kelly, Kuchar, Leighton, Mitchell, Rabillard, Ross, Sayers, Shlensky, van Oort, Williams, Wright
ENSH544 - Ethics in Literature and/or Media: Bancroft, Dean, Ellerbeck, Grossi, Higgins, Kuchar, Mitchell, Nowlin, Rabillard, Ross, Sayers, Shlensky, Siemens, Surridge, van Oort, Williams, Wong, Wright
ENSH545 - Place in Literature and/or Media: Bancroft, Blank, Bradley, Carson, Chapman, Dean, Dopp, Grossi, Higgins, Miller, Nowlin, Rabillard, Shlensky, Wright

ENSH546 – Religion in Literature and/or Media: Boyarin, Dopp, Douglas, Kuchar, Williams
ENSH547 - Subjecthood in Literature and/or Media: Bancroft, Chapman, Dean, Leighton, Mitchell, Rabillard, Sayers, Shlensky, Surridge, Williams, Wright
ENSH552 - Critical and Research Methodologies Workshop: Chapman, Dean, Ellerbeck, Kelly, Leighton, Sayers, Siemens, Surridge, van Oort, Williams, Wright

Short CVs can be provided upon request.

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.

The proposed changes have no impact on programme requirements.

All students must still take ENSH500 in their first year of study (unless waived due to prior completion). Additionally,
- All PhD students must complete ENSH693, the Candidacy Portfolio and ENSH 699, the Dissertation;
- All PhD students must also fufil the Language Requirement to complete their degree requirements.
- All PhD students pursuing the CSPT concentration must also take CSPT601 and at least 1.5 units of CSPT600 as well as their ENSH programme requirements.

None of these is a change from the standing programme requirements, and none is affected by the proposed changes. ENSH693, ENSH699, CSPT601, and CSPT600 are unchanged by the proposed changes.

The English department's PhD programme has no breadth requirements, no prerequisites for specific courses, and no other requirements that are affected by the proposed changes.

As is visible in the table above (in section B), the new courses replace old courses, but the structure and requirements of the programme remain consistent.

Topics courses may be repeated if content varies, and with permission of the Graduate Advisor, to a max of 3.0 units

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

The proposed changes do not affect the curriculum design in any structural way, though they reshape how we present the discipline, our subject matter, and our approaches to studying it in the 21st century.

- **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.

  We have not built any such opportunities into the proposed courses specifically, though several of them are engineered to allow such flexibility that particular faculty can introduce experiential learning and community-engaged learning into them. All the courses will continue to emphasize research-enriched learning, as the present courses do as well, with their reliance upon assessment methods that foreground primary and secondary research as a matter of course.

  - Opportunities for community engaged and research-enriched learning

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

  Neither the proposed nor the current programme design includes such plans at present.

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

All courses are graded according to UVic's established grading standards (https://www.uvic.ca/humanities/atwp/current-students/grading/index.php).

Our Handbook further specifies the process for passing Candidacy (ENSH693), and the procedures for the final oral examination of the PhD dissertation. (See Section 5, appended here, for full details.)

We are in the process of replacing our Candidacy Examination with a Candidacy Portfolio, which will require students to select from an array of assignments to demonstrate mastery in a range of five learning objectives. Students mix and match the assignments to achieve sufficient coverage of all five learning objectives. The assignments to be selected from include an annotated bibliography, a literature review, an oral examination based on a reading list, a scholarly article fit for publication, a written examination based on a set reading list, and an advanced demonstration of a research methodology. The portfolio is graded by the Supervisory Committee according to standards laid out in our Handbook (section 5).

The final oral examination of the PhD Dissertation remains unchanged, consisting of an approximately three-hour oral examination by the supervisory committee, including one member from outside the department at UVic, and one member from outside UVic. It adheres to FGS prescribed guidelines, modes of assessment, and outcomes.

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.

Our PhD programme has the following specified learning outcomes:

PhD Learning Outcomes

- evaluate and employ theoretical, methodological, material, generic, historical, and thematic approaches to literature, culture, and media in English
- conduct independent, original, and publishable research
- demonstrate advanced research skills, theoretical acumen, and rhetorical ability
- deploy practical, professional experience in teaching and course design
- apply knowledge of the discipline of English in a variety of academic and professional contexts
- evaluate the challenges of decolonization in academic and professional contexts
- demonstrate practical and analytical skills needed for higher levels of employment in a variety of professions and institutions

The proposed changes do not affect the learning outcomes.

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

Yes. One of our primary motivations in undertaking the proposed changes has been to begin the process of decolonizing and indigenizing our department's PhD programme. The study of English literature as the literature of England and the former British Empire is inextricable from that empire's history of imperialism and colonization. The discipline has evolved in the last decades, however, to include literatures of non-colonized and decolonized nations as well. Our old curriculum belongs to the old paradigm in which nation-state origin and historical period (often defined by reference to the reigns of British monarchs) determined the literary content of the courses. Our proposed change decentres this old model, putting in its place a framework that embraces more salient elements of literary study, including ethics, aesthetics, politics, and religion. It sidelines nation-state affiliation as a primary organizing category, and moves away from the imperialist framework which the old curriculum still maintains. It retains disciplinary specificity in its commitment to study literature and media originally produced in English—or materials in translation that are directly relevant to the study of such materials—at the forefront of our content. Rather than reproducing the old siloing gestures of having bespoke courses in women's writing, writing about race, or Indigenous writing, we are proceeding on the principle and with the expectation that such formerly marginalized traditions will be woven into a variety of offerings as a matter of course.

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

7

Without getting too grandiose in our claims, it is true that our proposed changes have been motivated by a desire to facilitate teaching of traditionally marginalized writers, stories from marginalized perspectives, and works pertaining to historically marginalized experiences. By decentring the historical-period and nation-state based curriculum of the past, we hope that these changes will encourage more teaching of texts and media that fall outside the traditional literary and cultural canon—without consigning that canon entirely to the dustbin of history. BIPOC writers, women writers, and queer writers will, we hope, be integrated more fully into course reading lists as a matter of course. Rather than holding particular "special interest" courses for such writers, we have tried to engineer flexible rubrics that encourage inclusion and diversity as standard operating procedure when courses are designed, proposed, and delivered.

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

In a limited way it does, yes. Where the prior curriculum favoured exploration of global perspectives primarily as filtered through the interests and history of the British and American empires, the proposed changes will encourage transnational, multi-ethnic, and culturally diverse conglomerations of material without using imperial logics as the *prima facie* means of giving those conglomerations meaning. Our restriction to materials produced in English places some inherent limit on the range we have for global engagement, though that limit is admittedly minimal. By treating the English-language literatures and cultures of nations around the world *on their own terms* rather than as legacies of colonialism, we hope that these proposed new courses will open up new—explicitly decolonial—ways of regarding the world.

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

Yes. Most of our courses at the graduate level involve faculty integrating their current research into the classroom setting. Some of the proposed courses, such as the Critical and Research Methodologies Workshop, explicitly involve getting students involved in active, ongoing research as part of the course work. Equally, it is common in our graduate courses to have students assigned research presentations, where they take a topic, conduct research into it, and then teach it to their peers. Faculty vary in their approaches, of course, but some who foreground experiential learning do so precisely through their integration of research and teaching in the graduate classroom. Ideally, students' final papers or projects for courses will transform the foundational learning they do with independent research to produce innovative, sometimes publishable, research.

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).

8

N/A

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

We will continue with our current procedures, guided by the FGS documents outlining expectations of supervisors.

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

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

There are no funding implications attendant on the proposed changes, as they represent neither an increase nor a decrease in our programme's size, intake, or times-to-completion.

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)

From:	Stephen Ross - English Graduate Advisor
To:	English Graduate Secretary
Subject:	FW: Consultation on new courses
Date:	May 17, 2022 6:06:42 PM

Another one to file.

Graduate Adviser,
English Department,
University of Victoria.

From: Steve Garlick - Sociology Chair <sociologychair@uvic.ca>

Date: Tuesday, May 17, 2022 at 4:11 PM

To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

Subject: RE: Consultation on new courses

Looks great Stephen. My only comment is to wish you the best of luck with it.

Steve

Dr. Steve Garlick (he/his)
Associate Professor & Chair
COR A336
Department of Sociology
University of Victoria
PO Box 3050 STN CSC
Victoria BC V8W3P5

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

From: Stephen Ross - English Graduate Advisor
Sent: May 17, 2022 3:09 PM
To: Steve Garlick - Sociology Chair <sociologychair@uvic.ca>
Subject: Consultation on new courses

Hi Steve,

As I mentioned the other day in the CSPT retreat, we are in the throes of revising our graduate course offerings, and now that our department has

approved the new slate I've been advised to consult with cognate departments to get their views on things. Could you please review the attached and let me know if you have any concerns and/or would like to consult in a meeting? I am attaching here the current state of things in three documents:

a. The new courses with brief calendar descriptions,

b. The new courses displayed on a table alongside the courses they are replacing, and

c. The rationale for the proposed changes.

I look forward to hearing your feedback,

Stephen

Graduate Adviser,

English Department,

University of Victoria.

From:	Stephen Ross - English Graduate Advisor
To:	Andrea Giles
Cc:	English Graduate Secretary
Subject:	Re: Graduate Course Change Consultation - TIME SENSITIVE
Date:	August 24, 2022 12:51:55 PM

Thank you, Andrea! I really appreciate your quick response.

Best,
Stephen

Graduate Adviser,
English Department,
University of Victoria.

From: Andrea Giles <agiles@uvic.ca>
Date: Wednesday, August 24, 2022 at 11:47 AM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Subject: RE: Graduate Course Change Consultation - TIME SENSITIVE

Hello Stephen,

Thanks for reaching out. I've had a review of what you sent me last night, I think these changes to your grad curriculum are commendable. Please consider this email as a "good to go" for consultation from COOP.

I hope your summer is going well, as well.

Cheers,

Andrea

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

University of Victoria
Business and Economics Building, Room 414
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2 Canada
T 250-721-6211 or 250-721-7628 F 250-721-8996
Web: uvic.ca/coopandcareer | Portal: learninginmotion.uvic.ca

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Sent: August 23, 2022 7:06 PM
To: Andrea Giles <agiles@uvic.ca>
Subject: Graduate Course Change Consultation - TIME SENSITIVE

Dear Andrea,

Please forgive my trespassing on the last days of the summer break with this, but I've just learned that according to a template provided me in the course of trying to put through changes to our graduate course offerings, I'm encouraged to consult with you about them. I'm attaching the list of new courses, a table showing what they're replacing, and the rationale for the change. I won't bore you with details here, except to say that it is a sweeping change aimed at beginning the work of decolonizing our curriculum, streamlining our programme, and increasing flexibility in the types of courses we offer.

I have to submit this to Kuali by 31 August, which is ridiculously soon. If you have the chance to look it over and feel you can send me either feedback for consideration or – even better – a quick "looks good to me" email by then I'd be very grateful. I'm happy to chat if you've got any questions as well.

Thanks for your time,
Stephen

Graduate Adviser,
English Department,
University of Victoria.

From:	Stephen Ross - English Graduate Advisor
To:	English Graduate Secretary
Subject:	FW: Curriculum change consultation
Date:	July 18, 2022 1:05:44 PM

Please add this to the file, even though I've had to alert them to the extra changes and the headnote in particular. The more of these we can collect the better.

S

Graduate Adviser,
English Department,
University of Victoria.

From: Elizabeth Adjin-Tettey - Acting Associate Vice-President Academic Planning <avpap@uvic.ca>
Date: Monday, July 18, 2022 at 11:56 AM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>, Robin Hicks – Dean of Graduate Studies <graddean@uvic.ca>
Subject: RE: Curriculum change consultation

Hi Stephen,

Robin and I have reviewed the English graduate program proposed changes. We agree the proposal is ready to enter the approval processes. Please note that each body will make it's own approval decision along the way regardless of our view of the proposed changes.

Best regards,

Elizabeth

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Sent: July 5, 2022 10:16 AM
To: Robin Hicks – Dean of Graduate Studies <graddean@uvic.ca>; Elizabeth Adjin-Tettey - Acting Associate Vice-President Academic Planning <avpap@uvic.ca>
Subject: Curriculum change consultation

Hi Robin and Elizabeth,

I'm attaching here the final version of our proposed set of changes to our course offerings in the grad program in English. I've been through consultations with other units on campus, and we've made some changes to allay concerns and meet questions. We're just about ready to put it all into Kuali. Could you please have a look and let me know if you see any issues? If not, I'd love it if I could have emails from you endorsing the changes, so I can add them to the file.

Thank you,
Stephen

Graduate Adviser,
English Department,
University of Victoria.

From:	Stephen Ross - English Graduate Advisor
To:	English Graduate Secretary
Subject:	FW: one more time!
Date:	May 31, 2022 2:52:34 PM

Here's GMST on board (at last!).

GRS is basically in agreement, so we're just waiting on AHVS and PAAS at this point.

Thanks!
S

Graduate Adviser,
English Department,
University of Victoria.

From: Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>
Date: Tuesday, May 31, 2022 at 2:26 PM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>, Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>
Cc: Ingrid Holmberg <ingrid@uvic.ca>
Subject: Re: one more time!

Hi both,

Yes, GERU is happy with the proposed changes/modifications. We would like to thank Stephen for listening to our concerns and for working together with us to address them.

I also wanted to thank Ingrid for raising all of these important points.

Have a nice afternoon,
Charlotte

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

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

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Date: Tuesday, May 31, 2022 at 2:12 PM
To: Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>, Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>
Cc: Ingrid Holmberg <ingrid@uvic.ca>
Subject: Re: one more time!

Hi Ingrid,

We shifted to "writing" from "literature" for two reasons. First, the grad students are either ambivalent about the term "literature" or else view it with open hostility. At best, they find it elitist and exclusionary; at worst, they find it imperialist, sexist, racist, homophobic and so on. Second, and more pertinently, the switch lets us work with popular writing (such as pulp fiction, magazines, etc.) that some might balk at calling "literature." Personally, I'm fine with either, since I read "literature" with a small "l" to mean basically written material, but I am apparently in a shrinking minority on that one.

I think that Charlotte has said she's good with the changes now, but as she's looped in here I'll let her confirm or deny as she sees fit. I have not heard back from Richard yet since sending him the latest iteration, but otherwise I have not heard substantial concerns.

All best,
Stephen

Graduate Adviser,
English Department,
University of Victoria.

From: Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>
Date: Tuesday, May 31, 2022 at 9:49 AM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>, Charlotte Schallie - Chair

of Germanic and Slavic Studies <geruchair@uvic.ca>

Cc: Ingrid Holmberg <ingrid@uvic.ca>

Subject: Re: one more time!

Hi Stephen, thanks very much for this iteration of the courses. I do think putting "anglophone" in the titles and being more specific in the descriptions is very helpful. Why "anglophone writing" and not "anglophone literature"?

I'm interested in what Charlotte and the others have to say, too.

With best wishes, Ingrid

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

Date: Monday, May 30, 2022 at 11:46 AM

To: Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>, Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>

Subject: one more time!

Hi Ingrid and Charlotte,

In response to a very insightful email from Richard, I'm sending along another revision, this time with changed course *titles* and not just *descriptions*. I had been thinking that the issue was with the descriptions, but upon looking up graduate course offerings across the faculty, I see that while the practice is by no means universal, it is more common than not to specify the discipline in the course title. With that, I'm more than happy to send along a further update, this time with changed course titles that indicate where possible that we're talking about anglophone studies.

Please let me know what you think of *this* revision, and don't bother with the previous one.

All best,
Stephen

Graduate Advisor,
English Department,

University of Victoria

From:	Stephen Ross - English Graduate Advisor
To:	English Graduate Secretary
Subject:	FW: Consultation on new courses
Date:	May 18, 2022 2:43:25 PM
Attachments:	image001.png

Another one to file

Graduate Adviser,
English Department,
University of Victoria.

From: "Marc Lapprand, Acting Chair" <chairfran@uvic.ca>
Date: Wednesday, May 18, 2022 at 10:50 AM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Subject: RE: Consultation on new courses

Cher Stephên,

Good to hear from you. It all looks fantastic. The new curriculum design and course revamping looks terrific. Great move, and best of luck.

Cheers,

Marc

Marc Lapprand
Professor / Professeur titulaire
Acting Chair / directeur intérimaire

Department of French
University of Victoria
PO Box 1700 STN CSC
Victoria BC
Canada V8W 2Y2

https://www.uvic.ca/humanities/french/about-us/faculty/lapprand-marc.php

Tel. 1 (250) 721 8884
Port. 1 (250) 661 0198

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Sent: May 17, 2022 3:10 PM
To: Marc Lapprand, Acting Chair <chairfran@uvic.ca>
Subject: Consultation on new courses

Hi Marc (je crois?),

We are in the throes of revising our graduate course offerings, and now that our department has approved the new slate I've been advised to consult with cognate departments to get their views on things. Could you please review the attached and let me know if you have any concerns and/or would like to consult in a meeting? I am attaching here the current state of things in three documents:

- a. The new courses with brief calendar descriptions,
- b. The new courses displayed on a table alongside the courses they are replacing, and
- c. The rationale for the proposed changes.

I look forward to hearing your feedback,
Stephen

Graduate Adviser,
English Department,
University of Victoria.

From: Stephen Ross - English Graduate Advisor
To: English Graduate Secretary
Subject: Fw: Wording
Date: August 29, 2022 4:48:52 PM

Here's the email from Ingrid Holmberg in GRS.

From: Ingrid Holmberg - Chair of Greek and Roman Studies
Sent: July 10, 2022 3:15 PM
To: Charlotte Schallie - Chair of Germanic and Slavic Studies; Stephen Ross - English Graduate Advisor
Subject: Re: Wording

I would also be happy with this headnote. Hats off to the creator! Do we still need to come to the meeting on Wednesday??

From: Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>
Date: Friday, July 8, 2022 at 2:46 PM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>, Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>
Subject: Re: Wording

Dear Stephen,

I would be happy with this headnote.

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

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Date: Friday, July 8, 2022 at 1:43 PM
To: Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>, Ingrid Holmberg - Chair of Greek and Roman Studies <grschair@uvic.ca>

Subject: Wording

The Associate Deans have suggested that we might obviate the problem by having a headnote in the calendar and on the English website that says something like, "The unit and its programs focus on cultural production (text/film/media) produced in English. Texts in translation will be considered for their influence on such production and on the theoretical analysis of it. Students are warmly encouraged to consider other cultural influences on literature and cultural production in English by pursuing additional language development as well as complementary courses in the departments/programs of X, Y, and X, some of which have courses that are cross-listed with English."

Would that work for you, in lieu of having some indicator in each course title?

Thanks,
S

Graduate Adviser,
English Department,
University of Victoria.

Subject:	Re: Graduate ENGL Course Change Consultation - TIME SENSITIVE
Date:	Thursday, October 20, 2022 at 5:15:01 PM Eastern Daylight Time
From:	Rob Hancock, IACE Associate Director Academic
To:	Lisa Surridge - Humanities Associate Dean, Academic, Stephen Ross - English Graduate Advisor
CC:	Jacquie Green
Attachments:	image001.png

Good afternoon, Lisa and Stephen,

Thank you for following up. On behalf of the Executive Director, Kundoqk Dr. Jacquie Green (cc'ed here), I am writing to confirm that IACE has reviewed the proposal. It makes clear the direction that the department is going and describes why the changes are necessary. We recognize that the proposal represents an important first step but represents only part of the work that needs to be done. Finally, we understand that the department is waiting for a scholar with subject matter expertise to join the faculty to contribute to the ongoing renewal process in a responsible and respectful way.

Thank you for the opportunity to be part of this process.

Rob H.

From: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Date: Wednesday, October 19, 2022 at 3:36 PM
To: "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>
Cc: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Subject: Graduate ENGL Course Change Consultation - TIME SENSITIVE

Dear Rob: I know how busy you are –I just saw you on Zoom again this morning at yet another meeting!—so I apologise in advance for bothering you!

I am writing in my role as chair of the Humanities Curriculum Committee. One of my duties is to ensure adequate consultation on all curriculum changes in each cycle.

In this case, IACE has been consulted but Stephen has yet to hear from Jacquie. I wonder if you could possibly follow up with her? I would be immensely grateful. Stephen has been specifically asked to provide evidence of consultation with IACE.

(I do have a copy of her email to Luke which we took to be concerning the UG changes.)

Thanks in advance for your help—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 ləkʷəŋən peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

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From: Rob Hancock, IACE Associate Director Academic
Sent: October 4, 2022 3:00 PM
To: Stephen Ross - English Graduate Advisor
Subject: Re: Graduate Course Change Consultation - TIME SENSITIVE

Thanks for following up, Stephen. I'll connect with Jacquie and ask her to get in touch with you.

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

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Date: Tuesday, October 4, 2022 at 2:49 PM

To: "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>
Subject: Re: Graduate Course Change Consultation - TIME SENSITIVE

Hi Rob,

Just following up on this. We've made it through GEC now with our proposed changes, but they want me to add some official documentation of consultation with you guys as well. I did not hear from Jacquie after your email, but maybe it got mixed in with the undergrad consultation stuff. I have a small window to add consultations, and it would be great to hear from you and/or Jacquie.

Best,

Stephen

___

Graduate Adviser,

English Department,

University of Victoria.

___

From: "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>
Date: Wednesday, August 24, 2022 at 7:48 PM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Subject: Re: Graduate Course Change Consultation - TIME SENSITIVE

Hi Stephen, just a quick update — I've looked at the materials and provided some notes to Jacquie. She has set aside some time in her calendar before the end of this week to review the proposal for the undergraduate revisions that Luke sent and she'll look at the graduate documents then as well. RH

--
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: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Date: Wednesday, 24 August, 2022 at 09:59
To: "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>
Subject: Re: Graduate Course Change Consultation - TIME SENSITIVE

Many thanks for the quick response, Rob. I'm on a "break" at the moment, but of course the bureaucratic machine, though often chaotic and slow, never sleeps.

My best,

Stephen

Graduate Adviser,

English Department,

University of Victoria.

From: "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>
Date: Wednesday, August 24, 2022 at 8:03 AM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Subject: Re: Graduate Course Change Consultation - TIME SENSITIVE

Thanks for sharing this, Stephen — it's great to see this kind of work moving forward. I'll share the materials with the new IACE Executive Director, Kundoqk Dr. Jacquie Green, for her feedback and get back to you ASAP. I hope that you've had a chance to take a break this summer. 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 Aug 23, 2022, at 19:07, Stephen Ross - English Graduate Advisor <englgradad@uvic.ca> wrote:

Dear Rob,

Please forgive my trespassing on the last days of the summer break with this, but I've just learned that according to a template provided me in the course of trying to put through changes to our graduate course offerings, I'm encouraged to consult with you about them. I'm attaching the list of new courses, a table showing what they're replacing, and the rationale for the change. I won't bore you with details here, except to say that it is a sweeping change aimed at beginning the work of decolonizing our curriculum, streamlining our programme, and increasing flexibility in the types of courses we offer.

I have to submit this to Kuali by 31 August, which is ridiculously soon. If you have the chance to look it over and feel you can send me either feedback for consideration or – even better – a quick "looks good to me" email by then I'd be very grateful. I'm happy to chat if you've got any questions as well.

Thanks for your time,

Stephen

Graduate Adviser,

English Department,

University of Victoria.

Stephen

From:	Stephen Ross - English Graduate Advisor
To:	English Graduate Secretary
Subject:	FW: Curriculum consultation
Date:	May 12, 2022 2:08:10 PM
Attachments:	image002.png

Another one to file, please.

Graduate Adviser,
English Department,
University of Victoria.

From: Jason Colby - Chair of History <histchr@uvic.ca>
Date: Thursday, May 12, 2022 at 2:05 PM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Subject: Re: Curriculum consultation

Stephen,

Thank you so much for the opportunity to review these changes to your graduate program. I have no concerns to voice. On the contrary, I want to commend you and the English Department for undertaking such an extraordinary reimagining of your program. The new structure doesn't just reflect the profound changes to the world and field over the past few decades; it also builds a flexibility into the system that will serve you and your students well for years to come.

Bravo.

All the best,

Jason

Jason M. Colby

Chair, Department of History
University of Victoria
PO 1700, STN CSC
Victoria, BC V8W 2Y2
Phone: 250-721-7383

University
of Victoria

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Date: Thursday, May 12, 2022 at 1:48 PM
To: Jason Colby - Chair of History <histchr@uvic.ca>
Subject: Curriculum consultation

Hi Jason,

When you get a chance, could you shoot me an email saying that we consulted on the proposed changes and you are good with them?

Thanks,
Stephen

Graduate Adviser,
English Department,
University of Victoria.

From:	Stephen Ross - English Graduate Advisor
To:	English Graduate Secretary
Subject:	FW: Consultation on new courses
Date:	May 18, 2022 2:44:34 PM

And this one

Graduate Adviser,
English Department,
University of Victoria.

From: Martha McGinnis <mjmcginn@uvic.ca>
Date: Wednesday, May 18, 2022 at 10:55 AM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Subject: Re: Consultation on new courses

Hi Stephen,

I've consulted with our Grad Advisor and Curriculum Chair. We're all happy to support the proposed changes to the graduate course offerings in your department. Thanks for consulting!

All the best,
Martha

Dr. Martha McGinnis (she/her)

Associate Professor and Chair, Department of Linguistics
University of Victoria, Clearihue D345, 250.721.7422
PO Box 1700 STN CSC, Victoria, BC V8W 2Y2

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

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Date: Tuesday, May 17, 2022 at 6:07 PM
To: Martha McGinnis <mjmcginn@uvic.ca>
Subject: Re: Consultation on new courses

Amazing – thank you, Martha!

Graduate Adviser,
English Department,
University of Victoria.

From: Martha McGinnis <mjmcginn@uvic.ca>
Date: Tuesday, May 17, 2022 at 4:22 PM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Subject: Re: Consultation on new courses

Dear Stephen,

Many thanks for this. I see no issues with these changes. I will pass them along to our Graduate Advisor and Curriculum Chair in case there's anything I'm missing, but I don't foresee any issues.

Best,
Martha

Dr. Martha McGinnis (she/her)

Associate Professor and Chair, Department of Linguistics
University of Victoria, Clearihue D345, 250.721.7422
PO Box 1700 STN CSC, Victoria, BC V8W 2Y2

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.

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Date: Tuesday, May 17, 2022 at 3:11 PM
To: Martha McGinnis <mjmcginn@uvic.ca>
Subject: Consultation on new courses

Hi Martha,

We are in the throes of revising our graduate course offerings, and now that our department has approved the new slate I've been advised to consult with cognate departments to get their views on things. Could you please review the attached and let me know if you have any concerns and/or would like to consult in a meeting? I am attaching here the current state of things in three documents:

a. The new courses with brief calendar descriptions,
b. The new courses displayed on a table alongside the courses they are replacing, and
c. The rationale for the proposed changes.

I look forward to hearing your feedback,

Stephen

Graduate Adviser,
English Department,
University of Victoria.

From:	Stephen Ross - English Graduate Advisor
To:	English Graduate Secretary
Subject:	FW: Graduate Course Change Consultation - TIME SENSITIVE
Date:	August 24, 2022 12:49:26 PM

Here's our consultation with OREGSCP, so we can tick that box on the template. I'll try to get some work on that done today as well, so hang fire on any changes until I can share it back with you.

S

Graduate Adviser,
English Department,
University of Victoria.

From: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Date: Wednesday, August 24, 2022 at 12:13 PM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Subject: RE: Graduate Course Change Consultation - TIME SENSITIVE

Hi Stephen,

I believe that this is all part of the program refresh that has been under discussion between Corinne and Asia in Curriculum & Calendar. If so, then we have certainly consulted in this issue.

Thank you for connecting with us, however; I will ensure that this graduate-specific information is flagged for the GARO team.

Best,
Sabrina

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

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Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

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

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Sent: August 23, 2022 7:07 PM
To: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Subject: Graduate Course Change Consultation - TIME SENSITIVE

Dear OREGSCP Consultation,

Please forgive my trespassing on the last days of the summer break with this, but I've **just** learned that according to a template provided me in the course of trying to put through changes to our graduate course offerings, I'm encouraged to consult with you about them. I'm attaching the list of new courses, a table showing what they're replacing, and the rationale for the change. I won't bore you with details here, except to say that it is a sweeping change aimed at beginning the work of decolonizing our curriculum, streamlining our programme, and increasing flexibility in the types of courses we offer.

I have to submit this to Kuali by 31 August, which is ridiculously soon. If you have the chance to look it over and feel you can send me either feedback for consideration or – even better – a quick "looks good to me" email by then I'd be very grateful. I'm happy to chat if you've got any questions as well.

Thanks for your time,
Stephen

Graduate Adviser,
English Department,
University of Victoria.

From:	Stephen Ross - English Graduate Advisor
To:	English Graduate Secretary
Subject:	FW: Graduate Course Change Consultation - TIME SENSITIVE
Date:	August 25, 2022 2:29:14 PM

Libraries consultation complete.

Graduate Adviser,
English Department,
University of Victoria.

From: Lisa Goddard <lgoddard@uvic.ca>
Date: Thursday, August 25, 2022 at 9:37 AM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Subject: RE: Graduate Course Change Consultation - TIME SENSITIVE

Hi Stephen,

Thanks for sending the proposed curriculum changes for my review. I fully support the proposal to reorganize topics thematically rather than temporally/spatially, and agree that this reflects an overall evolution in the discipline. At first pass, I am certain that UVic Libraries' collection has lots of great resources to support these courses, and I have no reservations at this point. It's my understanding that your submission to Kuali will trigger a more in-depth collections review by your subject librarian, Justin Harrison. I've given him a heads-up that this will be coming through the curriculum committee.

Best of luck!

Lisa

Lisa Goddard (she/they)
Acting University Librarian
University of Victoria Libraries
orcid.org/0000-0002-4970-053X

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From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Sent: Wednesday, August 24, 2022 9:58 AM
To: Jonathan Bengtson <bengtson@uvic.ca>; Lisa Goddard <lgoddard@uvic.ca>

Subject: Re: Graduate Course Change Consultation - TIME SENSITIVE

Hi Jonathan,

Great – thank you for the quick response!

Best,
Stephen

Graduate Adviser,
English Department,
University of Victoria.

From: Jonathan Bengtson <bengtson@uvic.ca>
Date: Tuesday, August 23, 2022 at 9:55 PM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>, Lisa Goddard
<lgoddard@uvic.ca>
Subject: FW: Graduate Course Change Consultation - TIME SENSITIVE

Hi Stephen,

I'm on leave until January so copying this to Lisa G who is me for now.

Cheers,

JB

Jonathan B. Bengtson
University Librarian
University of Victoria

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Date: Tuesday, August 23, 2022 at 7:05 PM
To: Jonathan Bengtson <bengtson@uvic.ca>
Subject: Graduate Course Change Consultation - TIME SENSITIVE

Dear Jonathan,

Please forgive my trespassing on the last days of the summer break with this, but I've just learned that according to a template provided me in the course of trying to put through changes to our graduate course offerings, I'm encouraged to consult with you about them. I'm attaching the list of new courses, a table showing what they're replacing, and the rationale for the change. I won't bore you with details here, except to say that it is a sweeping change aimed at beginning the work of decolonizing our curriculum, streamlining our programme, and increasing flexibility in the types of courses we offer.

I have to submit this to Kuali by 31 August, which is ridiculously soon. If you have the chance to look it over and feel you can send me either feedback for consideration or – even better – a quick "looks good to me" email by then I'd be very grateful. I'm happy to chat if you've got any questions as well.

Thanks for your time,
Stephen

Graduate Adviser,
English Department,
University of Victoria.

From:	Richard as PAAS Chair
To:	Stephen Ross - English Graduate Advisor
Cc:	English Graduate Secretary
Subject:	Re: Revised Course Proposals
Date:	May 31, 2022 5:55:34 PM

It's my pleasure, Stephen. I know how much work goes into this. And it's nice to know one can make even a small contribution to moving things forward!
cheers,
Richard

Sent from my iPhone

> On May 31, 2022, at 5:51 PM, Stephen Ross - English Graduate Advisor <englgradad@uvic.ca> wrote:

Many thanks, Richard! I appreciate your input — it was instrumental in the changes and I'm really happy with how they've panned out.

Best,
Stephen

Graduate Adviser,
English Department,
University of Victoria.

From: Richard as PAAS Chair <paaschair@uvic.ca>
Date: Tuesday, May 31, 2022 at 5:50 PM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Cc: Abbey Hall English Graduate Secretary <englgradsec@uvic.ca>
Subject: Re: Revised Course Proposals

Hi Stephen,

Thank you for your understanding—

And my thanks, too, for taking these brief remarks onboard.

As you say, regional and/or linguistic specification isn't universal in our course titles across the Faculty.

And I also agree on the inevitability – or even desirability – of overlap when it comes to themes and approaches.

I don't think I have much else to add at this point—other than to express my admiration for such a forward-looking renewal of your program.

With very best,

Richard

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Date: Monday, May 30, 2022 at 11:43 AM
To: Richard as PAAS Chair <paaschair@uvic.ca>
Cc: English Graduate Secretary <englgradsec@uvic.ca>
Subject: Re: Revised Course Proposals

Hi Richard,

No concern at all on the delayed response – I know it's a tricky time of year, and that's why I'm starting these consultations early.

You raise a good point re: course titles versus course descriptions. I had been going with the tersest possible course titles, relying on the descriptions to flesh things out, but in the wake of your email I checked the course offerings from GMST, LING, PHIL, HIST, and PAAS only to find that while specification in the course title is far from universal, it is broadly used. As such, I'm going to go ahead and change our course titles to clarify their remit (please see the attached revision). I can see the various rationales for doing so, and don't think it hurts our plans in the least.

Re: courses like Theory, several departments already offer versions of a theory course, as do the cross-listed offerings in CSPT, often traversing the same texts, and it has not been a problem so far, at least as far as I know. I'd like to think that we can overlap in some areas and offer students multiple perspectives as well as the chance to explore material intensively and expansively. What do you think?

Please let me know what you think of the revised course titles.

All best,
Stephen

Graduate Advisor,
English Department,
University of Victoria

From: Richard as PAAS Chair <paaschair@uvic.ca>
Date: Monday, May 30, 2022 at 11:04 AM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Cc: Abbey Hall English Graduate Secretary <englgradsec@uvic.ca>
Subject: Re: Revised Course Proposals

Good morning, Stephen,

Many thanks for your note, and for the updated documents—

I hasten to add my apologies for the protracted delay in responding to the original consultation. I've been on the road, and so have fallen a little behind on correspondence.

With regard to the new docs, I would think the addition of 'anglophone' should help to address some of the questions that have arisen.

Am I right in thinking the English Department would extend reciprocal support to other Units wishing to include the designation of, e.g., 'francophone' or 'in Pacific and Asian Studies' *in the course description* – as opposed to the course title – when addressing such broadly utilized concepts (genre, literary history, etc.)?

For instance, this would mean our new Majors' core competency class on *Language, Media and Translation* will include the specification, 'in Pacific and Asian Studies', in the course description—but not in the course title.

I cannot speak for others. But, with an eye to decolonization, one presumably must ensure Theory (if that's the right word) is equally accessible for teaching within all linguistically-, culturally-, and

regionally-defined Units—English included. Put another way, I would think concepts like genre, literary history and the rest cannot go *unmarked* in the course titles for one Unit (as if their purview were Universal), while requiring specification in another (due to the limits of their particularity).

In any event, those are a few initial thoughts on the revised text—

Just let me know if any of this is unclear, or whether perhaps there's something I'm missing.

With very best,

Richard

Richard Fox
Professor & Chair of Pacific and Asian Studies
Professor of Anthropology (by courtesy)
University of Victoria (BC, Canada)

www.berubah.org

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Date: Monday, May 30, 2022 at 10:03 AM
To: Richard as PAAS Chair <paaschair@uvic.ca>
Cc: English Graduate Secretary <englgradsec@uvic.ca>
Subject: Revised Course Proposals

Hi Richard,

Please find attached an updated rationale and set of course descriptions for our proposed course update. In response to some feedback I received from other units in Humanities, I've added "anglophone" everywhere it seemed appropriate (and added "proto-anglophone" to the one course that mentions manuscripts, to try to keep the medievalists happy), and included a note at the end of the paragraph on decolonization in the rationale to stipulate that we're focussing on English as a linguistic and cultural principle of organization, in lieu of

English as an imperialist nation-state. I'm trying to allay any concern that our department plans to begin teaching any and all literature and other media, with no concern for national, cultural, or historical specificity; that is certainly neither our intention nor within our capabilities.

Please let me know what you think.

Thank you!
Stephen

Graduate Adviser,
English Department,
University of Victoria.

From:	Stephen Ross - English Graduate Advisor
To:	English Graduate Secretary
Subject:	FW: Consultation on Curriculum Changes
Date:	May 12, 2022 1:47:55 PM
Attachments:	image001.png

Please put somewhere safe so we have it when we do the curriculum change submission on Kuali.

Thanks,
S

Graduate Adviser,
English Department,
University of Victoria.

From: Colin Macleod - Philosophy Chair <philchr@uvic.ca>
Date: Thursday, May 12, 2022 at 1:34 PM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Subject: Re: Consultation on Curriculum Changes

Dear Stephen,

I have reviewed the proposed curriculum changes to your graduate program. In my view, the changes are well-motivated and the direction in which the curriculum is moving should be appealing to students. I have no concerns about the content of new courses with respect to overlap with philosophy courses. Good luck moving the proposal forward.

Best
Colin

Colin Macleod
Professor of Philosophy & Law
Chair of Philosophy
University of Victoria

Clearihue Building B328 http://web.uvic.ca/philosophy/

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

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Date: Thursday, May 5, 2022 at 3:45 PM
To: Colin Macleod <cmacleod@uvic.ca>
Subject: Consultation on Curriculum Changes

Hi Colin,

We are in the throes of revising our graduate course offerings, and now that our department has approved the new slate I've been advised to consult with cognate departments to get their views on things. Would you have time to meet up sometime over the next few weeks to this end? I am attaching here the current state of things in three documents:

   a. The new courses with brief calendar descriptions,
   b. The new courses displayed on a table alongside the courses they are replacing, and
   c. The rationale for the proposed changes.

I look forward to chatting,
Stephen

Graduate Adviser,
English Department,
University of Victoria.

From:	Stephen Ross
To:	English Graduate Secretary
Subject:	FW: Grad Curriculum Changes
Date:	May 26, 2022 11:21:50 AM

Here's one more for the hopper.

Thanks,

S

From: Scott Watson <sdwatson@uvic.ca>
Date: Thursday, May 26, 2022 at 11:20 AM
To: Stephen Ross <saross@uvic.ca>
Subject: Grad Curriculum Changes

Hi Stephen
Thanks for the opportunity to discuss your proposed grad curriculum changes in English, and for consulting with our unit. I am excited by your proposed changes and support the initiative. In particular, I think our students would be drawn to your course on "Politics in Literature" and think it could help establish strong interdisciplinary connections between our units.
All the best
Scott

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

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

From: Stephen Ross - English Graduate Advisor
To: English Graduate Secretary
Subject: FW: one more time!
Date: June 2, 2022 6:46:28 PM

And one more for the hopper. Just WRIT to worry about now.

Graduate Adviser,
English Department,
University of Victoria.

From: Marcus Milwright <mmilwrig@uvic.ca>
Date: Thursday, June 2, 2022 at 11:09 AM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Subject: Re: one more time!

Dear Stephen,

Good to hear from you. Thanks for sending the proposed changes to the English grad program. It all looks good to me. From my reading of it, I am assuming the idea is to create topics categories into which instructors can slot their specialist seminar areas. Are there any specific issues you wanted to discuss about it? I don't have any particularly brilliant thoughts to offer at this stage, but I can share experiences of our grad teaching if it's any help.

All the best,

Marcus

- - - -
Dr Marcus Milwright
Professor, Islamic Art & Archaeology
Chair, Department of Art History and Visual Studies
University of Victoria,
P.O. Box 1700, Victoria, BC, V8W 2Y2,
Canada

From: Stephen Ross - English Graduate Advisor
Sent: Monday, May 30, 2022 11:49 AM
To: Marcus Milwright
Subject: one more time!

Hi Marcus,

In response to some very insightful feedback, I'm sending along another revision, this time with changed course *titles* and not just *descriptions*.

Please let me know what you think of *this* revision, and don't bother with the previous one.

All best,
Stephen

Graduate Advisor,
English Department,
University of Victoria

From:	Stephen Ross - English Graduate Advisor
To:	English Graduate Secretary
Subject:	FW: one more time!
Date:	June 2, 2022 6:46:28 PM

And one more for the hopper. Just WRIT to worry about now.

Graduate Adviser,

English Department,

University of Victoria.

From: Marcus Milwright <mmilwrig@uvic.ca>

Date: Thursday, June 2, 2022 at 11:09 AM

To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

Subject: Re: one more time!

Dear Stephen,

Good to hear from you. Thanks for sending the proposed changes to the English grad program. It all looks good to me. From my reading of it, I am assuming the idea is to create topics categories into which instructors can slot their specialist seminar areas. Are there any specific issues you wanted to discuss about it? I don't have any particularly brilliant thoughts to offer at this stage, but I can share experiences of our grad teaching if it's any help.

All the best,

Marcus

- - - -

Dr Marcus Milwright

Professor, Islamic Art & Archaeology

Chair, Department of Art History and Visual Studies

University of Victoria,

P.O. Box 1700, Victoria, BC, V8W 2Y2,

Canada

From: Stephen Ross - English Graduate Advisor

Sent: Monday, May 30, 2022 11:49 AM

To: Marcus Milwright

Subject: one more time!

Hi Marcus,

In response to some very insightful feedback, I'm sending along another revision, this time with changed course *titles* and not just *descriptions*.

Please let me know what you think of *this* revision, and don't bother with the previous one.

All best,
Stephen

Graduate Advisor,
English Department,
University of Victoria

From:	Stephen Ross - English Graduate Advisor
To:	Stefania Forlini
Cc:	English Graduate Secretary
Subject:	Re: Curriculum Consultation
Date:	October 7, 2022 1:24:54 PM

Dear Stefania,

Thank you so much! This is really great feedback and just what we need for our next steps.

All best,
Stephen

Graduate Adviser,
English Department,
University of Victoria.

From: Stefania Forlini <sforlini@ucalgary.ca>

Date: Friday, October 7, 2022 at 12:59 PM

To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

Cc: Deborah Ogilvie English Graduate Secretary <englgradsec@uvic.ca>

Subject: Re: Curriculum Consultation

Notice: This message was sent from outside the University of Victoria email system. Please be cautious with links and sensitive information.

Dear Stephen,

Thank you for your email and congratulations on making some important changes to your graduate program curriculum! I am certainly happy to endorse these changes as they are indeed in line with developments in the discipline and would offer students rigorous preparation for further study and/or life outside the university setting. As GDP, I can also assure you that students who excel in your new courses would certainly be admissible into our own graduate program.

If you would like further assessment of your changes, I would happily share them with our Graduate Executive Committee for more fulsome feedback. Please let me know. If not, I send you all my best wishes in implementing these timely changes to your courses.

With best wishes,
Stefania Forlini

--
S. Forlini, Ph.D.
Associate Professor and Associate Head (Graduate)
Department of English
University of Calgary

The University of Calgary is located on traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III. The traditional Blackfoot name of the place we now call Calgary is "Moh'kins'tsis" .

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

Date: Tuesday, October 4, 2022 at 3:53 PM

To: Stefania Forlini <sforlini@ucalgary.ca>

Cc: English Graduate Secretary <englgradsec@uvic.ca>

Subject: Curriculum Consultation

[△EXTERNAL]

Dear Stefania,

I hate to bother you at this busy time of term, but I'm writing to ask for your input on proposed changes to our graduate courses here at UVic. Our aims in reform our graduate courses is to modernize, and to reach new generations of students, and – most importantly – to take the first tentative steps towards decolonizing our curriculum, with an eye to indigenizing it as well. At the same time, we want to retain sufficient flexibility to keep teaching the key canonical works that form the backbone of English literary study.

We are well on our way in the long process of getting these changes approved here at UVic, and have just recently been encouraged to seek input from graduate programmes at other institutions in Canada. I would be very grateful if you could survey the materials here and reply with your feedback. Ultimately, the Senate here is looking for confirmation that our new courses will not put our students at a disadvantage if they apply for admission to other

programmes for further study. If you agree that they are unlikely to disadvantage students, please drop me a line to say so.

I'll include a template response below, to save you time if you wish to use it.

As always, I'm happy to answer any questions or chat anytime if you would like more information.

Best regards,
Stephen Ross,

Graduate Adviser,
English Department,
University of Victoria.

Sample Email Template:

Dear Stephen,

Having reviewed the materials you provided, we are happy to endorse the proposed changes to UVic's English MA and PhD Programmes. We agree that the new courses will remain academically rigorous and that they will prepare students well for further study and/or life outside the university setting. Finally, we can confirm that we would consider students who have excelled in these new courses to be admissible to our own graduate programme(s).

Kind regards,

From: [Frank, Adam](#)
To: [Stephen Ross - English Graduate Advisor](#)
Cc: [English Graduate Secretary](#)
Subject: Re: Curriculum Consultation
Date: October 11, 2022 10:42:36 AM

Notice: This message was sent from outside the University of Victoria email system. Please be cautious with links and sensitive information.

Dear Stephen,

I have reviewed the materials you provided and am happy to endorse the proposed changes to UVic's English MA and PhD Programmes. No doubt, the new courses will remain academically rigorous and they will prepare students well for further study and/or life outside the university setting. I can confirm that the Graduate Program in English Language and Literatures at UBC would consider students who have excelled in these new courses to be admissible to our own graduate programme(s).

By the way, our Grad Program is currently engaging in this kind of curriculum renewal as well. We also have a graduate curriculum that dates from at least the 1970s. Our undergraduate curriculum was renewed a few years ago, and we are now trying to do the same at the graduate level. So perhaps in the near future only U of Toronto will be describable as "the pedagogical arm of the British Empire." (Although my own more lively concern is to what degree a revised curriculum will become the pedagogical arm of the American Empire, but perhaps that is a story for another day.)

with best wishes,
Adam

Adam J. Frank
Professor and Associate Head (Graduate)
Faculty of Arts | Department of English Language and Literatures
The University of British Columbia | Vancouver Campus | Unceded Musqueam Traditional Territory
#397, 1873 East Mall | Vancouver British Columbia | V6T 1Z1 Canada

604.822.4087
adafrank@mail.ubc.ca

THE UNIVERSITY OF BRITISH COLUMBIA

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Sent: Tuesday, October 4, 2022 2:51:39 PM
To: Frank, Adam
Cc: English Graduate Secretary
Subject: Curriculum Consultation

[**CAUTION:** Non-UBC Email]

Dear Adam,

I hate to bother you at this busy time of term, but I'm writing to ask for your input on proposed changes to our graduate courses here at UVic. Our aims in reform our graduate courses is to modernize, and to reach new generations of students, and – most importantly – to take the first tentative steps towards decolonizing our curriculum, with an eye to indigenizing it as well. At the same time, we want to retain sufficient flexibility to keep teaching the key canonical works that form the backbone of English literary study.

We are well on our way in the long process of getting these changes approved here at UVic, and have just recently been encouraged to seek input from graduate programmes at other institutions in Canada. I would be very grateful if you could survey the materials here and reply with your feedback. Ultimately, the Senate here is looking for confirmation that our new courses will not put our students at a disadvantage if they apply for admission to other programmes for further study. If you agree that they are unlikely to disadvantage students, please drop me a line to say so.
I'll include a template response below, to save you time if you wish to use it.

As always, I'm happy to answer any questions or chat anytime if you would like more information.

Best regards,
Stephen Ross,

Graduate Adviser,
English Department,
University of Victoria.

Sample Email Template:

Dear Stephen,

Having reviewed the materials you provided, we are happy to endorse the proposed changes to UVic's English MA and PhD Programmes. We agree that the new courses will remain academically rigorous and that they will prepare students well for further study and/or life outside the university setting. Finally, we can confirm that we would consider students who have excelled in these new courses to be admissible to our own graduate programme(s).

Kind regards,

From:	Stephen Ross - English Graduate Advisor
To:	English Graduate Secretary
Subject:	FW: Curriculum Consultation
Date:	October 5, 2022 8:16:01 AM

First fruits. Please keep a file.

Thanks,
S

Graduate Adviser,
English Department,
University of Victoria.

From: GRADUATE PROGRAM ENGLISH DEPARTMENT <gradengl@queensu.ca>
Date: Wednesday, October 5, 2022 at 8:05 AM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Subject: Re: Curriculum Consultation

Notice: This message was sent from outside the University of Victoria email system. Please be cautious with links and sensitive information.

Hello Stephen,

I have reviewed the materials that you sent and congratulate you on the always tough work of reforming a graduate program. These changes look timely, adaptable, and well-thought through. I believe that they would provide rigorous training for graduate students and Queen's would certainly consider for PhD admission any MA student having trained within such a structure.

best wishes,
Margaret Pappano

Associate Professor & Graduate Chair
Department of English
Queen's University
Kingston, Ontario, Canada
K7L 3N6

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Sent: October 4, 2022 5:53 PM
To: GRADUATE PROGRAM ENGLISH DEPARTMENT <gradengl@queensu.ca>
Cc: English Graduate Secretary <englgradsec@uvic.ca>
Subject: Curriculum Consultation

Dear Margaret,

I hate to bother you at this busy time of term, but I'm writing to ask for your input on proposed changes to our graduate courses here at UVic. Our aims in reform our graduate courses is to modernize, and to reach new generations of students, and – most importantly – to take the first tentative steps towards decolonizing our curriculum, with an eye to indigenizing it as well. At the same time, we want to retain sufficient flexibility to keep teaching the key canonical works that form the backbone of English literary study.

We are well on our way in the long process of getting these changes approved here at UVic, and have just recently been encouraged to seek input from graduate programmes at other institutions in Canada. I would be very grateful if you could survey the materials here and reply with your feedback. Ultimately, the Senate here is looking for confirmation that our new courses will not put our students at a disadvantage if they apply for admission to other programmes for further study. If you agree that they are unlikely to disadvantage students, please drop me a line to say so.
I'll include a template response below, to save you time if you wish to use it.

As always, I'm happy to answer any questions or chat anytime if you would like more information.

Best regards,
Stephen Ross,

Graduate Adviser,
English Department,
University of Victoria.

Sample Email Template:

Dear Stephen,

Having reviewed the materials you provided, we are happy to endorse the

proposed changes to UVic's English MA and PhD Programmes. We agree that the new courses will remain academically rigorous and that they will prepare students well for further study and/or life outside the university setting. Finally, we can confirm that we would consider students who have excelled in these new courses to be admissible to our own graduate programme(s).

Kind regards,

From:	Stephen Ross - English Graduate Advisor
To:	English Graduate Secretary
Subject:	FW: Proposed changes to your undergraduate course structre
Date:	October 7, 2022 8:18:30 AM

Another one for the file.

Thanks,
S

Graduate Adviser,
English Department,
University of Victoria.

From: Alice Brittan <Alice.Brittan@Dal.Ca>
Date: Friday, October 7, 2022 at 7:20 AM
To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>
Subject: Proposed changes to your undergraduate course structre

Notice: This message was sent from outside the University of Victoria email system. Please be cautious with links and sensitive information.

Dear Stephen;
The proposed changes to your undergrad course structure look great to me. I can see how they might provoke alarm about the loss of traditional historical fields, but I don't share that alarm. I can also say that U Vic graduates would *not* be at a disadvantage were they to apply to the MA at Dal. We no longer look at historical coverage on a transcript as a factor in admission.

When I was Undergrad Coordinator in our dept, I often reviewed transfer credit requests from UK, NZ, and Australian universities (as well as US schools) whose courses looked very similar to the ones you propose. This shift toward more transhistorical, concept-driven course structure is clearly well underway in English depts around the world, especially in younger universities.

Alice

Dr. Alice Brittan (she/her)
Department of English
Dalhousie University
abrittan@dal.ca

My new book is available now:
The Art of Astonishment

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq.
We are all Treaty people.

Subject: Re: Curriculum Consultation

Date: Thursday, November 10, 2022 at 8:44:05 AM Pacific Standard Time

From: Mark Simpson, ACGS, EFS

To: Stephen Ross - English Graduate Advisor

CC: English Graduate Secretary

Dear Stephen,

Many thanks for sharing these curricular materials. Having reviewed them, I'm most happy on behalf of the Graduate Program in English at the U of Alberta to endorse the program changes you are proposing. These new courses are manifestly academically rigorous and exemplify, in their conception and design, vital intellectual and pedagogical values and commitments in English Studies today. As such these courses will prepare students well for further university study and/or for life outside academe. We would certainly consider students who have excelled in these new courses for admission to our own graduate programs in EFS.

All my best,

Mark

Dr Mark Simpson (he/him)
Professor and Graduate Director
Department of English and Film Studies
Humanities Centre 3-5
University of Alberta
Treaty 6/Métis Territory
Edmonton, AB
T6G 2E5

From:	Stephen Ross - English Graduate Advisor
To:	English Graduate Secretary
Subject:	FW: Curriculum Consultation
Date:	October 19, 2022 9:01:39 AM

Another one for the file.

Graduate Adviser,
English Department,
University of Victoria.

From: Albert Kevin Pask <kevin.pask@concordia.ca>

Date: Wednesday, October 19, 2022 at 8:41 AM

To: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

Subject: Re: Curriculum Consultation

Notice: This message was sent from outside the University of Victoria email system. Please be cautious with links and sensitive information.

Dear Stephen,

My apologies for a slow response. The first part of the month was very busy for me.

I have looked at the proposed changes the to the MA and PhD at UVic, and they are very much in keeping with the kinds of graduate curricular changes occurring across Canada these days. This will allow your curriculum to remain rigorous while also addressing changing student interests and recent intellectual developments in the discipline of literary studies. For those reasons, students coming out of your new programmes will be well equipped to apply for further study (or jobs) at Concordia.

Best,

Professor Kevin Pask
Graduate Program Director
Department of English
Concordia University
Montréal (Québec) H3G 1M8

From: Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>

Date: Tuesday, October 4, 2022 at 5:54 PM

To: Albert Kevin Pask <kevin.pask@concordia.ca>

Cc: English Graduate Secretary <englgradsec@uvic.ca>
Subject: Curriculum Consultation

Attention This email originates from outside the concordia.ca domain. // Ce courriel provient de l'extérieur du domaine de concordia.ca

Dear Kevin,

I hate to bother you at this busy time of term, but I'm writing to ask for your input on proposed changes to our graduate courses here at UVic. Our aims in reform our graduate courses is to modernize, and to reach new generations of students, and – most importantly – to take the first tentative steps towards decolonizing our curriculum, with an eye to indigenizing it as well. At the same time, we want to retain sufficient flexibility to keep teaching the key canonical works that form the backbone of English literary study.

We are well on our way in the long process of getting these changes approved here at UVic, and have just recently been encouraged to seek input from graduate programmes at other institutions in Canada. I would be very grateful if you could survey the materials here and reply with your feedback. Ultimately, the Senate here is looking for confirmation that our new courses will not put our students at a disadvantage if they apply for admission to other programmes for further study. If you agree that they are unlikely to disadvantage students, please drop me a line to say so.
I'll include a template response below, to save you time if you wish to use it.

As always, I'm happy to answer any questions or chat anytime if you would like more information.

Best regards,
Stephen Ross,

Graduate Adviser,
English Department,
University of Victoria.

Sample Email Template:

Dear Stephen,

Having reviewed the materials you provided, we are happy to endorse the proposed changes to UVic's English MA and PhD Programmes. We agree that the new courses will remain academically rigorous and that they will prepare students well for further study and/or life outside the university setting. Finally, we can confirm that we would consider students who have excelled in these new courses to be admissible to our own graduate programme(s).

Kind regards,

| | University of Victoria | Senate Committee on Planning | **MEMO** |

Date: December 14, 2022

To: Senate

From: Senate Committee on Planning

Re: **Proposal to establish a Doctor of Philosophy in Indigenous Governance**

At its meeting on December 7, 2022, the Senate Committee on Planning considered the proposal to establish a Doctor of Philosophy in Indigenous Governance.

Since 1999, Indigenous Governance as a program, has offered a PhD by Special Arrangement (SPARR). In March 2022, Indigenous Governance was granted School Status and is now in a position to formalize a PhD program. There is student interest and demand for the PhD as demonstrated by the success of the SPARR PhD.

The program is focused on training students to be transformational leaders with a commitment to scholarly rigor and academic excellence, as well as decolonization and Indigenous resurgence.

The following motion is recommended:

Motion: that Senate approve, and recommend to the Board of Governors that it also approve the proposal to establish a Doctor of Philosophy in Indigenous Governance, as described in the document "PhD in Indigenous Governance", and that this approval be withdrawn should the program not be offered within five years of the granting of approval. Once Senate and the Board of Governors have approved the proposal, the proposal must be approved by the Secretariat of the Ministry of Post-Secondary Education and Future Skills.

Respectfully submitted,
2022-2023 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair	Dr. Michelle Lawrence
Dr. Evanthia Baboula	Dr. Annalee Lepp
Dr. Alexandre Brolo	Dr. Kin Fun Li
Ms. Hannah Brown	Dr. Cynthia Milton
Dr. Jo-Anne Clarke	Dr. Ulrich Mueller
Dr. Adam Con	Dr. Maureen Ryan
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)
Ms. Alyssa Jackson	

UNIVERSITY OF VICTORIA
NEW GRADUATE PROGRAM TEMPLATE

PhD in Indigenous Governance

Submitted by:	Name and title	Email
Contact person	Hokulani Aikau, Professor, IGOV	hokulania@uvic.ca
Dean or designate	Jennifer White	hsddean@uvic.ca

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	August 3, 2022
Departmental approval	May 27, 2022
Faculty Curriculum Committee approval	Aug. 31, 2022
*Faculty Council approval (or indicate equivalent Faculty voting body)	Sept. 28, 2022
Faculty of Graduate Studies Council approval	Oct. 14, 2022

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) *supporting documentation required for all consultations*	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	April 12, 2022	Y
Executive Director, Co-operative Education and Career Services – Andrea Giles, agiles@uvic.ca	N/A	-
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	May 24, 2022	
Indigenous Academic and Community Engagement – Rob Hancock, Associate Director Academic, iaceadac@uvic.ca	May 11, 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 UVic Non-standard Tuition Template	N/A	-

Proposal for a New Graduate Program

SUMMARY of NEW GRADUATE PROGRAM	
Name, Location, Academic units (Faculties, departments, or schools) offering the new Graduate program	PhD in Indigenous Governance School of Indigenous Governance Faculty of Human and Social Development
Anticipated start date *Note – the program must not be advertised/offered until all approves are finalized.*	September 1, 2023
Name, title, phone number and e-mail address of contact person	Hokulani Aikau Professor, School of Indigenous Governance hokulania@uvic.ca; Heidi Stark Associate Professor, School of Indigenous Governance starkh@uvic.ca

A. Provide a summary of the proposed graduate program, and clearly articulate how the program aligns with current institutional plans and priorities. (maximum 1 page)
Indigenous Governance (IGOV) has been offering a PhD by Special Arrangement (SPARR) since 1999. IGOV used the PhD by SPARR because IGOV was merely a program and could not house a formal PhD. In March 2022, IGOV's proposal for School status was approved. Now that IGOV has secured School status, we are submitting this proposal to formalize our PhD program. Our track record of the SPARR PhD demonstrates there is both interest in and demand for a formal PhD and evidence that IGOV has a proven track record of success. IGOV has had 20 students enrolled in the SPARR PhD and 11 have graduated. In order to demonstrate "proof of concept", IGOV admitted 5 students in 2015/16 (see chart below). The completion rate of this cohort is evidence that we have the capacity to successfully manage a PhD program alongside the MA. Additionally, with the relaunch of IGOV in 2021, we have a full complement of faculty (five 1.0 FTE) to support the success of a formal PhD program. The curriculum for the PhD takes full advantage of the expertise of the new faculty who have joined the program and it is also responsive to the current and future political and labor market needs.

IGOV PhD by Special Arrangement
Admissions and Enrolment Summary

Academic Year	Admissions	Student Convocation	Withdrawn/ Program Transfer	Enrolment
1999	1			1
2004	1			2
2005				2
2006		1		1
2007				1
2008	2		1	2
2009	1	1		2
2010	2			4
2011		1		3
2012				3
2013	1			4
2014	4	1		7
2015	5	1		11
2016	hold on admissions		1	10
2017	hold on admissions			10
2018	hold on admissions	2		8
2019	hold on admissions			8
2020	hold on admissions	2	1	5
2021	1	1		5
2022	2	1		6
Total	20	11	3	6

The formal PhD in Indigenous Governance is inherently interdisciplinary as governance is embedded in all aspects of Indigenous social, cultural, economic, political, and health practices and institutions. The program is focused on training students to be transformational leaders with a commitment to scholarly rigor and academic excellence, as well as decolonization and Indigenous resurgence. Through teaching, research, land-based pedagogies, learning Indigenous languages, and experiencing other forms of Indigenous knowledge, students are grounded in a learning environment that centers Indigenous worldviews, knowledge, and scholarship. The PhD curriculum is designed for students to become well versed about the nature and context of Indigenous governance, resurgence, ongoing colonization, and Indigenous research so that their future applied work can contribute to the scope and breadth of these emerging fields of study as well as to the regeneration of Indigenous Nationhood. While enrolled in the program, students will take on teaching, research, and leadership roles within university and community contexts to assist with the regeneration of sacred teachings that come from Indigenous lands, cultures, and communities. These experiences along with the interdisciplinary curriculum will produce leaders ready to restore and revitalize the health and well-being of Indigenous communities

UVIC Indigenous Plan (2017-2022)

Strand 1: Students IGOV's pedagogical emphasis on land-based educational experiences and community-centered modes of learning will be accessible to Indigenous and non-Indigenous students. Additionally, exploring new Indigenous exchange initiatives in Hawai'i, Australia, New Zealand and on the African continent will enhance student learning.

Strand 2: Faculty IGOV's focus on mentoring and collaborations with Indigenous faculty at UVic and internationally advances work in Indigenous resurgence and nationhood. IGOV provides space where Indigenous faculty are supported thus improving retention and success. Students enrolled in the PhD will work with and learn from Indigenous faculty while also being mentored as future Indigenous and non-Indigenous faculty prepared to support the next generation.

Strand 3: Education IGOV's programs (Graduate Certificate in Indigenous Nationhood, MA, and undergraduate courses) contribute to a better understanding of Indigenous peoples' relationships to land, history, community, and culture. As the only PhD of its kind in BC, the IGOV PhD will contribute to UVic's standing as a leader in Indigenous education.

Strand 4: Research IGOV has developed community-centered protocols to guide Indigenous research. IGOV is also developing new collaborative research projects with Indigenous scholars and communities in Hawai'i, New Zealand, Australia, island nations in Oceania, and on the African continent that promotes the internationalization of Indigenous research.

UVIC Strategic Framework
- Community engagement with a focus on local First Nations communities
- Experiential learning with a strong emphasis on land- and water-based learning.
- Internationalization with strong partnerships with Indigenous nations in New Zealand, Australia, the US, and on the African continent.
- Indigenization with a curriculum focused on Indigenous resurgence and nationhood.
- Sustainability with integration of land- and water-based learning.
- Dynamic learning through the linking of theory and practice i.e. mix of classroom and land/water based experiential learning.
- Vital impact with a strong focus on resurgence (social justice and Indigenization).
- Extraordinary learning environment that emphasizes links to Indigenous communities in the Pacific region.

International Plan
As part of its commitment to internationalize the curriculum and promote experiential learning, IGOV established several international partnerships including the School of Environment at the University of Auckland, New Zealand, the Australian Institute of Aboriginal and Torres Strait Islander Studies, and Pacific People's Partnership. The program is currently developing future partnerships with Indigenous centered institutions and communities in South Africa, Malawi and Mozambique. Since 2006, IGOV has had an informal exchange with the Indigenous Politics program housed in the departments of Political Science at University of Hawai'i – Mānoa (UHIP). We jointly offered two-week Intensive courses at both universities to students enrolled in Indigenous programming. The current faculty are pursuing new exchanges and field schools with Native nations in the US and with island nations in Oceania.

B.	***What are the current labour market indicators to support the proposed graduate program?***

The PhD program draws on Indigenous knowledge and worldviews to enhance leadership and governance capacity among Indigenous Nations/communities. The enhancement of leadership will provide stronger capacity for communities and organizations to implement the Calls to Action of the Truth and Reconciliation Commission and Indigenous resurgence more generally.

The program supports graduates to take high-level positions in organizations and communities, such as Union of British Columbia Indian Chiefs, British Columbia Ministry of Aboriginal Relations Reconciliation, leadership positions in BC First Nations and Academia. Their leadership will have an impact on shaping policies, programs and governance that will enhance the capacity of Indigenous community organizations and organizations supporting Indigenous peoples.

Graduates from the PhD by Special Arrangement hold academic and administrative positions at universities across Canada, including here at UVic (Dr. Robina Thomas, VP Indigenous, Dr. Gina Starblanket, Associate Professor IGOV, and Dr. Erynne Gilpin, Assistant Teaching Professor Indigenous Studies). Our graduates have held leadership roles such as the research director for the Truth and Reconciliation Commission of Canada and a senior researcher and lead writer on the Reconciliation Volume of the TRC Final Report; they hold administrative positions and play key roles in the governance structure of First Nations communities; they are City Cultural Planners for music and curators; and they have gone on to be award winning authors and film makers.

In response to the TRC's Call to Action, Canadian colleges and universities are expanding their Indigenization and Reconciliation plans and there is increasing need for highly qualified scholars with training in Indigenous studies, the larger field within which Indigenous Governance sits. These future scholars will be expected to teach Indigenous topical courses and Indigenous research methods and approaches while also pursuing Indigenous community-based or community participatory research. While traditional departments and fields are increasingly offering Indigenous subfields, their primary focus is to train students in disciplinary cannons. The Indigenous Governance PhD program is structured such that students are trained in the skills and with the academic rigor needed to teach and research from both an Indigenous and a disciplinary lens.

The following table summarizes the positions available to Indigenous graduates by degree obtained. We calculated the number of Indigenous positions at 4.2% based on the national Indigenous population percentage. We have included our full analysis of the future labor market in the appendix **(Appendix 1).** This summary highlights the considerable need for an Indigenous PhD program to mentor and educate students to be transformational leaders in all segments of the labor market.

Number of available job opening per graduate level (2019-2028)
4.2 % Indigenous Population Percentage

	College-Bachelors	Bachelors	Master	PhD
Government	8530	7043	6422	1323
Non-Government Organization	5687	5162	4540	2768
Academic	0	5229	6271	10277
Private	0	2587	1966	0
Total	14217	20021	19198	14368

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

The PhD in Indigenous Governance will be the only program of its kind in BC and in Canada. There are no universities in British Columbia that offer a PhD in Indigenous Governance. Two universities, Simon Fraser University (SFU) and University of Northern British Colombia (UNBC), offer graduate programs in Indigenous Studies. UBC offers an undergraduate degree in First Nations and Indigenous Studies housed in The Institute for Critical Indigenous Studies (which is a research unit). Nationally, only Trent University and University of Alberta, offer PhDs in Indigenous Studies. The only other graduate program in Indigenous governance is at the University of Winnepeg and it is a Master's degree. See **Appendix 2** for letters in support of this program.

Below is a full breakdown of programming focused on Indigenous Studies in Canada.

School	Province	Indigenous Program	Program Level	Credential
University of Saskatchewan	Saskatchewan	Indigenous Governance and Politics	Certificate	Certificate
Carleton University	Ontario	Indigenous Policy and Administration	Graduate	Diploma
The University of Winnipeg	Manitoba	Indigenous Governance	Graduate	MA
Trent University	Ontario	Indigenous Studies	Graduate	PhD
University of Alberta	Alberta	Native Studies	Graduate	MA
University of Alberta	Alberta	Indigenous Studies	Graduate	PhD
University of Lethbridge	Alberta	Indigenous Governance and Business Management	Undergraduate	BA Minor/Major Post Diploma
University of Manitoba	Manitoba	Indigenous Governance	Undergraduate	BA
Yukon University	Yukon	Indigenous Governance	Undergraduate	BA
Universite du Quebec	Quebec	School of Indigenous Studies	Department/ Research Unit	
Universite du Quebec	Quebec	Aboriginal Studies	Programs	BA Certificate
University of British Columbia	British Columbia	First Nations and Indigenous Studies	Undergraduate	BA
University of British Columbia	British Columbia	The Institute for Critical Indigenous Studies	Research Unit	
Simon Fraser University	British Columbia	Indigenous Studies	Department/ Unit	BA Major/Minor Certificate Post Baccalaureate Diploma
Simon Fraser University	British Columbia	Linguistics of a First Nations Language	Graduate	MA
University of Northern British Columbia	British Columbia	First Nation Studies	Graduate	MA
Kwantlen Polytechnic University	British Columbia	Indigenous Community Justice	Undergraduate	BA Minor

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Thompson Rivers University	British Columbia	Indigenous Studies	Undergraduate	BA
University of the Fraser Valley	British Columbia	Indigenous Studies	Undergraduate	BA Major/Minor
University of the Fraser Valley	British Columbia	Indigenous Studies	Programs	Certificate/Diploma
Vancouver Island University	British Columbia	Indigenous Studies	Undergraduate	BA Major/Minor

E.	*What are the admission requirements for the proposed graduate program?*

Admission into the PhD program requires completion of the Indigenous Governance master's degree or equivalent from an accredited institution.. Students admitted into the PhD program without the IGOV master's degree (or equivalent) will be expected to take core courses from the master's degree in Indigenous governance (IGOV 510, IGOV 520, IGOV 530, IGOV 550, and/or IGOV 570) to fill any gaps in their prior graduate training. The admissions committee will review transcripts of students without the MA in IGOV and any additional course work will be assigned at that time. A minimum GPA of A- (7.0) is required for admission to the PhD program.

For international students whose first language is not English and who do not hold a recognized degree from an accredited institution in which the language of instruction is solely English, proof of English Language Proficiency is required before the application deadline. The School of Indigenous Governance accepts the proof of English Language Proficiency set out by the Faculty of Graduate Studies*.*

Application materials required include:
1. **Online application form**
2. **Statement of Intent**: 1-2 pages which highlight relevant aspects of your background and training, describe your general research interests and how they correspond with the thematic foci of IGOV. Students are expected to identify an area of specialization in their statement of intent. For example, this may be Indigenous feminisms, Decolonial practices in social work, Indigenous environmental justice, etc.
3. **Writing sample**: this can be a term paper, section of the master's thesis, or a published paper that best reflects the student's writing and analytic abilities. Maximum 30 pages.
4. **Curriculum Vitae (CV)**
5. **2 assessment reports** and/or letters of reference: the online application will prompt you to provide two names (or more) and email addresses. Automatic assessment requests will be sent out once you submit your application and your references will have an option to upload a reference letter or complete the online questionnaire. Please ask your references to submit their assessment by January 15.
6. **Transcripts:** electronic copies of your transcripts from all post-secondary institutions attended (including transfer credits) are sufficient until an offer of admission is made – then you will be required to submit original hard copies directly to GARO office. For more information on what is considered unofficial transcripts, please see the submission of documents page on the Faculty of Graduate Studies website.

Applications will be reviewed by the Indigenous Governance application review committee.

Deadlines

To be given full consideration for admission and funding, all applications typically need to be received by January 15.

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). (Include short faculty CVs in an appendix)

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

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

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

IGOV Faculty Areas of Research:

Hōkūlani K. Aikau is Kanaka ʻŌiwi (Native Hawaiian) and a Professor in Indigenous Governance. Dr. Aikau is an interdisciplinary scholar with a PhD in American Studies, University of Minnesota-Twin Cities, and MA in Sociology, The University of Memphis, and teaching experience in Political Science, Indigenous Politics, Native Hawaiian Politics, and Pacific Islands Studies. Her research focus is contemporary Native Hawaiian Identity and Politics; Indigenous Resurgence and Climate Change in the Pacific; Indigenous Environmental Justice; Native Feminist Theory; American Race Relations; and Indigenous Food Sovereignty.

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

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

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

Heidi Kiiwetinepinesiik Stark is Turtle Mountain Ojibwe and an Associate Professor in Indigenous Governance. She is the Director of the Centre for Indigenous Research and Community-Led Engagement at the University of Victoria. She received her PhD in American Studies and her B.A in American Indian Studies from the University of Minnesota, Twin Cities. Her research interests include Indigenous law and governance and Indigenous politics in the United States and Canada. She is the co-editor of Centering Anishinaabeg Studies: Understanding the World Through Stories with Jill Doerfler and Niigaanwewidam Sinclair and is the co-author of the third and fourth edition of American Indian Politics and

the American Political System with Dr. David E. Wilkins. Her research background includes collaborative work with Indigenous communities in the United States and Canada with the aim to advance the development and resurgence of Anishinaabe political structures and institutions that are informed and shaped by Anishinaabe philosophies, values, and teachings. She has also been awarded various SSHRC grants that entail projects examining Anishinaabe law and Governance, Community-Engaged research practices and Indigenous jurisdiction and infrastructure in the wake of extractive industry projects.

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 graduate program.

Residency: two years, during which PhD students will take six (6) 1.5 unit courses (three (3) 1.5 unit IGOV courses; three (3) 1.5 unit courses based on the student's field of study); complete the language requirement (one of three options), and the requirements for candidacy (exams and proposal).

- IGOV 600: Indigenous Futurities, 1.5 units (new course)
- IGOV 675: Professional Practice & Preparation, 1.5 units (new course)
- IN 601: Foundations in Indigenous Nationhood, 1.5 units
- Field of Study-Electives, 4.5 units (selected from pre-existing UVic courses)
- Language Requirement (select one of three options): enroll in undergraduate language courses; or IGOV 671: Indigenous Language Translation, 1.5 units; or IGOV 673: Indigenous Language Exposure, 1.5 units
- IGOV 693: PhD Candidacy Examinations, 3 units
- IGOV 695: Dissertation Proposal, 3 units
- IGOV 699: Dissertation Research, 28.5-30 units

Total: 45.0-46.5 units

See Appendix 3 for detailed curriculum design.

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

Students will have several opportunities for community engaged and research-enriched learning through the Indigenous Leadership Forum, exchanges with the University of Hawai'i Indigenous Politics Program, Dechinta Center for Research and Learning, and the Summer Institute on Global Indigeneities. Each of these programs center Indigenous community-engagement and provide students with opportunities to work with Elders and Knowledge Keepers. They will also have opportunities for research-enriched learning through area of specialization courses that may include Indigenous Law field courses, anthropological field schools and geography seminars.

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

We do not have plans for distance education delivery of the PhD coursework. Students will be expected to be in residence during the first two years of the PhD program.

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

Candidacy Requirements:
Before advancing to candidacy, students must:
- Successfully complete all course requirements;
- Complete the language requirement (see below);
- Enroll in IGOV 693 and successfully complete the candidacy exam (written and oral components); and
- Enroll in IGOV 695 and successfully defend a dissertation proposal.

Language requirement: All students will have a working knowledge of the Indigenous language of the Indigenous Nation with which they plan to work. Students do not need to demonstrate fluency or mastery of the language to meet this requirement. Rather, the requirement is intended to provide students with exposure to an Indigenous language so that they can articulate the relationship between Indigenous knowledges, Indigenous languages, and Indigenous governance practices. PhD students must choose one of three options below to complete the language requirement:

- Coursework: Taking courses in an Indigenous language. Students can take 100 or 200 level courses to fulfill the language requirement which will be tracked separately by IGOV. Once completed IGOV will submit a program update form indicating that the student completed the courses and thus meet the language requirement; or

- IGOV 671 Translation exam: to demonstrate proficiency through a language translation exam administered by the relevant department or language expert; or

- IGOV 673: Exposure: A minimum of 72 hours of exposure to the Indigenous language by sitting with a

language speaker or attending a language immersion camp.

The student must have their language requirement plan approved by their supervisor and the language requirement must be completed prior to sitting the Candidacy Exam. A student may petition IGOV to have this requirement waived if they can demonstrate they meet or exceed this requirement prior to being admitted to the PhD Program.

Candidacy exam: The candidacy exam includes a written and oral component. Students must successfully pass both components to proceed to the dissertation proposal stage of the candidacy process. The Indigenous Governance candidacy exams prepare students to:

- Accurately and appropriately situate their scholarly and community-based work within the specific historical and political contexts for present and futures planning/visioning/policy/practice applicable to the community and sub-disciplines within which they work;

- Demonstrate mastery of current and emerging frameworks in Indigenous Governance;

- Articulate how their project engages with Indigenous ontologies, cosmologies, and epistemologies, in processes of producing knowledge, and in ethical practices associated with doing research with Indigenous Nations and communities;

Students enrolled in IGOV 693 will:

- Assemble their dissertation committee who will serve as their examination committee. Committee composition (minimum of 3 members): The Chair of the committee will be the faculty supervisor who must be an IGOV core faculty member; one other committee member must be an IGOV faculty member, and the third committee member can be a member of the graduate faculty at UVic or an individual outside of UVic eligible for Associate or Affiliate Faculty Membership status.

- Organize a meeting to review and clarify the entire process of the exam and answer any questions. At this meeting each member of the committee will be assigned to oversee one of the three themes that organize the exams:
  Theme I: Indigenous Ways of Knowing & Indigenous Research Methods
  Theme II: Key Ideas, Debates, Theory, & Practice in Indigenous Governance
  Theme III: Field of Specialization

- Prepare a reading list under the supervision of the designated committee member and familiarize themselves with the assigned material;

- Complete the written and oral components of the exam.

Reading list preparation:
The reading list for the candidacy exam in Indigenous Governance will consist of three sections drawn from a master list that is reviewed by the IGOV faculty every two years. The student's reading list will consist of 55 texts in total, which students will be expected to read. The student, in close consultation with their committee members, will curate three reading lists based on the above themes and described below. The final reading lists will be approved by the committee.

Theme I: Indigenous Ways of Knowing & Indigenous Research Methods
Students will choose 15 texts that focus on Indigenous research methods. Students should ensure that the list covers a wide range of thinkers and perspectives in the field of Indigenous Governance and reflects the research methods they will use to produce the dissertation.

Theme II: Key Ideas, Debates, Theory, & Practice in Indigenous Governance

Students will choose 20 texts that cover the field of Indigenous Governance, focusing on key ideas, debates, theories and practice. Students should ensure that the list covers a wide range of thinkers and perspectives in the field of Indigenous Governance.

Theme III: Field of Specialization
This section will consist of 20 texts and reflect the student's area of specialization. Works in this area of specialization list must not overlap with works and themes already chosen for sections I & II.

While many items could justifiably be listed under multiple sections, each section will consist of a discrete list with no overlapping readings from one section to another.

Candidacy Exam Format:
The Candidacy Exam will include a written and an oral component. The candidacy exam is offered three times a year (April, August, and December). We encourage students to sit for their candidacy exams in April of their second year. The other dates accommodate unusual circumstances and alternative timelines.

The written exam:
Four weeks prior to the exam period, the student must notify the IGOV graduate advisor to declare their intended exam format.

Students have two formats for completing the written exam:
1. 5-hour on-site written exam to be held in the IGOV conference room. The exam will be written on electronic equipment that has been approved for this purpose.
2. Take home exam, in which students have 72 hours to complete the written exam.

One week prior to the examination, each committee member will send two examination questions related to their reading list to the Chair of the committee. The Chair of the committee will compile all six questions.

On the morning of the exam, the committee Chair will send all 6 questions to the student. Once the questions are received, the exam period will begin. The student will choose one of two questions for each theme to answer. The student will write three distinct answers, one question from each section.

At the conclusion of the time allotted for the exam, the student will submit their exam via email to the IGOV graduate advisor who will circulate it to the entire committee. All members of the committee will assess the quality of the exam and evaluate it based on a pass/fail basis. Committee members have one week to assess the exam and submit their evaluation to the IGOV graduate advisor. The committee will strive for consensus, but in the case of a split decision, the majority will rule. If the student passes the written exam, they will move forward with the tentatively scheduled oral exam. If the student fails one or two of the three exam questions, the student will be allowed to re-sit the exam during the next exam period. The committee will determine the format of the rewritten exam question(s) which can include: (a) rewriting the failed question(s); (b) answering the second question in that section; or (c) drafting a new question(s). If the student fails the second round of exams, they will exit the program. If the student fails all three exams, they will exit the program.

The oral exam:
The oral exam will take place within two weeks of completing the written exam, and usually lasts 1.5 to 2 hours. It is strongly recommended that a tentative oral exam be scheduled, and a hold placed on the committee's calendar, in advance of the written exam. The oral exam will cover all of the material on the reading lists as well as a discussion of the answers to their written exam.

During the oral exam, students may have a copy of their reading list, a copy of the exam questions, their written exam, and notes for any preliminary remarks they may have to begin the oral exam. Students should bear in mind

that these are meant to be supplementary tools and that the primary purpose of the oral exam is to establish that the student can respond orally in a thoughtful but spontaneous way to questions related to the exam reading list and written exam.

The oral candidacy exam will be comprised of the student, their committee and a chair that will facilitate the oral exam. The student has the option to make opening remarks to amplify their answers and/or to clarify them. These opening remarks should be no more than 15 minutes. Oral questions will proceed following the order of the candidacy exam essays. Approximately 30 minutes will be allocated for each exam. Questions will follow in rounds with each committee member asking one question followed by the student's answer. Subsequent rounds of questions followed by answers will proceed as time allows. This process will be repeated for each of the three exams.

After the committee is satisfied that they have heard what they need to make a decision, the candidate will be asked to leave the room, and the committee will deliberate on the candidate's performance. During deliberation, the examination committee will assess the student's performance at the oral exam. The committee is asked to determine at what level the exam should be assessed: Pass or Fail. Upon reaching a decision, they will invite the candidate back into the room and notify the student of the committee's decision. The committee may also offer advice about the student's next stages, according to the level and quality of the student's performance.

If the student fails the oral exam, the student will be allowed to re-sit the exam within 30 days of the original oral exam date. If the student fails the second oral exam, they will exit the program.

At the conclusion of the oral exam, the Chair will sign a form stating the outcome of the Candidacy Exam process and submit it to the IGOV graduate advisor, along with a digital copy of the exam questions and student's answers. The form and exam questions and answers will be kept in the student's file to ensure proper record of the work is kept and sent to the Faculty of Graduate Studies.

Dissertation Proposal:
Upon successful completion of the Candidacy Exam, students will enroll in IGOV 695: Dissertation proposal (3.0) where they will prepare and defend a dissertation research proposal. At the defense, the student will give a 20-minute presentation on their proposed dissertation topic and answer questions posed by the dissertation committee. The proposal and oral defense will also be evaluated on a pass/fail basis.

Once these requirements have been fulfilled (normally by the end of the second year of full-time study), the student will have completed all requirements but the dissertation and will enroll in IGOV 699 Dissertation and begin their dissertation research.

Dissertation:
The dissertation is expected to be of the highest caliber and must reflect original research that makes a unique and significant contribution to a scholarly conversation or field. The dissertation must meet academic and community ethical standards.

I. Does your proposed graduate program have learning outcomes? If yes, identify the learning outcomes.

The PhD in Indigenous Governance offers flexibility for students to pursue their individual research interests while ensuring that they are grounded in both foundational and cutting-edge scholarship in the field. As an interdisciplinary program that values and centers Indigenous knowledge systems, community-engaged practices, Indigenous feminisms, and decolonial practices, students who complete the Indigenous Governance PhD program will:

KNOW:
1. Identify, analyze, and develop Indigenous governance models that are epistemologically and ontologically grounded in Indigenous world making while also attending to their impact and implications for Indigenous peoples/nations;
2. Situate their scholarly and community-based work within the specific historical and political contexts for present and future planning/visioning/policy/practice applicable to the Indigenous community with which they work;
3. Attend to the intersectional dimensions of power, privilege, and oppression that include but are not limited to genders, race, class, sexualities, sovereignty/status, and dis/ability;
4. Have working knowledge of the Indigenous language of the Native Nation with which they plan to work. Students will articulate the relationship between Indigenous knowledges, Indigenous languages, and Indigenous governance practices.

DO:
1. Enact ethical practices associated with Community-based or Participatory Action Research. Ethical considerations will include but are not limited to knowledge production, sharing, and dissemination;
2. Respectfully and reciprocally attend to the interface among Indigenous ontologies, cosmologies, and epistemologies in the process of producing and transmitting knowledge. This includes attending to the specificity of Indigenous knowledge at the tribal/nation level while recognizing the diversity and richness of knowledges across the Indigenous world;
3. Disseminate knowledge in multiple genres and modes including but not limited to written, oral, or visual formats appropriate to the audience and respond to feedback in productive and respectful ways;
4. Demonstrate information literacy: assess and evaluate the validity, reliability, and appropriateness of sources.

VALUE:
1. Embody a Sense of Place and Cultural acumen demonstrated in practices that reflect being good guests and good hosts;
2. Express a Sense of Respect, Responsibility, Reciprocity in all of their relationships with peers, colleagues, communities, and Nations;
3. Enact Indigenous Leadership practices.

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

The Indigenous Governance program continues to build on its traditional strengths and dedication to Indigenous ways of knowing and being through innovative scholarship and teaching methods. IGOV embodies a thorough understanding of the current political realities of Indigenous communities in an enriched program with greater emphasis on:

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

We seek students who are motivated to deepen their understanding of the complexity of Indigenous governance theories, methods, and practices and who are ready to map out a specialized course of study that provides a breadth of expertise. IGOV PhD projects will advance the field of Indigenous governance and nationhood through demonstrated abilities in comprehending, creating, and applying theories, conducting original community-engaged research, and communicating their work effectively in multiple modalities appropriate to their intended audience.

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

The PhD in Indigenous Governance curriculum and attention to mentorship advances EDI and Decolonization and Indigenization (ED^{2}I$^{2)}$). Our admissions process strives for diversity along dimensions of Indigenous/non-Indigenous status, gender, sexuality (as is appropriate by law), ability (as is appropriate by law), and nationality.

Our courses promote social justice by attending to the intersectional dimensions of power, privilege, and oppression that include but are not limited to genders, race, class, sexualities, sovereignty/status, and dis/ability. Additionally, many of our faculty utilize pedagogical strategies that meet universal design standards thus making our courses responsive to diverse learners and their needs. IGOV 675: Professional Practice & Preparation begins with the recognition that not all students come to the graduate experience with the same level of professional development and cultural capital. This is particularly true for Indigenous students who are often the first in their families to attend university and/or pursue graduate studies. Rather than expect students to navigate the complexities of advanced degree programs and the labor market on their own, our program provides them with resources and tools to develop the skills and cultural competencies needed to be successful in their future careers. We provide a welcoming and inclusive environment that is grounded in the values and practices of local First Nations upon whose land we all live and work. These values serve as the foundation for building reciprocal and respectful relationships with Elders, knowledge keepers, local communities and can be extrapolated to global contexts.

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

Students will have several opportunities for community-engaged and research-enriched learning through the Indigenous Leadership Forum, exchanges with University of Hawai'i Indigenous Politics Program, Dechinta Center for Research and Learning, and the Summer Institute on Global Indigeneities. They will also have opportunities for research-enriched learning through area of specialization courses that may include Indigenous Law field courses, anthropological field schools and geography seminars.

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

Students will be provided opportunities to teach undergraduate courses in Indigenous Governance. We will also encourage students to consider applying for sessional teaching positions in other departments and units if it matches their area of specialization. A number of the courses have a research component that also serves to prepare students to take on graduate research. As a number of the IGOV faculty have been successful in securing grants, students may also have the opportunity to serve as RA's on these projects. Students will also be encouraged to attend many of the professional development and research workshops held by the Centre for Indigenous Research and Community-led Engagement and offered by the HSD RSC.

N. Enrolment plan for the proposed graduate program (Include a table of ongoing students, anticipated annual intake and graduates from start to steady state)

With five full-time research faculty and growth in the master's program, we are expecting to enroll 5 PhD students per year.

Projected PhD Student Enrolment						
	AY 2023	AY 2024	AY 2025	AY 2026	AY 2027	AY 2028
Current	4	5	8	11	15	17
Admitted	2	5	5	5	5	5
Convocated	1	2	2	1	3	3
Total	**5**	**8**	**11**	**15**	**17**	**19**

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

Students will complete an annual status report (a self and supervisor assessment) that will include questions related to faculty supervision. At the spring IGOV faculty meeting in April, there will be a collective review of each students' progress allowing us to respond to issues as needed.

Evaluation will be done as per Faculty of Graduate Studies requirements.

17

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. No additional faculty and staff resources are requested at this time.

Q. Student financial support plan (include a table of anticipated annual funding amounts and sources for each student in the certificate in a sample year at steady state)
Students admitted into the PhD program will be provided with a financial support plan that can include a combination of: • Institutional funding in the form of FGS scholarship funding allocation; • Teaching assistantships in Indigenous studies, Political Science, Public Administration; and • Research assistantships supported by faculty research grants. Upon advancing to candidacy, sessional teaching opportunities will be available in IGOV, Indigenous Studies, and other related departments.

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)

18

| University of Victoria | Senate Committee on Planning | **MEMO** |

Date: December 14, 2022

To: Senate

From: Senate Committee on Planning

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

At its meeting on December 7, 2022, the Senate Committee on Planning considered the proposal to add a stream in Sustainable Innovation in the Master of Business Administration program.

The proposed new stream reflects the current contextualized content within the existing MBA program and provides the opportunity for second order differentiation on the degree parchment.

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 Sustainable Innovation to the existing Master of Business Administration program, as described in the document "Master of Business Administration in Sustainable Innovation".

Respectfully submitted,

2022-2023 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair
Dr. Evanthia Baboula
Dr. Alexandre Brolo
Ms. Hannah Brown
Dr. Jo-Anne Clarke
Dr. Adam Con
Ms. Andrea Giles
Dr. Robin Hicks
Dr. Cindy Holder
Dr. Sandra Hundza
Ms. Alyssa Jackson

Dr. Michelle Lawrence
Dr. Annalee Lepp
Dr. Kin Fun Li
Dr. Cynthia Milton
Dr. Ulrich Mueller
Dr. Maureen Ryan
Ms. Ada Saab
Ms. Wendy Taylor
Dr. Jie Zhang
Ms. Sandra Duggan (Secretary)

UNIVERSITY OF VICTORIA
PROGRAM CHANGE TO AN EXISTING GRADUATE PROGRAM TEMPLATE
[Master of Business Administration in Sustainable Innovation]

Indicate the type of change being proposed:

☐ Double or dual degree programs involving existing degrees

☐ Programs involving partnerships or agreements with other institution

☒ 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	29 September 2022
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	21 September 2022
Faculty of Graduate Studies Council approval	14 November 2022

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) *supporting documentation required for all consultations*	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	n/a	
Executive Director, Co-operative Education and Career Services – Andrea Giles, agiles@uvic.ca		
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	16 Sep 2022	
Indigenous Academic and Community Engagement – Rob Hancock, Associate Director Academic, iaceadac@uvic.ca	n/a	
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 UVic Non-standard Tuition Template	n/a	

Change to program title

SUMMARY of PROPOSED CHANGE

Name, Location, Academic units (Faculties, departments, or schools) offering the new Master's degree	Proposal to add a new stream in Sustainable Innovation to the existing Master of Business Administration program
Anticipated change start date *Note – the program __must not be__ advertised/offered until all approvals are finalized.*	May 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

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)

New stream within our existing MBA degree program

MBA in Sustainable Innovation

The proposed new stream within the existing MBA program reflects the current content and direction of the program. The program design incorporates sustainability and innovation within each delivery block whether through an integrated project, cases, or other contextualized content. The requested change provides the opportunity for second order differentiation on parchments. As the current program content is designed and focused on sustainable innovation we would like to provide current students with a degree parchment reflecting the new title starting this fall.

B. Provide a summary of the proposed change, and clearly articulate how the proposal aligns with current institutional plans and priorities. (maximum 1 page)
In 2018 the MBA program content was redesigned and approved with a focus on sustainable innovation. We would have proposed this title in 2018 had we had the opportunity for differentiation on the parchment.

C.   What are the current labour market indicators to support the proposal?
No change in the demand for the students or employment prospects.

D.   How is the proposed change aligned with, or is distinct from related graduate programs in other BC post-secondary institutions?
Distinguishing the program: MBA in Sustainable Innovation clearly identifies the focus of the program, The MBA in Sustainable Innovation is leading BC post-secondary institutions and is a catalyst for change, developing strong leadership skills grounded in innovation and sustainable practices. As such we would like the students' credential to adequately reflect this differentiation with the new name.

E. How are the admission requirements affected by the proposed change?
n/a

3

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)

n/a

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.

n/a

4

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

  n/a

- **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.
  -
  n/a – already incorporated in program

  - Opportunities for community engaged and research-enriched learning

  n/a – already incorporated in program

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

  n/a

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.

6

The program incorporates 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.

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

Same as our current processes

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

No change to existing program opportunities.

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).
No change to current Daytime and Weekend enrolment targets.
O. How do you plan to evaluate graduate student supervision?
• The 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

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

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)

| | University of Victoria | Senate Committee on Planning | **MEMO** |

Date: December 14, 2022

To: Senate

From: Senate Committee on Planning

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

At its meeting on December 7, 2022, the Senate Committee on Planning considered the proposal to add a new stream in Master of Business Administration in Strategic Leadership to the existing Master of Business Administration program.

The proposed new stream reflects the current contextualized content within the existing modular delivery format, and provides the opportunity for second order differentiation on the degree parchment.

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 Strategic Leadership to the existing Master of Business Administration program, as described in the document "Master of Business Administration in Strategic Leadership".

Respectfully submitted,

2022-2023 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair
Dr. Evanthia Baboula
Dr. Alexandre Brolo
Ms. Hannah Brown
Dr. Jo-Anne Clarke
Dr. Adam Con
Ms. Andrea Giles
Dr. Robin Hicks
Dr. Cindy Holder
Dr. Sandra Hundza
Ms. Alyssa Jackson

Dr. Michelle Lawrence
Dr. Annalee Lepp
Dr. Kin Fun Li
Dr. Cynthia Milton
Dr. Ulrich Mueller
Dr. Maureen Ryan
Ms. Ada Saab
Ms. Wendy Taylor
Dr. Jie Zhang
Ms. Sandra Duggan (Secretary)

UNIVERSITY OF VICTORIA
PROGRAM CHANGE TO AN EXISTING GRADUATE PROGRAM TEMPLATE
[Master of Business Administration in Strategic Leadership]

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	29 September 2022
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	21 September 2022
Faculty of Graduate Studies Council approval	14 November 2022

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) *supporting documentation required for all consultations*	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	n/a	
Executive Director, Co-operative Education and Career Services – Andrea Giles, agiles@uvic.ca	n/a	
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	16 Sep 2022	
Indigenous Academic and Community Engagement – Rob Hancock, Associate Director Academic, iaceadac@uvic.ca	n/a	
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 UVic Non-standard Tuition Template	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, <u>in Strategic Leadership</u>
Anticipated change start date ***Note – the program <u>must not be</u> advertised/offered until all approvals are finalized.***	May 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

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)

Identification of a stream within our existing MBA degree program

MBA in Strategic Leadership

The proposed new title reflects the current contextualized content within our existing modular delivery format. The requested recognition of a particular stream also provides the opportunity for second order differentiation on parchments.

The program structure in terms of required courses follows the existing modular delivery format. The modular delivery enables course content to be contextualize for a targeted closed cohort of students. The modular delivery has a focus on Strategic Leadership and identifying this as a particular stream provides an appropriate level of distinction.

B. Provide a summary of the proposed change, and clearly articulate how the proposal aligns with current institutional plans and priorities. (maximum 1 page)
The recognition of the title MBA in Strategic Leadership supports the contextualized delivery of this modular program. Being able to provide a second order differentiation on parchments provides students with a more accurate reflection of the focus of their modular MBA program.

2

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

No change in the demand for the students or employment prospects.

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

This modular cohort provides distinct opportunities to contextualize content and, as such we would like the students' credential to adequately reflect this differentiation in the new name.

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

Same as our current process

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)

n/a

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 modular delivery are the contextualization and application of concepts to provide a focus on Strategic Leadership.

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

  n/a

- **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.

    n/a for this stream – already incorporated in program

  - Opportunities for community engaged and research-enriched learning

    n/a for this stream – already incorporated in program

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

  The modular MBA structure includes residencies delivered in person interspersed with some online work.

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.

Current Master of Business Administration (MBA) Competency Goals:

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.

The program incorporates content that aligns with the economic, cultural, social, and environmental challenges facing Indigenous peoples in Canada.

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

Same as our current processes

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

No change to existing program opportunities

7

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).
No change to enrolment plan • This is a close enrolment cohort with student nominated by the organization.
O. How do you plan to evaluate graduate student supervision?
No change • 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

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

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)