



The next open meeting of the Senate of the University of Victoria is scheduled for Friday, November 3, 2023 at 3:45 p.m. in the Medical Sciences Building, room 160.

**Please note the slight change in time and
the change in location**

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

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

2. **MINUTES**
 - a. October 6, 2023 (SEN-NOV 3/23-1) **ACTION**

Motion: That the minutes of the open session of the meeting of the Senate held on October 6, 2023 be approved and that the approved minutes be circulated in the usual way.

3. **BUSINESS ARISING FROM THE MINUTES**

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

 - b. United Way Presentation **INFORMATION**

Cassbreea Dewis and Robin Hicks
UVic United Way Campaign Co-chairs

5. **CORRESPONDENCE**

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

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

- i. Changes to the Honours Program: French and Francophone Studies (SEN-NOV 3/23-2) **ACTION**

Motion: That Senate approve the proposed changes to the Honours Program: French and Francophone Studies in the Undergraduate Academic Calendar.

- ii. Change to Year 1 Admission to the Kinesiology (KINE) Program (SEN-NOV 3/23-3) **ACTION**

Motion: That Senate approve the proposed changes to the Year 1 admission requirements for the Faculty of Education, Kinesiology Program.

- iii. Revisions to the Undergraduate Academic Calendar Regarding Examinations, Deferred Status (SEN-NOV 3/23-4) **ACTION**

Motion: That Senate approve the revisions to Examinations, Deferred Status in the Undergraduate Academic Calendar.

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

- i. Revisions to the Senate Rules and Procedures for Remote Attendance (SEN-NOV 3/23-5) **ACTION**

Motion: That Senate approve the revisions to the Senate Rules and Procedures for remote attendance.

- ii. Appointments to the 2023/2024 Senate standing committees (SEN-NOV 3/23-6) **ACTION**

Motion: That Senate approve the appointments to the 2023/2024 Senate standing committees for the terms indicated in the attached document.

c. Senate Committee on Awards – Maureen Ryan, Chair

- | | | |
|-----|--|--------------------|
| i. | 2022/2023 Annual Report (SEN-NOV 3/23-7) | INFORMATION |
| ii. | New and Revised Awards (SEN-NOV 3/23-8) | ACTION |

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

- Borden Ladner Gervais Professional Excellence Awards (Revised)
- Cassels Shaw Graduate Fellowship* (Revised)
- Douglas and Jennifer Mann Scholarship* (Revised)
- Dr. Frank Parnell Memorial Award (Revised)
- Kairos Scholarship* (New)
- Khowutzen Forestry Award in Environmental Studies (Revised)
- Marc Bell Award in Environmental Studies* (Revised)
- Neil J. Sterritt Legacy Fellowship* (New)
- Nina Dobbyn Award* (New)
- Onuma’s Opus Award (Revised)
- COYA Scholarship (Revised)
- John Patrick McManaman CPA Memorial Award* (New)

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

- | | | |
|----|--|---------------|
| i. | General University Policies – Creating a respectful and productive learning environment (SEN-NOV 3/23-9) | ACTION |
|----|--|---------------|

Motion: That Senate approve revisions to the General University Policies section, Creating a respectful, inclusive and productive learning environment, in the academic calendars.

e. Ad-hoc Senate Committee on Academic Health Programming
- Helga Hallgrímsdóttir, Chair

- | | | |
|----|--|--------------------|
| i. | Summary of Results of the Campus-Wide Survey (SEN-NOV 3/23-10) | INFORMATION |
|----|--|--------------------|

7. PROPOSALS AND REPORTS FROM FACULTIES

a. Faculty of Social Sciences

i. Dean's Presentation

INFORMATION

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

a. Office of the Vice-President Academic and Provost Update

INFORMATION

b. Revisions to Procedures for the Appointment and Review of the Associate Dean of Humanities (**SEN-NOV3/23-11**)

ACTION

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the revisions to the Procedures for the Appointment and Review of the Associate Dean of Humanities (GV0600).

c. Enrolment update

INFORMATION

9. OTHER BUSINESS

a. Notification of expiry of Chancellor's first term

INFORMATION

b. Senate resignation

INFORMATION

10. ADJOURNMENT



Meeting of Senate
October 6, 2023

MINUTES

An open meeting of the Senate of the University of Victoria was held on October 6, 2023 at 3:30 p.m. in the Senate and Board Chambers, Jamie Cassels Centre, Room A180.

1. APPROVAL OF THE AGENDA

Motion: (S. Minshall/E. Kelly)
That the agenda be approved as circulated.

CARRIED

2. REMARKS FROM THE CHAIR

a. President's Report

Kevin Hall welcomed Senators to the first meeting of the year, noting the new and exciting developments to occur over the year such as the newly launched Strategic and Indigenous Plans.

K. Hall welcomed new student representatives and introduced the new Deans of Education, Vanessa Andreotti; Business, Anita Bhappu; and Law, Freya Kodar. K. Hall thanked everyone for volunteering their time and stressed the importance of university governance.

K. Hall reported on recent significant events held on campus such as the events and workshops surrounding National Truth and Reconciliation Week and the gathering in the quad for Orange Shirt Day on September 29th in which Barney Williams presented a Survivors flag. The flag flew half mast on campus to honour former residential school students, their families, and communities. K. Hall also celebrated the launch of the university's Indigenous Plan and encouraged Senators to explore the plan and its four teachings.

Reporting on a number of significant awards, K. Hall congratulated the following individuals:

- Dr. Kate Moran, lead on [Ocean Networks Canada](#), was named in the latest batch of inductees to the Order of Canada by Governor General of Canada, Mary Simon.
- The Royal Society of Canada celebrated 10 University of Victoria researchers:
 - Fellows: Amy Verdun (Political Science), G. Cornelis van Kooten (Economics), Eric Higgs (Environmental Studies), Alison Chapman (English), and Jonathan Bengston (Library)
 - College of New Scholars: Onowa Mclvor (Indigenous Education), Magdalena Bazalova-Carter (Medical Physics), Mohsen Akbari (Mechanical Engineering), Marie-Eve Tremblay (Medical Sciences), and Doris Kukaru (Child and Youth Care)
- Nathan Lechowsky (Public Health & Social Policy) and Marilou Gagnon (Nursing) were honoured by the Canadian Association for HIV Research and the Canadian Foundation for AIDS Research with Excellence in Research Awards.

- Nancy Clark (Nursing) is a 2023 Michael Smith Health Research BC Scholar Award Recipient. Clark won for promoting integrated mental health care services and supports for refugees in B.C.

Regarding awards, K. Hall noted that almost \$4M of SSHRC Awards funding will come to UVic scholars for projects such as climate research, Indigenous ways of knowing, artistic practice, and econometrics.

K. Hall reported on upcoming events on campus such as the current call for nominations for Campus Kudos. He also announced the first Rumour Mill session, a casual and open conversation with the President and Provost for the campus community. In answer to a question, K. Hall noted the event would be held in person, not online.

Finally, K. Hall noted in sadness the passing of Elder Tousilum (Ron George), a founding member of Elder Voices. K. Hall acknowledged the generous time he gave to guide our students and pass along his knowledge.

3. MINUTES

a. May 5, 2023

Motion: (B. Smith/A. Lepp)

That the minutes of the open session of the meeting of the Senate held on May 5, 2023 be approved and that the approved minutes be circulated in the usual way.

CARRIED

b. Special Meeting of Senate August 22, 2023

Motion: (R. Hancock/L. Wilson)

That the minutes of the open session of the special meeting of the Senate held on August 22, 2023 be approved and that the approved minutes be circulated in the usual way.

CARRIED

4. BUSINESS ARISING FROM THE MINUTES

a. Procedures for the Appointment of Acting Associate Deans Indigenous

Carrie Andersen, University Secretary, noted there were clarifications made to the grouping of candidates before the policy was approved by the Board of Governors.

5. CORRESPONDENCE

a. University of Victoria Financial Statements as at March 31, 2023

K. Hall introduced the financial statements and explained the fiduciary responsibility of the university.

Michael Kravec, Manager, Financial Accounting and Training, responded to a Senate member's question regarding tangible capital assets.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Academic Standards

i. Change to Admission Requirements for Bachelor of Science, Computer Science

Yasmine Kandil, Chair of the Senate Committee on Academic Standards, introduced the proposal. There were no questions.

Motion: (Y. Kandil/J. Salinas)

That Senate approve the proposal to change the admission requirements for Bachelor of Science, Computer Science effective May 1, 2024.

CARRIED

ii. Revisions to the Undergraduate and Graduate Examination Cancellation Policy and Guidelines

Y. Kandil introduced the proposal, noting an amendment and thanked the member of Senate for noting this need for further clarification on alternate arrangements. There were no questions.

Motion: (Y. Kandil/A. Newcombe)

That Senate approve the revisions to the Examination Cancellation Policy and Guidelines in the Academic Calendars, as amended.

CARRIED

iii. 2022/2023 Annual Report

Y. Kandil presented the annual report. There were no questions.

b. Senate Committee on Agenda and Governance

i. Appointments to the 2023/2024 Senate standing committees

Phalguni Mukhopadhyaya, Chair of the Nominations sub-committee, introduced the listing of new committee appointments and stated additional appointments would be recommended for the next Senate meeting. There were no questions.

Motion: (P. Mukhopadhyaya/M. Prendergast)

That Senate approve the appointments to the 2023/2024 Senate standing committees for the terms indicated in the attached document.

CARRIED

c. Senate Committee on Awards

i. New and Revised Awards

Maureen Ryan, Chair of the Senate Committee on Awards, introduced the new and revised awards. In response to a question regarding any floor to the amount that can be donated, M. Ryan responded that any amount was appreciated. There were no other questions.

Motion: (A. Newcombe/H. Aikau)

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:

- Hawkes-Little Graduate Scholarship* (Revised)
- Maurie Jorre de St. Jorre Prize (Revised)
- Carfra Lawton LLP Scholarship (Revised)
- Law Foundation of B.C. Public Interest Award (Revised)
- Philip K. H. Wong Scholarship* (Revised)
- Georgia Klap Award (Revised)
- Jack Howard Jackson Memorial Bursary (Revised)
- Marilyn McCrimmon Scholarship in Education* (New)
- James H. Coward Award (Revised)
- Religion, Culture and Society Student Travel Enrichment Award (New)
- Loretta Warnsby Memorial Award in Law* (New)
- Inez St. Dennis Memorial Music Education Service Award (New)
- Kris and Pushpa Tangri Memorial Bursary in Theatre* (New)
- Sara Spencer Foundation Graduate Scholarship* (Revised)
- Stephen Canning Memorial Scholarship* (Revised)
- Birdwood Fund Award* (New)
- Kenneth L. Avio Honours Prize (Revised)
- Victoria Korean Presbyterian Church Award (New)
- Colin Jones Prize in Canadian Public Policy (Revised)
- Leonard Laudadio Prize in Environmental Economics (Revised)
- TELUS Friendly Future Foundation Social Impact Bursary (New)
- Mackenzie Rigg Men's Soccer Award* (Revised)
- Working for a Better World Award (Revised)
- Audain Travel Award (Revised)
- Andreas Antoniou Medal for Digital Signal Processing (Revised)
- Muriel Ford Memorial Bursary* (Revised)
- Y.P. Heung Foundation Post-Secondary Scholarship (New)
- Coastal Climate Solutions Leaders Graduate Scholarship* (New)
- J. Prospero Scholarship for Sustainable Mining (Revised)
- Peter Liddell Award in Humanities Computing* (Revised)
- Vancouver Island Trails Information Society Scholarship (Revised)
- Derrick and Gwen Mallard Scholarship in Environmental Protection* (Revised)

- Ferguson Graduate Research Award in Digital Health (Revised)
- WIN Self-Sufficiency Bursary (Revised)
- Vicky Husband Scholarship* (Revised)
- Marilynne Convey Scholarship* (Revised)
- UVic Retirees Association Award* (Revised)
- Elaine Gallagher Award* (Revised)
- Alice Lou-Poy Graduate Scholarship* (Revised)
- Neena Chappell Scholarship* (Revised)
- Dr. David Chuenyan Lai Scholarship* (Revised)
- Empresa Properties Vikes Cross Country & Track Award* (Revised)
- Stacey Reginald Ball Prize* (Revised)
- Lucas Main Elevator Award (New)
- Orca Book Publishers Student Mobility Award in Teacher Education (Revised)
- VicFounders Award (New)
- Dr. Jean Downie Dey Student Mobility Award* (Revised)
- Barry Chow Vikes Basketball Award* (New)
- Marion Cassels Memorial Indigenous Athletics Award* (New)
- Lynne Duncan Scholarship in Public Administration* (New)
- Hilda Shilliday Nursing Award (New)
- Victoria Canada-China Friendship Association Scholarship* (Revised)
- Myrna and Terry Daniels Award in Indigenous Education* (Revised)
- University of Victoria Youth in Care Award (Revised)

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CARRIED

d. Senate Committee on Continuing Studies

i. 2022/2023 Annual Report

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

e. Senate Committee on Curriculum

i. 2022/2023 Annual Report

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

ii. 2023/2024 Cycle 3 Curriculum Submissions

A. Con introduced the curriculum submissions and explained the curriculum process. There were no questions.

Motion: (H. Brown/J. Salem)

That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the 2023/2024 academic calendar, effective January 1, 2024.

CARRIED

Motion: (M. Hoorfar/S. Minshall)

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

CARRIED

f. Ad Hoc Senate Committee on Academic Health Programming

i. Update from Chair

Helga Hallgrímsdóttir, Chair of the Ad Hoc Senate Committee on Academic Health Programming, provided members of Senate with an update on the work undertaken to-date. She reported that the recent campus-wide survey received over 2,000 responses. H. Hallgrímsdóttir outlined the timeline of events which included presenting a plan to Senate in January 2024 and the placement of a new Dean for the fall of 2025.

In response to questions regarding the consultation application to planning workflow, H. Hallgrímsdóttir noted this would be a committee conversation as the survey results are analyzed. Another member of Senate asked how the costs will be implemented and if leadership positions will increase. H. Hallgrímsdóttir explained this was not a net new initiative and both leaders and units would readjust to the new priority. K. Hall added that a variety of factors were still under consideration and structural changes were still in the conceptual stages. Finally, a Senator remarked that this approach to reorganize and revitalize should be considered for all faculties.

7. PROPOSALS AND REPORTS FROM FACULTIES

a. Faculty of Engineering and Computer Science – Approval of Faculty Convocation Lists

Mina Hoorfar, Dean of the Faculty of Engineering and Computer Science, introduced the proposal.

In response to a question, M. Hoorfar explained the motion reflected current practice. Ada Saab, Associate University Secretary, explained the process of approval for the convocation list.

Motion: (M. Hoorfar/P. Mukhopadhyaya)

That Senate approve that the Convocation lists of graduating students from the Faculty of Engineering and Computer Science be approved by the Dean, or designate, after review and approval by departmental Chairs/Directors or designates.

CARRIED

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

a. Office of the Vice-President Academic and Provost Update

Elizabeth Croft, Vice-President Academic and Provost, began by welcoming the many new administrators to Senate and thanked Student Affairs and the Deans for the successful welcome to campus events. She congratulated Elizabeth Adjin-Tetty on her ratification as the Associate Vice-President Academic Programs. E. Croft provided an update on the West Shore development, the budget model project, and the guidelines regarding the use of artificial intelligence.

A Senator asked for clarification on the West Shore programming and if it was meant to be autonomous or connected to the main campus. E. Croft explained this was not meant to be a satellite campus but would be a stand alone program where the instruction would meet students' specific needs.

b. 2022/23 Annual Report on the Status of External Reviews of Academic Units

Elizabeth Adjin-Tetty, Associate Vice-President Academic Programs, introduced the report, noting the importance and usefulness of the reviews. She noted that there had been a return to in-person reviews, with the option for virtual when it was appropriate. E. Adjin-Tetty emphasized the benefits for virtual reviews in order to increase participant commitment as well as reduce our carbon footprint. In response to a question, E. Adjin-Tetty outlined the process of how information is shared and the follow up actions after a review is completed.

9. OTHER BUSINESS

a. Academic Important Dates

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

Motion: (M. Prendergast/R. Hancock)

That Senate approve the Academic Important Dates for the period January 2025 through April 2025 for submission to the January 2024 undergraduate and graduate academic calendar publications.

CARRIED

b. Senate resignations

A. Saab advised Senate members of the resignation of Donna Jeffery, Senator faculty member-at-large, effective June 30, 2024. She noted that a byelection would be held later in the fall to fill the remaining term. A. Saab also reported on the resignation of Chloe Portal, Student Senator, and briefly outlined the procedures to replace this position.

c. Joint Senate Board Retreat

A. Saab reminded members of Senate of the date for the Joint Senate Board Retreat; November 27, 2023. She noted Dr. Chris MacLennan, Deputy Minister at Global Affairs Canada, would be the keynote at the event.

d. Election of Vice-Chair of Senate

K. Hall called for nominations for the Vice-Chair of Senate. A Senator nominated Robin Hicks, who accepted the nomination. As there were no other nominations, R. Hicks was acclaimed as Vice-Chair.

There being no other business the meeting was adjourned at 4:33 p.m.

Draft

Name	In Attendance	Regrets		Page 9 of 10 Position
Adjin-Tetty, Elizabeth	X		Associate Vice-President Academic Programs	By Invitation
Aikau, Hokulani	X		Faculty of Human and Social Development	Elected by the Faculty
Andersen, Carrie	X		University Secretary	Secretary of Senate
Andreotti, Vanessa	X		Dean, Faculty of Education	Ex officio
Anyaeibunam, Chekwube	X		Student Senator	Elected from the student societies
Bengtson, Jonathan			University Librarian	Ex officio
Bhappu, Anita	X		Dean, Peter B. Gustavson School of Business	Ex officio
Brown, Hannah	X		Student Senator	Elected from the student societies
Buller, Marion	X		Chancellor	Ex officio
Campbell, Erin	X		Faculty of Fine Arts	Elected by the faculty members
Clarke, Jo-Anne	X		Dean, Division of Continuing Studies	Ex officio
Croft, Elizabeth	X		Vice-President Academic and Provost	Ex officio
Curran, Deborah	X		Faculty of Law	Elected by the Faculty
Diether, Kelly	X		Convocation Senator	Elected by the convocation
Dunsdon, Jim		X	Associate Vice-President Student Affairs	By Invitation
Eagle, Chris	X		Faculty of Science	Elected by the faculty members
Fyfe, Benjamin			Student Senator	Elected from the student societies
Gupta, Rishi	X		Faculty of Engineering and Computer Science	Elected by the Faculty
Hall, Kevin	X		President and Vice-Chancellor	Chair of Senate
Hallgrimsdottir, Helga	X		Deputy Provost	By invitation
Hancock, Rob	X		Faculty of Social Sciences	Elected by the Faculty
Harder, Lois	X		Dean, Faculty of Social Sciences	Ex officio
Harding, Catherine	X		Faulty of Fine Arts	Elected by the Faculty
Harris, Moronke			Student Senator	Elected from the student societies
Hicks, Robin	X		Dean, Faculty of Graduate Studies	Ex officio
Hier, Sean	X		Faculty of Social Sciences	Elected by the faculty members
Holdaway, Anais	X		Convocation Senator	Elected by the convocation
Hoorfar, Mina	X		Dean, Faculty of Engineering and Computer Science	Ex officio
Hope Tucker, Nathaniel	X		Student Senator	Elected from the student societies
Huang, Li-Shih	X		Faculty of Humanities	Elected by the faculty members
Humphreys, Sara	X		Faculty of Humanities	Elected by the faculty members
Hundza, Sandra	X		Faculty of Education	Elected by the Faculty
Jeffery, Donna	X		Faculty of Human and Social Development	Elected by the faculty members
Kalynchuk, Lisa	X		Vice-President Research and Innovation	Ex officio
Kandil, Yasmine	X		Faculty of Fine Arts	Elected by the faculty members
Kelly, Erin	X		Faculty of Humanities	Elected by the faculty members
Kennedy, Cole	X		Student Senator	Elected from the student societies
Koch, Matthew	X		Continuing Sessional	Elected by the Continuing Sessionals
Kodar, Freya		X	Dean, Faculty of Law	Ex officio
Laidlaw, Mark		X	Faculty of Science	Elected by the Faculty
Lee, Kelvin			Student Senator	Elected from the student societies
Lepp, Annalee	X		Dean, Faculty of Humanities	Ex officio
Lindgren, Allana	X		Dean, Faculty of Fine Arts	Ex officio
Loock, Peter	X		Dean, Faculty of Science	Ex officio
Mallidou, Anastasia	X		Faculty of Human and Social Development	Elected by the faculty members
Marks, Lynne			Faculty of Humanities	Elected by the Faculty
Martin, Travis	X		Faculty of Science	Elected by the Faculty
McGinnis, Martha	X		Faculty of Graduate Studies	Elected by the Faculty
Minshall, Simon	X		Faculty of Human and Social Development	Elected by the Faculty
Mukhopadhyaya, Phalguni	X		Faculty of Engineering and Computer Science	Elected by the faculty members
Nair, Sudhir	X		Peter B. Gustavson School of Business	Elected by the Faculty
Newcombe, Andrew	X		Faculty of Law	Elected by the Faculty
Pavlik, Sophie	X		Student Senator	Elected from the student societies
Prendergast, Monica	X		Faculty of Education	Elected by the Faculty
Rose-Redwood, CindyAnn	X		Faculty of Socia Sciences	Elected by the Faculty
Saab, Ada	X		Associate University Secretary	By Invitation
Salem, Joseph	X		Faculty of Fine Arts	Elected by the Faculty
Salinas, Justin	X		Student Senator	Elected from the student societies
Sirois Ennis, Daniela	X		Student Senator	Elected from the student societies
Smith, Brock	X		Peter B. Gustavson School of Business	Elected by the Faculty
Stinson, Danu			Faculty of Graduate Studies	Elected by the Faculty
Struchtrup, Henning	X		Faculty of Engineering and Computer Science	Elected by the Faculty
Sukhdeo, Nathaniel	X		Student Senator	Elected from the student societies
Taylor, Wendy	X		Acting Registrar	By Invitation
Voss, Graham		X	Faculty of Social Sciences	Elected by the faculty members
Walshaw, Jill	X		Faulty of Humanities	Elected by the Faculty
Wang, Alivia	X		Convocation Senator	Elected by the convocation
Wang, Emily	X		Student Senator	Elected from the student societies
Warburton, Rebecca	X		Convocation Senator	Elected by the convocation
White, Jennifer		X	A/Dean, Faculty of Human and Social Development	Ex officio
Wilson, Lara	X		Professional Librarian	Elected by the Professional Librarians
Wright, Bruce	X		Head, Division of Medical Sciences	Additional Member
Zhou, Lina			Faculty of Engineering and Computer Science	Elected by the faculty members

MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

Effective September 19, 2023EX 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 and Provost: Elizabeth Croft
 Vice-President Research and Innovation: Lisa Kalynchuk
 Dean of Peter B. Gustavson School of Business: Anita Bhappu
 Dean of Education: Vanessa Andreotti
 Dean of Engineering: Mina Hoorfar
 Dean of Continuing Studies: JoAnne Clarke
 Dean of Fine Arts: Allana Lindgren
 Dean of Graduate Studies: Robin Hicks (Vice-Chair)
 Dean of Humanities: Annalee Lepp
 Acting Dean of HSD: Jennifer White
 Dean of Law: Freya Kodar
 Dean of Science: Peter Loock
 Dean of Social Sciences: Lois Harder
 University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES

- Section 35 (2) (g)

BUSI: Sudhir Nair (30/6/25)
 Brock Smith (30/6/24)
 EDUC: Sandra Hundza (30/6/25)
 Monica Prendergast (30/6/26)
 ENGR: Rishi Gupta (30/6/25)
 Henning Struchtrup (30/6/26)
 FINE: Catherine Harding (30/6/25)
 Joseph Salem (30/6/24)
 GRAD: Martha McGinnis (30/6/26)
 Danu Stinson (30/6/25)
 HSD: Hokulani Aikau (30/6/24)
 Simon Minshall (30/6/25)
 HUMS: Lynne Marks (30/6/24)
 Jill Walshaw (30/6/25)
 LAW: Deborah Curran (30/6/25)
 Andrew Newcombe (30/6/26)
 SCIE: Mark Laidlaw (30/6/26)
 Travis Martin (30/6/26)
 SOSC: Rob Hancock (30/6/24)
 CindyAnn Rose-Redwood (30/6/26)

MEMBERS ELECTED BY THE FACULTY MEMBERS

- Sections 35 (2) (g)

Erin Campbell (FINE) (30/6/26)
 Chris Eagle (SCIE) (30/6/26)
 Sean Hier (SOSC) (30/6/24)
 Sara Humphreys (HUM) (30/6/26)
 Li-Shih Huang (HUM) (30/6/24)
 Donna Jeffery (HSD) (30/6/24)
 Yasmine Kandil (FINE) (30/6/26)
 Erin Kelly (HUM) (30/6/24)

MEMBERS ELECTED BY THE FACULTYMEMBERS (continued)

Anastasia Mallidou (HSD) (30/6/26)
 Phalguni Mukhopadhyaya (ENGR) (30/6/25)
 Graham Voss (SOSC) (30/6/24)
 Lina Zhou (ENGR) (30/6/26)

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

Chekwube Anyaegbunam (GRAD) (30/6/24)
 Hannah Brown (GRAD) “
 Benjamin Fyfe (BUSI) “
 Moronke Harris (GRAD) “
 Nathaniel Hope Tucker (SOSC) “
 Cole Kennedy (GRAD) “
 Kelvin Lee (ENGR) “
 Sophie Pavlik (SCIE) “
 Justin Salinas (HUMS) “
 Daniela Sirois Ennis (SOSC) “
 Nathaniel Sukhdeo (LAW) “
 Emily Wang (LAW) “
 Vacancy (EDUC) “
 Vacancy (FINE) “
 Vacancy (HSD) “
 Vacancy (MAL) “

MEMBERS ELECTED BY THE CONVOCATION

– Section 35 (2) (i)

Kelly Diether (30/06/24)
 Anaïs Holdaway (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 (30/06/26)

SECRETARY OF SENATE - Section 64 (2)

University Secretary: Carrie Andersen

BY INVITATION - Seated with specified speaking rights

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



Date: October 18, 2023

To: Senate

From: Senate Committee on Academic Standards

Re: Changes to the Honours Program: French and Francophone Studies

At its meeting on October 18, 2023 the Senate Committee on Academic Standards considered a proposal from the Faculty of Humanities for changes to the Honours Program in the Department of French and Francophone Studies.

Recommended Motion:

That Senate approve the proposed changes to the Honours Program: French and Francophone Studies in the Undergraduate Academic Calendar.

Respectfully submitted,

2023/2024 Senate Committee on Academic Standards

Yasmine Kandil (Chair), Faculty of Fine Arts

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

Hökūlani Aikau, Faculty of Human and Social Development

Chekwube Anyaegbunam, Student Senator

Ashley de Moscoso, Acting Associate Registrar

Dennine Dudley, President's nominee

Steve Evans, VPAC's designate

Jade Fischer, GSS representative

Andrea Giles, Executive Director, Coop Education and Career Services

Rob Hancock, Faculty of Social Sciences

Tim Haskett, Faculty of Humanities

Julio Navarro, Faculty of Science

Andrew Newcombe, Faculty of Law

Sorin Rizeanu, Peter B. Gustavson School of Business

Tim Pelton, Faculty of Education

Cleo Philp, UVSS representative

David Scoones, Acting Associate Dean, Academic Advising (Faculties of SCIE, SOSC and HUM)

Yang Shi, Faculty of Engineering and Computer Science

Dani Stinson, Faculty of Graduate Studies

Nathaniel Sukhdeo, Student Senator

Wendy Taylor, Acting Registrar

Laura Vizina, Division of Continuing Studies

Alivia Wang, Convocation Senator

Ada Saab (Secretary), Associate University Secretary



Oct. 3, 2023

To Yasmine Kandil, Chair, Senate Committee on Academic Standards

The Department of French and Francophone Studies has submitted the following Cycle 1 Calendar change for the May 2024 Calendar. This motion has been approved by the Department and by the Faculty of Humanities.

The department is revising its Honours Program in two ways, the first of which has implications for the second

1. Previously, the Honours Program required 22.5 units of upper-level courses, including FRAN 478 (Critical Methods). The department reduced the overall program to 21 units by removing FRAN478 as a mandatory course. Instead, critical methods is taught across the upper-year courses.
2. This change has implications for Admission Requirements. Currently, admission to the Honours program required approval by the chair. Admission to the fourth-year Honours Tutorial (FRAN 499) requires a minimum of B in Fran 478, which is no longer a program requirement for the Honours program. The department therefore proposes a minimum GPA of 6.5 plus approval of the department for admission into the program.

The proposed revision is indicated below:

Current: Admission to the third-year Honours program requires the approval of the Chair of the Department. The programs of Honours students are subject to the approval of the Honours Adviser. Admission to the fourth-year Honours Tutorial (FRAN 499) requires a minimum of B in [FRAN 478](#).

Tracked Changes: Admission to the third-year Honours program requires a cumulative GPA of 6.5 and ~~the approval of the Chair of the Department. The programs of Honours students are subject to the approval of the Honours Adviser. Admission to the fourth-year Honours Tutorial (FRAN 499) requires a minimum of B in~~ [FRAN 478](#).

Final Version: Admission to the third-year Honours program requires a cumulative GPA of 6.5 and approval of the department.

Please note that Catherine Léger consulted the following: IACE, Co-op, libraries, registrar, and AVPAV.

Sincerely,



Emile Fromet De Rosnay
Acting Chair
Department of French and Francophone Studies





Date: October 18, 2023

To: Senate

From: Senate Committee on Academic Standards

Re: **Change to Year 1 Admission to Kinesiology (KINE) Program**

At its meeting on October 18, 2023 the Senate Committee on Academic Standards considered a proposal from the Faculty of Education to revise the Year 1 admission requirements to the Kinesiology (KINE) Program.

Recommended Motion:

That Senate approve the proposed changes to the Year 1 admission requirements for the Faculty of Education, Kinesiology Program.

Respectfully submitted,

2023/2024 Senate Committee on Academic Standards

Yasmine Kandil (Chair), Faculty of Fine Arts

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

Hōkūlani Aikau, Faculty of Human and Social Development

Chekwube Anyaegbunam, Student Senator

Ashley de Moscoso, Acting Associate Registrar

Dennine Dudley, President's nominee

Steve Evans, VPAC's designate

Jade Fischer, GSS representative

Andrea Giles, Executive Director, Coop Education and Career Services

Rob Hancock, Faculty of Social Sciences

Tim Haskett, Faculty of Humanities

Julio Navarro, Faculty of Science

Andrew Newcombe, Faculty of Law

Sorin Rizeanu, Peter B. Gustavson School of Business

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Laura Vizina, Division of Continuing Studies

Alivia Wang, Convocation Senator

Ada Saab (Secretary), Associate University Secretary



MEMO

Exercise Science, Physical and Health Education
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PO Box 1700 STN CSC
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T: (250) 721-8373
ephe.director@uvic.ca
<http://www.uvic.ca/ephe>

DATE: Sept 11, 2023
TO: Yasmine Kandil, Chair, Senate Committee on Academic Standards
FROM: Sandra Hundza, Director, Exercise Science, Physical and Health Education
RE: Change to Year 1 Admission to the Kinesiology (KINE) Program

The Exercise Science, Physical and Health Education (EPHE) Council voted recently to change admission requirements for BC high school applicants to the Kinesiology (KINE) program. The overarching reason for these proposed changes is to align the KINE high school admission requirements with that required by the Faculty of Science. This will give Grade 12 students greater flexibility when making decisions about programs to apply to from high school and remove barriers for students to apply for the KINE program.

Table 1 – Proposed Changes to Admission Requirements for Year 1

Proposed Changes to Admission Requirements
Admission requirements
Grade 11 courses
<ul style="list-style-type: none">▪ Approved English 11▪ Pre-calculus 11▪ Chemistry 11▪ Physics 11▪ Approved social studies 11/12
Grade 12 courses
<ul style="list-style-type: none">▪ English Studies 12 or English First Peoples 12 (minimum 67%)▪ Pre-calculus 12 (minimum 67%)▪ <u>Two approved science 12 courses (Anatomy and Physiology 12 and Physics 12 are recommended)</u>▪ Anatomy & Physiology 12▪ Chemistry 12 or Physics 12 (Physics 12 recommended)



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A more detailed rationale for these proposed changes is outlined below.

1. Remove Anatomy and Physiology 12 and Chemistry 12 or Physics 12 admission requirement.
Replace with: *Two approved science 12 courses (Anatomy and Physiology 12 and Physics 12 are recommended).*
 - The overarching rationale is that these changes will make admission to EPHE KINE program less restrictive (i.e., remove barriers), as well as bring the BSc Kinesiology program in alignment with the Faculty of Science. The Faculty of Science requires BC high school applicants to take two approved science 12 courses (in addition to other Grade 11 and Grade 12 courses).
 - This will give Grade 12 students greater flexibility when making decisions about programs to which they can apply to from high school.
 - These changes will not negatively impact students' potential success in the program.
 - KINE program does not require students to take a 100-level or higher Chemistry course. Therefore, it is not necessary to have Chemistry 12 as an admission requirement for student success in the program.
 - While KINE requires students to take PHYS 102A or PHYS 110, the majority take PHYS 102A, which does not require Physics 12 as a prerequisite. Further, PHYS 110 recommends students take Physics 12 but does not require it. Therefore, we are recommending students take Physics 12, but not require it.
 - While the Kinesiology program includes EPHE 141 - Human Anatomy and EPHE 160 – Human Systemic Physiology, the essential introductory content in these areas that is required for the KINE program is covered within each course. Thus, we are recommending high school students take Anatomy and Physiology 12 but do not require it, knowing they will gain the necessary knowledge within the KINE curriculum.
2. Add minimum grade requirement of 67% to Pre-calculus 12.
 - The program reviewed the grades of new KINE students over the past two years and the lowest grades were found in 100-level Math or Physics courses. When reviewing the admission requirements to either the Math or Physics department at UVic it was noted that there is a minimum grade of 67% required in Pre-calculus 12. Thus, by requiring a minimum grade of 67% in Pre-calculus 12 we are aligning our program



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with the Faculty of Science. This should also help students succeed in 100-level Math and Physics courses, which are required in the Kinesiology program, as well as align the Kinesiology admission requirements with those of the Faculty of Science.

Recommended Motion:

That the Senate Committee on Academic Standards approve, and recommend to Senate that it also approve, the following changes to high school admission to the Bachelor of Science, Kinesiology program:

- Remove Anatomy and Physiology 12 and Chemistry 12 or Physics 12 as required Grade 12 courses. Instead, require "Two approved science 12 courses (Anatomy and Physiology 12 and Physics 12 recommended)".
- Add a minimum course grade of 67% to Pre-Calculus 12.

Sincerely,

A handwritten signature in black ink, appearing to read "S. Hundza".

Sandra Hundza, PhD



Date: October 18, 2023
To: Senate
From: Senate Committee on Academic Standards
Re: **Revisions to the Undergraduate Academic Calendar Regarding Examinations, Deferred Status**

Through the 2022-2023 academic year, during a review of the final examination period and timetable practices at the University of Victoria, the Senate Committee on Academic Standards identified the need to update the undergraduate academic calendar to include guidance for instructors and students regarding online examinations. Over the summer of 2023, it was determined that additional updates to the Deferred Status section of the undergraduate calendar Examinations regulation were needed to align with the revisions to the Academic Concessions regulation and update the processes within the Office of the Registrar.

During May and June 2023, the Office of the University Secretary and the Office of the Registrar worked to update the Deferred Status section of the Examinations regulation of the undergraduate academic calendar. In doing so, the following changes were made:

- Alignment with the 2022 revised undergraduate Academic Concessions regulation
- Consistent deferred examination process at the end of each academic term
- Transparent cost assessment to provide invigilation and courier services

For clarity, two sections have been removed from the regulation. The following section has been removed as instructors are asked to submit grades as soon as possible and change if necessary after grade submission:

~~The Office of the Registrar will ask the instructor to consider the request. If a Deferral is not approved, the instructor will submit a final grade. A students may appeal as described under Appeals.~~

The following section has been completely removed from the regulation as this seemed to indicate an automatic Aegrotat (AEG) grade notation application if the deferral is not granted. If a student would like to request an AEG grade notation, this can be completed through the Request for Academic Concession process:

~~Where the instructor does not give a deferred examination but assigns a final grade based on an assessment of the student's performance on the completed course work, the grade will appear on the student's record with an Aegrotat (AEG) notation (see Grading).~~

Recommended Motion:

That Senate approve the revisions to Examinations, Deferred Status in the Undergraduate Academic Calendar.

Respectfully submitted,

2023/2024 Senate Committee on Academic Standards

Yasmine Kandil (Chair), Faculty of Fine Arts

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

Hökūlani Aikau, Faculty of Human and Social Development

Chekwube Anyaegbunam, Student Senator

Ashley de Moscoso, Acting Associate Registrar

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Alivia Wang, Convocation Senator

Ada Saab (Secretary), Associate University Secretary

Deferred status (tracked changes)

A student who becomes ill [or experiences an emergency](#) during a final examination, or [who misses a final examination due to unexpected and unavoidable circumstances or conflicting responsibilities \(as defined in the Academic Concessions regulation\)](#) ~~because of injury, family or personal affliction, or illness~~ may be eligible for an Academic Concession resulting in a Deferral of the examination, or an Aegrotat (AEG) notation. For Academic Concession relating to coursework other than final examinations, see [Academic Concessions](#).

A student ~~should immediately consult a health professional, and~~ must apply for a Deferral of the examination, or an Aegrotat (AEG) notation, by completing a formal Request for Academic Concession (RAC). The RAC must be accompanied by supporting documentation [if required by the Academic Concessions Guidelines](#), and must be submitted to the Office of the Registrar [as soon as possible after the need for the academic concession has been identified normally within ten working days of the end of the examination period of the term in which the course is taken](#).

The Office of the Registrar will ask the instructor to consider the request. If a Deferral is not approved, ~~the instructor will submit a final grade.~~ A student~~s~~ may appeal as described under [Appeals](#).

~~Where the instructor does not give a deferred examination but assigns a final grade based on an assessment of the student's performance on the completed course work, the grade will appear on the student's record with an Aegrotat (AEG) notation (see [Grading](#)).~~

If a Deferral is granted, the final examination must be completed at the latest by a date set by the instructor which is to be not later than the end of the term immediately following the course:

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

For courses ending in December that are prerequisite to courses starting in January, deferred final examinations are normally held by the end of the first two weeks in January.

For courses ending in April, deferred final examinations may be scheduled either by the department or by the Office of the Registrar. Deferred final examinations scheduled by the Office of the Registrar are held on the last three (3) working days of July.

The Office of the Registrar will notify qualifying students by email, ~~with a link to the [Application to Write Undergraduate Deferred Examinations](#)~~. The student must complete ~~the~~ [an](#) application [online form](#) and submit it to the Office of the Registrar, accompanied by the necessary fees, by the end of the second week in June.

Deferred final examinations organized through the Office of the Registrar may be written at the University as well as at various centres inside and outside of British Columbia (locations are restricted to universities or colleges). A non-refundable administration fee of \$60 is charged for each off campus deferred examination. There is no fee for deferred examinations written on campus.

If deferred work is not completed by the deadline, the final grade for the course reverts to the grade calculated and submitted originally by the instructor on the basis of the work that was completed.

A Deferral may be extended beyond the above deadlines only in exceptional circumstances and only with the written permission of the Dean (or designate) of the student's Faculty of Registration. [Students requesting an extension must submit a](#) [Request for Academic Concession](#) ~~is required~~, asking for an Extended Deferral. See [Academic Concessions](#)).

Students in their graduating year must, upon approval of a Deferral for a final examination, contact the Records Officer for their Faculty of Registration (c/o Undergraduate Records) immediately to discuss the timing of the final grade submissions in relation to the dates of Faculty degree approval and their graduation eligibility.

Deferred status (final)

A student who becomes ill or experiences an emergency during a final examination, or who misses a final examination due to unexpected and unavoidable circumstances or conflicting responsibilities (as defined in the Academic Concessions regulation) may be eligible for an Academic Concession resulting in a Deferral of the examination, or an Aegrotat (AEG) notation. For Academic Concession relating to coursework other than final examinations, see [Academic Concessions](#).

A student must apply for a Deferral of the examination or an Aegrotat (AEG) notation, by completing a formal Request for Academic Concession (RAC). The RAC must be accompanied by supporting documentation if required by the Academic Concessions Guidelines, and must be submitted to the Office of the Registrar as soon as possible after the need for the academic concession has been identified.

The Office of the Registrar will ask the instructor to consider the request. If a Deferral is not approved, students may appeal as described under [Appeals](#).

If a Deferral is granted, the final examination must be completed at the latest by a date set by the instructor which is to be not later than the end of the term immediately following the course:

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

For courses ending in December that are prerequisite to courses starting in January, deferred final examinations are normally held by the end of the first two weeks in January.

For courses ending in April, deferred final examinations may be scheduled either by the department or by the Office of the Registrar. Deferred final examinations scheduled by the Office of the Registrar are held on the last three (3) working days of July.

The Office of the Registrar will notify qualifying students by email. The student must complete an application form and submit it to the Office of the Registrar, accompanied by the necessary fees, by the end of the second week in June.

Deferred final examinations organized through the Office of the Registrar may be written at the University as well as at various centres inside and outside of British Columbia (locations are restricted to universities or colleges). A non-refundable administration fee of \$60 is charged for each off campus deferred examination. There is no fee for deferred examinations written on campus.

If deferred work is not completed by the deadline, the final grade for the course reverts to the grade calculated and submitted originally by the instructor on the basis of the work that was completed.

A Deferral may be extended beyond the above deadlines only in exceptional circumstances and only with the written permission of the Dean (or designate) of the student's Faculty of

Registration. Students requesting an extension must submit an additional Request for Academic Concession asking for an Extended Deferral. See [Academic Concessions](#)).

Students in their graduating year must, upon approval of a Deferral for a final examination, contact the Records Officer for their Faculty of Registration (c/o Undergraduate Records) immediately to discuss the timing of the final grade submissions in relation to the dates of Faculty degree approval and their graduation eligibility.



Date: October 18, 2023

To: Senate

From: Senate Committee on Agenda and Governance

Re: Revisions to the Senate Rules and Procedures for remote attendance

In response to Senate's request to consider principles for remote attendance for the Senate Rules and Procedures, the Senate Committee on Agenda and Governance examined information provided by other post-secondary practices, addressed several considerations for engaged Senate discussion, and proposed a temporary trial of hybrid meetings to inform a review of permanent remote participation principles. During the 2022-23 academic year, Senate underwent a trial period to determine the feasibility of hybrid meetings more permanently. Based on the trial year and survey results, the Senate Committee on Agenda and Governance recommends the attached changes to the Senate Rules and Procedures.

To summarize, the following changes are suggested:

- permission for remote attendance if in-person attendance is prevented
- protocol for remote attendance
- additional process for secret ballots for remote attendance

Recommended Motion:

That Senate approve the revisions to the Senate Rules and Procedures for remote attendance.

As Senators are aware, various governance issues must be considered to support remote Senate attendance. The Senate Rules and Procedures set out guidelines to ensure the proper functioning of Senate meetings and the specific composition of its committees and membership. Governance principles for collegial and engaged participation, confidentiality, transparency, and voting protocols on the floor and during closed ballots are essential considerations to any revisions to the Senate Rules and Procedures.

To assess the functioning of hybrid Senate meetings throughout the past academic year, the Senate Committee on Agenda and Governance surveyed Senators on important elements of participation to ensure engaged and transparent academic governance. The trial year and survey results informed the committee regarding the proposed revisions.

Survey Results:

The survey was conducted during May and June 2023. All 72 members of Senate were invited to complete their assessment of the trial period. After two months, 38 Senators responded with a 76% completion rate.

To understand the perspective of Senators responding to the survey, respondents were asked how they attended Senate during the trial period.

- 11% of respondents attended all Senate meetings remotely
- 8% attended most meetings remotely
- 31% attended most meetings in-person
- 50% of respondents attended all Senate meetings in-person

Benefit of Hybrid Senate

Based on the principles of participation and engagement outlined in the current Senate Rules and Procedures, Senators were asked to reflect on the benefits of having Senators attend remotely or in-person as remote or in-person attendants.

Both remote and in-person respondents cited similar benefits for remote attendance in that it was easier for non-Senators to attend Senate to answer questions and that the provision for remote attendance was more inclusive of diverse needs such as health concerns, travel requirements and family responsibilities.

The benefits of in-person attendance cited the strengthening of collegiality with the ability to interact in person and build relationships with other Senators before and after the meetings, the ability to understand more nuanced non-verbal communication for a more fulsome discussion, and the lack of technical glitches hampering the flow of discussion. Many respondents noted that hybrid meetings would not benefit Senate engagement if most Senators attended remotely.

Challenge of Hybrid Senate

Similarly, Senators were asked to reflect on the challenges of having Senators attend remotely or in-person as either remote or in-person attendants.

Again, the challenges noted for those attending remotely were similar for in-person and remotely attending Senators. The most common responses were technological challenges with audio and poor internet connections in the Senate and Board Chambers and at home. Both groups of respondents also cited worries about remote attendants and either forgetting or being forgotten about while online. One member noted that attending remotely sometimes felt more like surveillance than participation.

In terms of challenges to in-person attendance, crowding on the Senate floor was a concern for a few respondents. Another respondent noted the cost of parking and the convenience of attending remotely if they felt there were already too many demands on their time.

Camera Use

At the start of the hybrid attendance trial period, Senators who attended remotely were asked to ensure they were using cameras and that the cameras remained on during the meeting. Camera use is important for voter participation and provides an engaged and respectful discussion. Cameras also signal that individuals attending a closed session are following the meeting confidentially.

Senators were asked if they were aware of this requirement. Only 40% of respondents noted they knew the need to ensure their cameras were turned on. When asked for their reflections on this requirement, 72% of those who responded as a Senator participating in-person agreed, and 28% neither agreed nor disagreed but stated that this had not been enforced.

Respondents participating remotely also agreed with this requirement, with 73% agreeing with the condition and 27% disagreeing.

Identification

According to the Senate Rules and Procedures, Senators and those invited to speak at Senate introduce themselves before speaking so that everyone in attendance understands who is discussing a topic on the floor. Senators attending remotely are asked to ensure their full name appears on their Zoom screen.

Reflecting on this requirement, respondents attending in-person and remotely agreed.

Speaker's List

A speaker's list is formed for each Senate agenda item under discussion. Senators are asked to raise their hands to be added to the list in order to contribute to the discussion. Those attending remotely use the "raise hand" function through Zoom.

Reflecting on this requirement, Senators understood the need for an ordered speakers' list but noted that when Senators attend remotely, the Chair must be attentive to those online. Remote attendees pointed out that simply raising their hands on camera should also be an option.

Chat Function

The chat function is disabled during Senate meetings. This ensures there is only one discussion during the meeting, which is reflected in the minutes. This also maintains the integrity of the speaker's list.

Reflecting on this requirement, Senators understood the need for an official record of the meeting and recognized the need to focus the discussion. It was noted that when Senators attending remotely cite technical problems, it is important that the University Secretary's Office email is monitored to ensure any technical issues are addressed.

Voting

Voting during Senate is normally by show of hands with the exception of elections. Senators who participate remotely vote using Zoom's "raise hand" function.

All respondents felt it was important to the integrity of Senate's decisions that voting be public and Senators are accountable for their votes. As with the speaker list reflection, some respondents noted that raising a physical hand should also be an option when a vote is called.

Secret Ballot Voting

As secret ballots are accomplished through a paper vote on the floor of Senate, Senators were asked to reflect on the need for remote attending Senators to vote via email to the University Secretary. All votes will be destroyed after the vote is counted.

Most in-person and remote attendant respondents noted that this was an appropriate process. Other respondents suggested that while other technical solutions could be explored, they did not oppose the requirement.

Limitations on Remote Attendance

Considering the principles explored in the survey, Senators were asked if any limitations should be placed on remote attendance.

- 47% of respondents noted that Senators should be able to attend remotely whenever they choose it convenient to their schedules
- 43% of respondents stated that Senators should be able to attend remotely for specific reasons such as childcare, sickness, and out-of-town commitments
- 27% of respondents noted Senators should attend remotely when they live in another city
- 13% of respondents stated that Senators should not be permitted to attend remotely

Senators added that there may be other reasons for remote attendance and should be evaluated on a case-by-case basis, but others noted this would be difficult to regulate.

A number of Senators stressed the university's priority in keeping a primarily in-person institution. While the need for inclusivity and equitable participation is essential, Senators should make every effort to attend in-person.

Finally, Senators answered when hybrid meetings worked best.

- 59% of respondents noted that Senate worked best when most Senators attend in-person
- 0% of respondents noted that Senate worked best when most Senators attend remotely
- 41% of respondents noted the balance of Senators' modes of attendance does not influence the effectiveness of hybrid meetings.

Comments were made that hybrid meetings work best when most Senators can effectively participate, irrespective of their mode of participation.

/attachment

Respectfully submitted,

2023/2024 Senate Committee on Agenda and Governance

Kevin Hall, Chair, President and Vice-Chancellor

Robin Hicks, Vice-Chair, Faculty of Graduate Studies

Carrie Andersen, University Secretary

Elizabeth Croft, Vice-President Academic and Provost

Benjamin Fyfe, Student Senator

Mark Laidlaw, Faculty of Science

Martha McGinnis, Faculty of Graduate Studies

Phalguni Mukhopadhyaya, Faculty of Engineering and Computer Science

Joseph Salem, Faculty of Fine Arts

Alivia Wang, Convocation Senator

Lara Wilson, Library, Special Collections, University Archives

Ada Saab (Secretary), Associate University Secretary

Kathy MacDonald, (Recording Secretary), Senator Coordinator

UNIVERSITY OF VICTORIA
RULES AND PROCEDURES

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RULES AND PROCEDURES

- 1.00 These Rules and Procedures have been established in accordance with the *University Act*. In the event of a conflict the *University Act* will prevail.
- 2.00 The *University Act* sets out the powers of Senate.
- 3.00 The Senate Committee on Agenda and Governance will consider and make recommendations to Senate on any matters relating to rules and procedures that are not otherwise covered by these Rules and Procedures.

MEMBERSHIP

- 4.00 Senate membership is established in accordance with section 35(2) of the *University Act*. The current membership is set out in Appendix A.

Chair and Vice-Chair

- 5.00 The President will serve as Chair of Senate.
- 6.00 Senate will elect one of its members to serve as Vice-Chair. The Vice-Chair will serve as Chair in the absence of the President. The Vice-Chair will serve for a term of one year and until replaced, and may not serve more than two consecutive terms.

Leaves and Vacancies

- 7.00 Any elected member of Senate is entitled to a leave of absence for no more than three consecutive regular meetings of Senate. Unless granted an extension by the Chair, any absence beyond that will lead to a request for the resignation of the member.
- 8.00 If a vacancy in any position arises on Senate before the next regular election, the Senate secretary will report this to Senate at its next meeting and will enter a declaration of vacancy in the minutes of that meeting.
 - 8.01 If the vacancy is an elected faculty member, professional librarian or continuing sessional, a by-election will be conducted in accordance with the *Rules to Govern Elections to the Board of Governors and the Senate*.
 - 8.02 If the vacancy is a student or convocation member, the Senate secretary will consult the list of alternates from the immediate past election. If there is a suitable alternate, the candidate will be declared elected if the candidate received a percentage of votes at least equal to the percentage of participation in the election. If there is no alternate, the Senate secretary will issue a call for nominations, which will specify the Senate meeting at which an election on the floor of Senate will be held.

Duties

- 9.00 Senate members must carry out their functions with integrity, independence, good faith, and prudence of a reasonable individual.
- 10.00 Each member of Senate has a duty with other Senate members to act in the best interests of the University. Members of Senate may also bring the perspective of their colleagues and may articulate the interests of their home department and faculty.

Confidentiality

- 11.00 Senate members are expected to maintain the confidentiality of closed Senate deliberations and documents forever. Senate committee members are expected to maintain the confidentiality of confidential committee deliberations and documents forever.

MEETINGS

Participation

- 12.00 Members of Senate may only participate in Senate in person. Attendance or vote by proxy is not permitted.
- 12.01 Ex officio members of Senate may assign a delegate to attend an open session on their behalf in order to respond to questions that may arise.

[12.02 Remote attendance at Senate is permitted when a member of Senate is prevented from attending the physical meeting location.](#)

- [i\) Senate members attending remotely ensure their full names are visible and cameras are turned on during the open and closed meetings of Senate.](#)
- [ii\) Senate members are expected to participate in the oral discussion of Senate irrespective of their mode of attendance. Messaging functions available with various software platforms are disabled.](#)

Regular Meetings

- 13.00 Senate holds regular meetings each month from October to May. Regular meetings will normally be held on the first Friday of the month at 3:30 p.m. in the Senate and Board Chambers.
- 14.00 A regular meeting may be cancelled by the Chair of Senate on recommendation of the Senate Committee on Agenda and Governance if the committee determines there is insufficient business to justify holding a meeting.

Special Meetings

- 15.00 Between June and September the Chair may call a special meeting if there is business that cannot be postponed until the next regular meeting. At any other time, a special meeting may be held at the discretion of the Chair, or at the request of at least eight members of Senate.
- 16.00 The notice for a special meeting will clearly specify the purpose of the meeting and will be circulated to Senate at least three days before the meeting.
- 17.00 At a special meeting, only the matter or matters specified in the notice may be considered.

Emergency Protocol

- 18.00 The *Emergency Protocol for Senate Operations* outlined in Appendix B is intended for use by Senate in case of emergencies or significant disruptions to academic program delivery.
 - 18.01 In response to an emergency and in accordance with the *Emergency Protocol for Senate Operations*, Senate may delegate authority to the Senate Committee on Agenda and Governance or the Vice-President Academic and Provost.

Open and Closed Sessions

- 19.00 Meetings of Senate include an open and closed session, as necessary. The closed session is used for the discussion of business deemed by the Chair to be confidential.
- 20.00 The open session of a meeting is open to members of the public. Attendance is limited to the seating capacity of the visitors' gallery.
- 21.00 Normally, only members of Senate, and non-voting invitees with speaking rights as determined by Senate from time to time, may be present during the closed session.
- 22.00 The Chair, at his/her discretion, may invite non Senators to attend the closed session where their attendance supports the agenda.
- 23.00 The Chair, at his/her discretion, may have the visitors' gallery cleared or ask anyone who is interfering with the orderly conduct of the Senate's business to leave the visitors' gallery.

Quorum

- 24.00 The quorum required for all meetings of Senate will be fifteen members, at least eight of whom must be elected members.
- 25.00 For special meetings, at least five of the members required for quorum must be elected faculty members.

Agenda and Order of Business

- 26.00 The agenda for regular meetings is reviewed by the Senate Committee on Agenda and Governance, normally a minimum of 14 days prior to the scheduled meeting date.
- 27.00 Any member of Senate may request in writing that an item be added to the agenda of the next regular meeting. The request must be submitted to the Senate Committee on Agenda and Governance at least two days prior to its meeting to review the agenda.
- 28.00 The agenda for regular meetings will normally be circulated to members of Senate at least six days before the meeting is scheduled to take place.
- 29.00 There will be agendas for the open and the closed sessions. The open agenda will be made public.
- 30.00 The order of agenda items for regular open meetings will normally be:
1. Approval of the agenda
 2. Minutes of the last meeting
 3. Business arising from the minutes
 4. Remarks from the Chair
 5. Correspondence
 6. Proposals and reports from Senate committees
 7. Proposals and reports from faculties and other divisions
 8. Proposals and reports from the Vice-President Academic and Provost
 9. Other business
 10. Adjournment
- 31.00 In exceptional circumstances, any urgent matter not on the agenda of a regular meeting may, at the request of a member of Senate and the discretion of the Chair, be added to the agenda under "other business".
- 32.00 The Chair will receive proposals at the beginning of a regular meeting for other changes to the agenda.
- 33.00 When the agenda is modified at a meeting, the Chair will declare it approved as amended, unless there is a call for a formal vote to approve the agenda. When there are no additions or changes to the agenda, the Chair will declare the agenda approved as circulated.
- 34.00 An item on the agenda of the open session may be placed into the closed session at any time prior to or during discussion of the item by successful motion to have it so placed.
- 35.00 For each agenda item, the Chair may develop a speakers list. A member of Senate may speak a second time on a particular item only after the Chair has exhausted the list of

first-time speakers. The mover of a motion or amendment will have the final opportunity to speak.

Voting

36.00 Voting will normally be by show of hands. A member of Senate may request at any time through a motion that a roll call or secret ballot be conducted. Such a motion requires a simple majority in the affirmative to pass.

37.00 Voting for the purpose of elections conducted on the floor of Senate will be by secret ballot.

[38.00 Secret ballots by Senate members who attend remotely will be conducted via email to the University Secretary. This vote will be confidential but not anonymous.](#)

~~38.00~~39.00 The Chair will have the same right of a single vote as other members of Senate.

~~39.00~~40.00 In the case of an equality of votes for and against a motion, the Chair will declare that the question is resolved in the negative.

~~40.00~~41.00 The Chair will formally announce the outcome of each vote and this outcome will be recorded in the Senate minutes. Any member of Senate may ask that the vote count or the member's individual vote or abstention be recorded in the Senate minutes.

Recording

~~41.00~~42.00 Senate proceedings may not be recorded or reported on using cameras or other electronic equipment unless approved at the discretion of the Chair prior to the meeting.

Minutes

~~42.00~~43.00 The minutes shall be the official record of a Senate meeting.

~~43.00~~44.00 The minutes of each meeting will be circulated in draft form to members of Senate for approval at the next regular meeting. Draft minutes of a previous open session will be approved by Senate during the open session. Draft minutes of a previous closed session will be approved by Senate at the closed session.

~~44.00~~45.00 Once approved, the minutes of an open session will be sent to the offices of Departments and Schools, the offices of senior officers of the university, the University of Victoria Students' Society, and the Graduate Students' Society.

Approval by Email

~~45.00~~46.00 In exceptional circumstances, the Chair, after consultation with the Senate Committee on Agenda and Governance, may request voting on the motion of an item by mail or email with a report to Senate at the next meeting.

SENATE COMMITTEES

~~46.00~~47.00 Senate will establish such standing and *ad hoc* committees it deems necessary and Senate will determine the terms of reference, membership and the method of appointing or electing members to those committees.

~~47.00~~48.00 The following Senate standing committees have been established by Senate:

- Senate Committee on Academic Standards
- Senate Committee on Admission, Re-registration and Transfer
- Senate Committee on Agenda and Governance
- Senate Committee on Appeals
- Senate Committee on Awards
- Senate Committee on Continuing Studies
- Senate Committee on Curriculum
- Senate Committee on Honorary Degrees and Other Forms of Recognition
- Senate Committee on Learning and Teaching
- Senate Committee on Libraries
- Senate Committee on Planning
- Senate Committee on University Budget

Terms of Reference

~~48.00~~49.00 The terms of reference of Senate standing or *ad hoc* committees are as determined by Senate. The terms of reference for the Senate standing committees are set out in Appendix C.

~~49.00~~50.00 A Senate standing or *ad hoc* committee may consider any item that falls within its terms of reference, or items referred to it by the Senate Committee on Agenda and Governance.

~~50.00~~51.00 A Senate standing committee may consider items that fall outside its terms of reference if it:

50.01 notifies and works in conjunction with any other Senate standing or *ad hoc* committee that has authority to consider the item as provided by its terms of reference; and

50.02 seeks the approval of the Senate Committee on Agenda and Governance.

~~51.00~~52.00 Senate standing and *ad hoc* committee meetings are normally closed. A committee may determine that the whole or part of any committee discussion or document presented to the committee shall be held in confidence.

Reports from Senate Committees

~~52.00~~53.00 The Senate standing committees will submit an annual report to Senate. *Ad hoc* committees of Senate will submit annual reports to Senate during the time that those committees are active.

52.01 Annual reports will include information about meeting dates, actions taken and issues considered by a committee over the course of the year. Annual reports may also identify issues recommended by the committee for consideration by Senate.

~~53.00~~54.00 The schedule for submission of annual reports to Senate by Senate standing committees is as follows:

- January: Senate Committee on Agenda and Governance – nominations sub-committee, Senate Committee on Admission, Re-registration and Transfer
- April: Senate Committee on Learning and Teaching, Senate Committee on University Budget
- May: Senate Committee on Planning, Senate Committee on Appeals, Senate Committee on Honorary Degrees and Other Forms of Recognition, Senate Committee on Libraries
- October: Senate Committee on Continuing Studies; Senate Committee on Curriculum
- November: Senate Committee on Awards, Senate Committee on Academic Standards

~~54.00~~55.00 Each report to Senate from a Senate standing or *ad hoc* committee shall include the names of all members of the committee.

~~55.00~~56.00 At the request of Senate, representatives of Senate on outside bodies may be invited to report to Senate on the activities of those bodies.

Composition of Senate Standing Committees

~~56.00~~57.00 The composition of the Senate Committee on Agenda and Governance will include members of Senate only and will be determined in part through an election conducted on the floor of Senate. Two members of Senate who are not students or convocation members will be elected to the Senate Committee on Agenda and Governance by Senate at the May meeting.

~~57.00~~58.00 In all other Senate standing committees, membership will include, where practicable and appropriate, at least two members of Senate, one of whom should normally be the Chair of the committee.

~~58.00~~59.00 ___ The Chairs of Senate standing committees will be appointed by Senate for a one year term. The Chair of a standing committee will be eligible for re-appointment, but may not serve for a period longer than his or her maximum term on the committee.

~~59.00~~60.00 ___ Normally an ex officio member of a Senate standing committee will not be appointed Chair of that committee.

~~60.00~~61.00 ___ The President or nominee will be an ex officio member of all Senate committees except the Senate Committee on Appeals. If the President appoints a nominee, this appointment shall be a continuing appointment and it shall be made after consultation with the Senate Committee on Agenda and Governance; however, such a nominee may be withdrawn at any time by the President. Other ex officio members of the Senate standing committees will follow the same process for appointing a nominee.

~~61.00~~62.00 ___ Any Senate standing committee other than the Senate Committee on Appeals may co-opt non-voting members, in consultation with the Senate Committee on Agenda and Governance. Any Senate standing committee may appoint *ad hoc* sub-committees whenever necessary.

Appointment to Senate Standing Committees

~~62.00~~63.00 ___ Members of Senate standing committees will be appointed for a period of up to three years. A member of a standing committee will be eligible for re-appointment, but none may serve for more than six consecutive years.

~~63.00~~64.00 ___ In accordance with its terms of reference, the Senate Committee on Agenda and Governance will normally be responsible for preparing recommendations on the membership of Senate standing and *ad hoc* committees for consideration by Senate at its May and October meetings, or as necessary. Further nominations may be made by the members of Senate present at the meeting at which nominations are considered, provided consent of the nominee has been obtained. In such case, an election will be held to determine the committee membership.

Leaves and Vacancies

~~64.00~~65.00 ___ A member of a Senate standing committee, whether they are a member of Senate or not, will be entitled to a leave of absence for no more than three consecutive regular meetings of the committee. Unless granted an extension by the Chair, any absence beyond that will lead to a request for the member's resignation from the Senate standing committee.

~~65.00~~66.00 ___ A member of a Senate standing committee who is on leave will normally be replaced for the duration of his/her leave and return to the committee upon return from leave. In exceptional cases, a member may wish to continue serving on the Senate standing committee while on leave and this may be allowed, subject to the appropriate approvals.

~~66.00~~67.00 Vacancies on Senate standing committees that arise during the year will be filled by appointment by Senate upon recommendation of the Senate Committee on Agenda and Governance.

~~67.00~~68.00 If vacancies arise during the year for the members of the Senate Committee on Agenda and Governance elected to the committee on the floor of Senate, these will be filled through an election carried out on the floor of Senate.

~~68.00~~69.00 Vacancies that arise on the Senate Committee on Admission, Re-registration and Transfer or the Senate Committee on Appeals will be filled without delay by the Senate Committee on Agenda and Governance, subject to ratification by Senate at its next meeting.

AMENDMENTS TO RULES AND PROCEDURES

~~69.00~~70.00 Any proposal to amend or change the Senate Rules and Procedures, including a request to establish a new Senate standing committee or changes to the terms of reference of an existing Senate standing committee, will be presented in the form of one of the following:

71.01 a notice signed by at least one-fourth of the members of Senate;

71.02 a notice from a Senate standing committee;

71.03 a notice from an *ad hoc* committee appointed by Senate to examine the Senate Rules and Procedures; or

71.04 a notice made by a member of Senate during the course of a Senate meeting and approved by a majority of those present at the meeting.

~~70.00~~71.00 A notice to amend or change the Senate Rules and Procedures must specify the amendment or change proposed. The proposal will be included in the agenda of the next regular meeting of Senate, or will be considered at a special meeting called for that purpose. Following the receipt by Senate of such notice, the Senate Committee on Agenda and Governance will study the proposed amendment or change, will seek advice, as deemed appropriate by the committee, and will report its opinion or findings to the person(s) or committee proposing the amendment or change and to Senate in time for the ordinary or special meeting at which the amendment or change will be considered.

70.01 A notice to amend or change the Senate Rules and Procedures submitted by the Senate Committee on Agenda and Governance may be considered at Senate at the first meeting at which it is submitted.

~~71.00~~72.00 An amendment or change to the Senate Rules and Procedures will be considered passed if it is approved by at least two-thirds of the members of Senate present at the meeting.

Incorporating latest revisions made by Senate on:

Nov 4, 1981
May 20, 1981
Dec 1, 1982
Nov 7, 1984
Jan 7, 1987
May 4, 1988
Jan 11, 1989
Apr 4, 1990
Apr 1, 1992
Nov 7, 2001
May 6, 2005
May 5, 2006
May 6, 2011
Dec 6, 2013
Apr 6, 2015



Date: October 20, 2023
To: Senate
From: Senate Committee on Agenda and Governance
Re: **Appointments to the 2023/2024 Senate standing committees**

The Senate Committee on Agenda and Governance nominations sub-committee met on October 20, 2023 to consider appointments to the 2023/2024 Senate standing committees.

The proposed new appointments to the 2023/2024 Senate standing committees are bolded in the attached document.

Recommended Motion:

That Senate approve the appointments to the 2023/2024 Senate standing committees for the terms indicated in the attached document.

Respectfully submitted,

2023/2024 Senate Committee on Agenda and Governance

Kevin Hall, Chair, President and Vice-Chancellor*

Robin Hicks, Vice-Chair, Faculty of Graduate Studies*

Carrie Andersen, University Secretary

Elizabeth Croft, Vice-President Academic and Provost

Benjamin Fyfe, Student Senator*

Mark Laidlaw, Faculty of Science

Martha McGinnis, Faculty of Graduate Studies

Phalguni Mukhopadhyaya, Faculty of Engineering and Computer Science*

Joseph Salem, Faculty of Fine Arts

Alivia Wang, Convocation Senator

Lara Wilson, Library, Special Collections, University Archives*

Ada Saab (Secretary), Associate University Secretary*

Kathy MacDonald, (Recording Secretary), Senator Coordinator*

*members of the Nominations Sub-committee

/attachment



2023- 2024 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	2026 (2020)
Rana El-Sabaawi (NS)	Science	2025 (2022)
Shemine Gulamhusein (NS)	Human & Social Development	2025 (2022)
Michael Zastre (NS)	Engineering & Computer Science	2026 (2023)
Carmen Galang (NS)	Business	2026 (2020)
Lee Henderson (NS)	Fine Arts	2026 (2023)
Vacancy	Education	2026 (2023)
Daniela Sirois Ennis (S)	Student Senator	2024 (2023)
Sophie Pavlik (S)	Student Senator	2024 (2023)
Khushi Wadhwa (NS)	Student Representative (UVSS)	2024 (2023)
Viviana Pitton (NS)	President's nominee	(ex officio)
Diana Varela (NS) <i>(David Scoones replacing Diana while she is on leave July 1, 2023 – December 31, 2023)</i>	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)
Zane Robison (Secretary)	Associate Registrar	
Tatiana Percival (Recording Secretary)	Undergraduate Admissions and Records	

(S) – Senator
(NS) – non Senator

Senate Committee on Appeals

Name	Faculty or Department	Term
Kathy Chan (co-chair) (NS) Janna Promislow (co-chair) (NS)	Law	2026 (2020)
Mauricio Garcia-Barrera (NS) (Vice-Chair)	Graduate Studies	2024 (2021)
Kenneth Stewart (NS)	Social Sciences	2025 (2022)
Lina Zhou (S)	Engineering and Computer Science	2026 (2023)
Stuart Snaith (NS)	Peter B. Gustavson School of Business	2026 (2023)
Monica Prendergast (S)	Education	2026 (2023)
Mark Laidlaw (S)	Science	2026 (2020)
Lynne Marks (S)	Humanities	2024 (2021)
Donna Jeffery (S)	Human & Social Development	2025 (2022)
Joseph Salem (S)	Fine Arts	2024 (2021)
Justin Salinas (S)	Student Senator	2024 (2023)
Emily Wang (S)	Student Senator	2024 (2023)
Moronke Harris (S)	Student Senator	2024 (2023)
Jeffrey Bruton (NS)	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)
CindyAnn Rose-Redwood (S)	Social Sciences	2026 (2023)
Leslee Francis Pelton (NS)	Graduate Studies	2024 (2021)
Alyssa Manankil (NS)	Alumni Association	2024 (2021)
Justin Salinas (S)	Student Senator	2024 (2023)
Sarah Roberts (NS)	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)
Alexandra (Sasha) Kovacs (NS)	President's nominee	(ex officio)
Lori Hunter (NS)	Director, Student Awards and Financial Aid	(ex officio)
Amanda Thornborough (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)
Doug Magnuson (NS)	Education	2025 (2022)
Jens Weber (NS)	Engineering and Computer Science	2026 (2023)
Alexis Luko (NS)	Fine Arts	2026 (2023)
Vacancy	Human & Social Development	2026 (2023)
Li-Shih Huang (S)	Humanities	2024 (2021)
Mark Gillen (NS)	Law	2024 (2018)
Chris Eagle (S)	Science	2026 (2023)
Helen Kurki (NS)	Social Sciences	2025 (2022)
Sophie Pavlik (S)	Student Senator	2024 (2023)
Jeffrey Bruton (NS)	Student Representative (GSS)	2024 (2023)
Vacancy (NS)	Student Representative from diploma or certificate program in Continuing Studies	2024 (2023)
Natasha Thambirajah (NS)	Alumni Association	2025 (2022)
Anaïs Holdaway (S)	Convocation Senator	2024 (2023)
Dzifa Dordunoo (NS)	President's 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 Honorary Degrees and Other Forms of Recognition

Name	Faculty or Department	Term
Marion Buller (S) (Chair)	Chancellor	(ex officio)
Kieka Mynhardt (NS)	Science	2024 (2018)
Denise Cloutier (NS)	Social Sciences	2024 (2020)
Jonathan Bengtson (S)	University Librarian	2025 (2022)
Elena Pnevmonidou (NS)	Humanities	2025 (2019)
Vacancy	Human and Social Development	2026 (2023)
Sara Humphreys (S)	Humanities	2026 (2020)
Kyle Empringham (S)	Student Senator	2024 (2023)
Vicki Manuel (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)
Erin Campbell (S)	Fine Arts	2026 (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)
Kirstin Lane (NS)	Education	2026 (2023)
Sean Hier (S)	Social Sciences	2024 (2021)
Anastasia Mallidou (S)	Human & Social Development	2026 (2023)
Deborah Curran (S)	Law	2025 (2022)
Vacancy	Medical Sciences	2026 (2023)
Travis Martin (S)	Science	2026 (2023)
Hannah Brown (S)	Student Senator	2024 (2023)
Emily Wang (S)	Student Senator	2024 (2023)
Lane O'Hara Cooke (NS)	Student Representative (UVSS)	2024 (2023)
Bunni Williams (NS)	Student Representative (UVSS)	2024 (2023)
Nahid Pourdolat Safari (NS)	Student Representative (GSS)	2024 (2023)
Saeed Revani (NS)	Alumni Association	2026 (2023)
Matt Huculak (NS)	Library, (FALC)	2025 (2022)
Rebecca Warburton (S)	Convocation Senator	2024 (2021)
Courtney Lundrigan (NS)	University Librarian's 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)
Li-Shih Huang (S)	President's nominee	(ex officio)
Elizabeth Adjin-Tetty (NS)	Associate Vice-President Academic Programs	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Senate Committee on Libraries

Name	Faculty or Department	Term
Adrienne Boyarin (NS) (Chair) <i>(Deborah Curran Acting Chair while Adrienne is on leave January 1, 2024 – June 30, 2024)</i>	Humanities	2026 (2020)
Deborah Curran (S)	Law	2025 (2022)
Martha McGinnis (S)	Graduate Studies	2024 (2021)
Catherine McGregor (NS)	Education	2026 (2023)
Tatiana Shumilina (NS)	Continuing Studies	2026 (2023)
Lina Zhou (S)	Engineering and Computer Science	2026 (2023)
Danielle Geller (NS)	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)
Vacancy	Science	2026 (2023)
Kelvin Lee (S)	Student Senator	2024 (2023)
Samuel Fielder (NS)	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)
Matthew Koch (S)	President's nominee	(ex officio)
Wency Lum (NS)	Associate Vice-President Systems & Chief Information Officer	(ex officio)
Jonathan Bengtson (S)	University Librarian	(ex officio)
Kaelan 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)	Associate Vice-President Academic Programs	(ex officio)
Jie Zhang (NS)	Peter B. Gustavson School of Business	2024 (2021)
Sandra Hundza (S)	Education	2025 (2022)
Pablo Restrepo Gauthier (NS)	Humanities	2026 (2023)
Adam Con (NS)	Fine Arts	2025 (2019)
Alexandrine Boudreault-Fournier (NS)	Social Sciences	2026 (2023)
Maureen Ryan (NS)	Human & Social Development	2025 (2022)
Annalee Lepp (S)	Dean	2025 (2022)
Henning Struchtrup (S)	Engineering and Computer Science	2026 (2023)
Michelle Lawrence (NS) <i>(Geoff Loomer replacing Michelle while she is on leave Jan 1, 2024 – June 30, 2024)</i>	Law	2024 (2021)
Alex Brolo (NS)	Science	2024 (2021)
Eva Baboula (NS)	Graduate Studies	2024 (2021)
Vacancy	Medical Sciences	2026 (2023)
Tania Muir (NS)	Continuing Studies	2026 (2023)
Cole Kennedy (S)	Student Senator	2024 (2023)
Khushi Wadhwa (NS)	Student Representative (UVSS)	2024 (2023)
Jane Butterfield (NS)	President's nominee	(ex officio)
Wendy Taylor (NS)	Acting Registrar	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Kristen Semmens (NS)	Vice-President Academic and Provost's designate	(ex officio)
Cynthia Milton (NS)	Vice-President Research and Innovation's designate	(ex officio)
Robin Hicks (S)	Dean, Faculty of Graduate Studies	(ex officio)
Ada Saab (NS)	Associate University Secretary	(ex officio)
Sandra Duggan (Secretary)	Office of the Vice-President Academic and Provost	

(S) – Senator
(NS) – non Senator

Senate Committee on University Budget

Name	Faculty or Department	Term
Graham Voss (S) (Chair)	Social Sciences	2025 (2019)
Jen Baggs (NS)	Peter B. Gustavson School of Business	2024 (2018)
Vacancy	TBD	2026 (2023)
Phalguni Mukhopadhyaya (S)	Engineering and Computer Science	2025 (2022)
Ralf St. Clair (NS)	Education	2026 (2023)
Catherine Harding (S)	Fine Arts	2025 (2022)
Vacancy	TBD	2026 (2023)
Nathaniel Hope Tucker (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



Date: October 25, 2023

To: Senate

From: Senate Committee on Awards

Re: **2022/2023 Annual Report**

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

The Senate Committee on Awards met 12 times from July 2022 to June 2023:

July 6, 2022	August 17, 2022	September 9, 2022	October 12, 2022
November 7, 2022	December 7, 2022	January 11, 2023	February 8, 2023
March 24, 2023	April 13, 2023	May 13, 2023	June 20, 2023

During that year the Senate Committee on Awards approved **95** (103) new awards and **126** (74) revised awards for undergraduate and graduate students.

In the May 2022 to April 2023 academic year there were **4,244** (5,751) scholarships awarded to **3,203** (4,711) undergraduate students, with a total value of **\$11,487,780.89** (\$16,031,568.27).

NOTE: Previous year's (2021/2022) figures are shown in brackets. Scholarships included in this report were adjudicated on the basis of academic performance in 2021-2022.

For the 2022/2023 academic year, guided by the UVic Strategic Framework 2018-2023, our ability to offer a modified undergraduate scholarship program supported the strategy to attract, support and develop a diverse community of talented students, faculty and staff through enhanced resources.

This report reflects significant changes in the total number and values of scholarships offered in 2022/2023. It is important to note that the enhanced automatic entrance scholarship program that was introduced for the incoming class of 2020/21 was impacted by unforeseen grading changes in the secondary education system. During the COVID-19 pandemic, the number of high achieving students increased dramatically and resulted in a unprecedented number of students admitted with averages of 85% and higher.

For example, in 2019/2020, 336 students admitted with an average of 96% to 100% were offered renewable entrance scholarships, of which 123 accepted. In 2020/2021, we offered renewable scholarships to 585 students, of which 291 accepted. In 2021/2022, 948 students were offered renewable scholarships, of which 445 accepted. The number of entrance scholarships offered to students admitted with averages in the 85% to 95.99% range was 4,344 in 2019/2020, 5,040 in 2020/2021 and 5,956 in 2021/2022. These increases in the numbers of students admitted with averages of 85% and higher could not have been anticipated.



To ensure the financial sustainability of the entrance scholarship program, for the fall 2022 incoming class, base budget funded automatic renewable entrance scholarships were eliminated, scholarship values were lowered and the admission averages needed to qualify for automatic entrance scholarships were increased. The resulting significant reductions in both the number and total value of entrance scholarships are reflected in this report.

For 2023/2024, automatic renewable entrance scholarships previously funded out of base budget have not been reinstated. To improve the competitive position of our entrance scholarship program, automatic non-renewable entrance scholarship values have been increased and the admission averages required to qualify have been lowered. The impact of these improvements will be reflected in the report submitted to Senate in October 2024.

Entrance Scholarship Appeals

In 2022/2023 there were 35 entrance scholarship appeals considered by the Senate Committee on Awards of which 28 were approved and 7 not approved.

Of the entrance scholarship appeals received, 2 students were appealing to retain an offer of renewable scholarship and 33 were appealing to retain a non-renewable scholarship offer.

The 2 renewable scholarship appellants were requesting approval to retain a scholarship offer though their final grades were below the admission average required to qualify.

Of the non-renewable scholarship appellants, 26 were below the admission average required to retain their original scholarship offer, 6 were requesting approval to retain the scholarship at a reduced course load and 3 were requesting a deferral of the scholarship.

In-course Scholarship Appeals

In 2022/23 there were 89 in-course scholarship appeals considered by the Senate Committee on Awards, of which 82 were approved and 7 not approved.

Of the in-course scholarship appellants, 72 were requesting approval to retain a renewable scholarship and 17 were appealing to retain a non-renewable scholarship.

With regards to the renewable scholarship appeals, 45 students who did not meet the minimum GPA requirement of 7.50 were requesting approval to retain the scholarship, 20 were requesting to retain the scholarship at a reduced course load and 7 were requesting a deferral of the scholarship.

Of the non-renewable scholarship appeals, 9 students were requesting approval to retain the scholarship at a reduced course load and 8 were requesting a deferral of the scholarship.

ENTRANCE SCHOLARSHIPS

Student Awards and Financial Aid made offers of entrance scholarships to academically outstanding students from Canadian secondary schools, international secondary schools and Canadian colleges and universities. In 2022/23 UVic awarded **1,090** (2,639) entrance scholarships (non-renewable) to **890** (2,313) students with a value of **\$2,760,035** (\$6,621,747.09). In addition, **45** (485) students received renewable scholarships for a total value of **\$302,500** (\$3,113,500). The total of all entrance scholarships and awards from base budget, donor funded and endowed sources was **\$3,062,535** (\$9,735,247.09).

Title of Scholarship	2022	2021	Value	Total Value 2022	Total Value 2021
Aga Khan Academy Scholarship	1	1	\$ 22,500	\$ 22,500	\$ 22,500
Ailsa & Roger Bishop Entrance Scholarship in Theatre	1	1	\$ 4,000	\$ 4,000	\$ 6,000
David H. Turpin National Entrance Scholarship	1	1	\$ 5,000	\$ 5,000	\$ 5,000
David Strong Entrance Scholarship	1	1	\$ 5,000	\$ 5,000	\$ 5,000
Elsa Eleonora Fagerberg & Clara Maria Fagerberg Entrance Scholarship	1	1	\$ 5,000	\$ 5,000	\$ 5,000
Fairfax Financial Ltd. Award	1	1	\$ 6,000	\$ 6,000	\$ 6,000
John Locke Malkin Entrance Scholarship	2	4	\$ 5,000	\$ 10,000	\$ 24,000
Leeder Family Memorial Award in Economics	0	0	1/2 tuition	\$ -	\$ -
Leeder Family Memorial Award in Mathematics	0	0	1/2 tuition	\$ -	\$ -
Loran Scholarship	0	0	Varies	\$ -	\$ -
Maurice William Summerhayes Memorial Scholarship	2	4	\$ 10,000	\$ 20,000	\$ 40,000
National Entrance Scholarship	4	6	\$ 5,000	\$ 20,000	\$ 30,000
Richard Gilhooley and Karen Ockelton Scholarship (new 2022)	1	-	\$ 6,000	\$ 6,000	\$ -
Robert and Ellen Pearce Scholarship	3	2	\$ 5,000	\$ 15,000	\$ 10,000
Schulich Leader Scholarship (Engineering)	1	1	\$ 25,000	\$ 25,000	\$ 25,000
Schulich Leader Scholarship (Science)	1	1	\$ 20,000	\$ 20,000	\$ 20,000
Seaborne-Langford Scholarship in Engineering	0	1	\$ 1	\$ -	\$ 1,000
T.S. McPherson Entrance Scholarship	6	9	\$ 5,000	\$ 30,000	\$ 54,000
UVic Excellence Scholarship (\$7,000)	2	160	\$ 7,000	\$ 14,000	\$ 1,120,000
UVic Excellence Scholarship (\$6,000)	10	280	\$ 6,000	\$ 60,000	\$ 1,680,000
UVic Excellence Scholarship (\$5,000)	0	4	\$ 5,000	\$ -	\$ 20,000
Vikes International Athlete Award	0	1	\$ 10,000	\$ -	\$ 10,000
Wilson S.C. Lai Scholarship	7	6	\$ 5,000	\$ 35,000	\$ 30,000
Totals	45	485		\$ 302,500	\$ 3,113,500

IN-COURSE SCHOLARSHIPS

UVic awarded **2,392** (2,114) non-renewable in-course scholarships to **1,551** (1,401) students with a value of **\$3,909,719.22** (\$3,215,366.99). In addition, **717*** (512) students received a renewal of their renewable scholarships for a total value of **\$4,515,526.67** (\$3,080,954.19). The total value of all in-course scholarships and awards was **\$8,425,245.89** (\$6,296,321.18).

*Total number of scholarship renewals was 717 as two students were eligible for renewals of two different scholarships.

Title of Scholarship	2022	2021	Value	Total 2022	Total 2021
Aga Khan Academy Scholarship	2	2	\$ 22,500.00	\$ 45,000.00	\$ 45,000.00
Agamemnon Kasapi and Family Scholarship (new 2021)	2	2	\$ 12,500.00	\$ 25,000.00	\$ 25,000.00
Ailsa & Roger Bishop Entrance Scholarship in Theatre	1	1	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
Ailsa & Roger Bishop Entrance Scholarship in Theatre	2	1	\$ 6,000.00	\$ 12,000.00	\$ 6,000.00
Albert Hung Chao Hong Scholarship in Int'l Business & Entrepreneurship	0	1	\$ 1,500.00	\$ 0	\$ 1,500.00
Blakes Scholars Award	2	2	\$ 5,000.00	\$ 10,000.00	\$ 10,000.00
Bob Worth Award in Economics	1	0	\$ 2,500.00	\$ 2,500.00	\$ 0
David H. Turpin National Entrance Scholarship	2	2	\$ 5,000.00	\$ 10,000.00	\$ 10,000.00
David Strong Entrance Scholarship	1	2	\$ 5,000.00	\$ 5,000.00	\$ 10,000.00
Elsa Eleonora & Clara Maria Fagerberg Scholarship	2	2	\$ 5,000.00	\$ 10,000.00	\$ 10,000.00
Fairfax Financial Ltd. Award	2	1	\$ 6,000.00	\$ 12,000.00	\$ 6,000.00
John Locke Malkin Entrance Scholarship	3	4	\$ 5,000.00	\$ 15,000.00	\$ 20,000.00
John Locke Malkin Entrance Scholarship	7	5	\$ 6,000.00	\$ 42,000.00	\$ 30,000.00
Langford-Seaborne Award for Indigenous Students in Humanities	1	0	\$ 1,000.00	\$ 1,000.00	\$ 0
Langford-Seaborne Award for Indigenous Students in Social Sciences	1	0	\$ 1,000.00	\$ 1,000.00	\$ 0
Leeder Family Memorial Award in Economics (new 2020)	4	4	varies	\$ 12,196.38	\$ 13,250.00
Leeder Family Memorial Award in Mathematics (new 2020)	1	3	varies	\$ 3,461.00	\$ 7,844.00
Loran Scholarship Renewal	2	2	varies	\$ 9,369.29	\$ 12,445.02
Mastercard Award in Cyber Security	1	0	\$ 10,000.00	\$ 10,000.00	\$ 0
Maurice William Summerhayes Scholarship	10	11	\$ 10,000.00	\$ 100,000.00	\$ 110,000.00
National Entrance Scholarship	12	11	\$ 5,000.00	\$ 60,000.00	\$ 55,000.00
National Entrance Scholarship (\$2500 awarded on appeal)	0	1	\$ 2,500.00	\$ 0	\$ 2,500.00
National Entrance Scholarship (Student needed fewer than 12 units to grad)	0	1	\$ 2,385.17	\$ 0	\$ 2,385.17
Ray and Naomi Simpson	5	4	\$ 3,000.00	\$ 15,000.00	\$ 12,000.00
Robert & Ellen Pearce Scholarship	4	1	\$ 5,000.00	\$ 20,000.00	\$ 5,000.00
Robert & Ellen Pearce Scholarship (\$2500 awarded on appeal)	0	1	\$ 2,500.00	\$ 0	\$ 2,500.00
Schulich Leader Scholarship (Engineering)	3	3	\$ 25,000.00	\$ 75,000.00	\$ 75,000.00
Schulich Leader Scholarship (Science)	2	3	\$ 20,000.00	\$ 40,000.00	\$ 60,000.00
Scotiabank Scholarship for Law Students (new 2021)	3	2	\$ 10,000.00	\$ 30,000.00	\$ 20,000.00
Seaborne Langford Scholarship in Engineering (new 2021) \$530 one-time top-up	1	1	\$ 1,000.00	\$ 1,000.00	\$ 1,530.00
T.S. McPherson Entrance Scholarship (\$3000 awarded on appeal)	0	1	\$ 3,000.00	\$ 0	\$ 3,000.00
T.S. McPherson Entrance Scholarship	3	5	\$ 5,000.00	\$ 15,000.00	\$ 25,000.00
T.S. McPherson Entrance Scholarship	2	7	\$ 4,500.00	\$ 9,000.00	\$ 31,500.00
T.S. McPherson Entrance Scholarship	12	6	\$ 6,000.00	\$ 72,000.00	\$ 36,000.00
UVic Excellence Scholarship \$7000	201	79	\$ 7,000.00	\$ 1,407,000.00	\$ 553,000.00
UVic Excellence Scholarship \$7000 (\$3500 awarded on appeal)	1	3	\$ 3,500.00	\$ 3,500.00	\$ 10,500.00
UVic Excellence Scholarship \$6500	20	49	\$ 6,500.00	\$ 130,000.00	\$ 318,500.00
UVic Excellence Scholarship \$6000	316	144	\$ 6,000.00	\$ 1,896,000.00	\$ 864,000.00
UVic Excellence Scholarship \$6000 (3000 awarded on appeal)	7	12	\$ 3,000.00	\$ 21,000.00	\$ 36,000.00
UVic Excellence Scholarship \$5000	68	119	\$ 5,000.00	\$ 340,000.00	\$ 595,000.00
UVic Excellence Scholarship \$5000 (\$2500 awarded on appeal)	0	2	\$ 2,500.00	\$ 0	\$ 5,000.00
UVic Excellence Scholarship \$2500	2	2	\$ 2,500.00	\$ 5,000.00	\$ 5,000.00
Walker Wood Foundation Scholarship in Social Sciences	1	1	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
Wilson S.C. Lai Scholarship (\$2,500 awarded on appeal)	1	3	\$ 2,500.00	\$ 2,500.00	\$ 7,500.00
Wilson S.C. Lai Scholarship	8	6	\$ 5,000.00	\$ 40,000.00	\$ 30,000.00
TOTALS	719	512		\$ 4,515,526.67	\$ 3,080,954.19

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

	PRESIDENT'S SCHOLARSHIPS			RENEWABLE		OTHER SCHOLARSHIPS		TOTALS
	AMOUNT	GPA RANGE	QTY	AMOUNT	QTY	AMOUNT	QTY	
SOCIAL SCIENCES	\$ 108,800.52	8.56-9.00	41	\$ 803,196.38	132	\$ 503,004.12	281	\$ 1,415,001.02
SCIENCE	\$ 80,237.84	8.71-9.00	31	\$ 1,170,807.94	185	\$ 385,783.71	186	\$ 1,636,829.49
HUMANITIES	\$ 90,398.09	8.13-9.00	42	\$ 424,522.35	70	\$ 344,247.48	166	\$ 859,167.92
ENGINEERING								
CIVE	\$ 4,520.00	8.80-9.00	4	\$ 94,000.00	12	\$ 35,178.00	21	\$ 133,698.00
BME	\$ 0		0	\$ 99,000.00	12	\$ 38,867.00	17	\$ 137,867.00
BSEN	\$ 6,500.00	8.76-9.00	2	\$ 216,000.00	34	\$ 23,437.00	14	\$ 245,937.00
CENG	\$ 2,500.00	9.00	1	\$ 70,000.00	11	\$ 8,944.00	6	\$ 81,444.00
MECH	\$ 6,832.00	8.67-9.00	3	\$ 233,500.00	39	\$ 79,838.00	29	\$ 320,170.00
CMSC	\$ 33,904.81	8.76-9.00	12	\$ 304,500.00	47	\$ 70,286.00	30	\$ 408,690.81
ELEC	\$ 0		0	\$ 92,000.00	16	\$ 16,286.00	13	\$ 108,286.00
HUMAN & SOCIAL DEVELOPMENT								
HINF; PHSP	\$ 17,173.00	7.00-8.88	11	\$ 10,000.00	2	\$ 49,401.00	21	\$ 76,574.00
NURS	\$ 18,000.00	8.88-9.00	9	\$ 20,000.00	4	\$ 132,013.00	47	\$ 170,013.00
PADM	\$ 0		0	\$ 0	0	\$ 7,321.00	2	\$ 7,321.00
CHIL	\$ 7,840.00	8.50-9.00	3	\$ 12,000.00	2	\$ 44,195.00	17	\$ 64,035.00
SOCW	\$ 5,295.00	8.00-8.75	3	\$ 6,000.00	1	\$ 36,924.87	14	\$ 48,219.87
EDUCATION								
EPHE ,BSC	\$ 17,657.40	8.89-9.00	8	\$ 108,500.00	18	\$ 114,101.94	58	\$ 240,259.34
EDCD	\$ 16,533.56	8.67-9.00	10	\$ 126,500.00	21	\$ 116,556.00	66	\$ 259,589.56
FINE ARTS								
General	\$ 0		0	\$ 0	0	\$ 0	0	\$ 0
ARTH	\$ 13,980.00	8.25-8.88	7	\$ 24,000.00	4	\$ 25,122.00	11	\$ 63,102.00
MUSI	\$ 5,598.00	8.13-9.00	7	\$ 120,500.00	19	\$ 274,682.00	90	\$ 400,780.00
THEA	\$ 5,183.00	8.00-8.81	5	\$ 99,000.00	16	\$ 45,338.00	24	\$ 149,521.00
VISU	\$ 8,655.00	8.70-9.00	3	\$ 86,000.00	14	\$ 39,922.00	17	\$ 134,577.00
CREA	\$ 6,129.00	8.56-9.00	4	\$ 165,500.00	24	\$ 46,045.00	24	\$ 217,674.00
BUSINESS	\$ 37,800.00	8.33-9.00	14	\$ 190,000.00	31	\$ 410,714.90	181	\$ 638,514.90
LAW	\$ 14,000.00	6.52-7.81	9	\$ 40,000.00	5	\$ 553,973.98	155	\$ 607,973.98
TOTALS	\$ 507,537.22	7.40-9.00	229	\$ 4,515,526.67	719	\$ 3,402,182.00	1,490	\$ 8,425,245.89

Respectfully submitted,

2023-2024 Senate Committee on Awards

Maureen Ryan (Chair), Faculty of Human and Social
Development John Dower, Faculty of Graduate Studies
Leslee Francis Pelton, Faculty of Graduate Studies
Rishi Gupta, Faculty of Engineering and Computer Science
Lori Hunter, Student Awards and Financial Aid
Alyssa Manankil-Lakusta, Alumni Association Representative
Sudhir Nair, Peter B. Gustavson School of Business
Donja Roberts, Faculty of Graduate Studies
CindyAnn Rose-Redwood, Faculty of Social Sciences
Justin Salinas, Student Senator
Wendy Taylor, Office of the Registrar and Enrolment Management
Sarah Roberts, GSS Representative
Amanda Thornborough (Secretary), Student Awards and Financial Aid

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 and Computer Science
Lori Hunter, Student Awards and Financial Aid
Lalita Kines, President's Nominee, Vice-President Indigenous Office
Alyssa Manankil-Lakusta, Alumni Association Representative
Sudhir Nair, Peter B. Gustavson School of Business
Donja Roberts, Faculty of Graduate Studies
Nahid Safari, GSS Representative
Wendy Taylor, Office of the Registrar and Enrolment Management
Linda Welling, Faculty of Social Sciences
Alexis Ramsdale (Secretary), Student Awards and Financial Aid



Date: October 20, 2023
To: Senate
From: Senate Committee on Awards
Re: **New and Revised Awards**

The Senate Committee on Awards met on October 11, 2023 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:

- Borden Ladner Gervais Professional Excellence Awards (Revised)
- Cassels Shaw Graduate Fellowship* (Revised)
- Douglas and Jennifer Mann Scholarship* (Revised)
- Dr. Frank Parnell Memorial Award (Revised)
- Kairos Scholarship* (New)
- Khowutzen Forestry Award in Environmental Studies (Revised)
- Marc Bell Award in Environmental Studies* (Revised)
- Neil J. Sterritt Legacy Fellowship* (New)
- Nina Dobbyn Award* (New)
- Onuma's Opus Award (Revised)
- COYA Scholarship (Revised)
- John Patrick McManaman CPA Memorial Award* (New)

** Administered by the University of Victoria Foundation*

Respectfully submitted,

2023/2024 Senate Committee on Awards

Maureen Ryan (Chair), Faculty of Human and Social Development

John Dower, Faculty of Graduate Studies

Leslee Francis Pelton, Faculty of Education

Rishi Gupta, Faculty of Engineering and Computer Science

Lori Hunter, Student Awards and Financial Aid

Alyssa Manankil-Lakusta, Alumni Association Representative

Sudhir Nair, Peter B. Gustavson School of Business

Donja Roberts, Faculty of Graduate Studies

CindyAnn Rose-Redwood, Faculty of Social Sciences

Justin Salinas, Student Senator

Wendy Taylor, Office of the Registrar and Enrolment Management

Sarah Roberts, GSS Representative

Amanda Thornborough (Secretary), Student Awards and Financial Aid

Appendix 1

Scholarships, medals and prizes

Scholarships, medals and prizes are awarded to students primarily on the basis of academic merit. Other additional eligibility criteria, as specified in the terms of reference, will be considered when selecting recipients. Scholarships, medals and prizes for undergraduate students are administered by Student Awards and Financial Aid (SAFA). Detailed information about the terms of reference and application process (if applicable) for undergraduate scholarships, medals and prizes is available on the SAFA [website](#).

Awards

UVic also offers non-repayable funding referred to as awards. Recipients are selected on the basis of the eligibility criteria specified in the terms of reference for each award. Eligibility criteria may include, but are not limited to, a minimum academic achievement, financial need, identifying with a group with historical and/or current barriers to equity, program of study or participation in a varsity sport.

Recipients of athletic awards are selected on the basis of the eligibility criteria specified in the terms of reference for the award and the requirements stipulated by U SPORTS; an organization external to UVic that establishes the funding rules for student athletes in varsity sport at participating universities in Canada. Entering student athletes must have a minimum admission average of 80% to receive an athletic award in their first year of post-secondary study.

Returning student athletes must have passed a minimum of 9.0 units for credit, with a minimum sessional GPA of 3.0, in the preceding academic year. The total combined value of athletic awards cannot exceed the student's assessed tuition and mandatory fees for the academic year in which they receive the funding.

Bursaries

Bursaries are non-repayable financial assistance awarded on the basis of financial need and satisfactory academic standing. There may be additional selection criteria specified in the terms of reference, but financial need is the primary selection criteria.

Detailed information about the online bursary application process is available on the SAFA [website](#).

Appendix 2

Terms for New and Revised Awards

Additions are underlined

Deletions are ~~struck through~~

Borden Ladner Gervais Professional Excellence Awards (Revised)

Two awards of equal value are awarded to ~~academically outstanding full-time~~ undergraduate students in the Faculty of Law who:

- are entering second year ~~have completed first year and,~~
- are members of underrepresented communities, including individuals who identify as Black, Indigenous, racialized, LGBTQ2S+, persons with a disability, neurodivergent or first generation to have obtained post-secondary education,
- demonstrates financial need, and
- have a commitment to professional or service excellence by consistently expanding their knowledge of the law, demonstrating the highest standards of integrity, offering innovative ideas, taking a collaborative approach and contributing to the community.

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

Cassels Shaw Graduate Fellowship* (Revised)

One or more fellowships, of at least \$6,000 each, ~~each year~~ will be awarded to an outstanding graduate student, entering or continuing in the Faculty of Graduate Studies. The recipients will be selected on the basis of high academic achievement and demonstrated financial need. Students must be nominated by their academic department and complete a budget assessment form. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee. ~~of the Faculty of Graduate Studies.~~

Douglas and Jennifer Mann Scholarship* (Revised)

One or more scholarships are awarded to academically outstanding entering, continuing or transferring undergraduate students in the School of Music who show promise as a performer and whose primary instrument is guitar. Preference is for entering students. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the ~~nomination~~ recommendation of the School of Music.

Dr. Frank Parnell Memorial Award (Revised)

Two awards of at least \$1,000 each are given to Canadian-born Indigenous undergraduate students entering second or third year. Preference is for students who were born in and/or graduated from a high school (or equivalent e.g. home school, distance education etc.) in Northern British Columbia (north of latitude 53.92). Further preference is for students in the Bachelor of Commerce program at the Peter B. Gustavson School of Business. Students with a GPA of 4.0 ~~6.0~~/9.0 and above are eligible. Part-time students (minimum 3.0 units per term) are eligible.

Kairos Scholarship* (New)

One or more scholarships are awarded to undergraduate students entering the University of Victoria who have demonstrated financial need.

Khowitzen Forestry Award in Environmental Studies (Revised)

An award of \$2,000 is given to an undergraduate student continuing or transferring into the School of Environmental Studies. First preference will be given to a Canadian-born Indigenous student and second preference to a student with demonstrated financial need. Selection Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School of Environmental Studies.

Marc Bell Award Scholarship in Environmental Studies* (Revised)

Up to two awards are given to undergraduate students in third or fourth year with a declared major in Environmental Studies. Preference is given to students in the ecological restoration stream and a further preference is for students with demonstrated financial need. Selection Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of the School of Environmental Studies.

Neil J. Sterritt Legacy Fellowship* (New)

One fellowship is awarded to an academically outstanding entering or continuing PhD student in the Faculty of Law:

- whose research is focused on Indigenous Law, and
- who is engaged in community-based research, with the goal of providing benefits to one or more communities.

Preference will be given to students studying Gitksan or Wet'suwet'en law, or students who are pursuing studies related to geography of their traditional territories and its relationship to their laws and/or language.

The student's application to the UVic Faculty of Law PhD program, including letters of intent, academic references, research proposals and input from the students' faculty supervisor will also be taken into consideration.

Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Law. Students may receive this fellowship more than once.

Nina Dobbyn Award* (New)

One or more awards are given to undergraduate students continuing in the School of Music who have demonstrated financial need and an interest in teaching music. Students with a GPA of 4.0/9.0 and above are eligible. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the School of Music.

Onuma's Opus Award (Revised)

One or more awards are given to undergraduate students in the School of Music, with preference for students planning to teach in the public school system. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the School of Music.

COYA Scholarship (Revised)

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

John Patrick McManaman CPA Memorial Award (New)

One award of \$2,000 is given to an undergraduate student in third or fourth year of study at the Peter B. Gustavson School of Business who graduated from a high school in BC. Students with a minimum GPA of 3.0 and graduating students are eligible. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business.



Date: October 18, 2023

To: Senate

From: Senate Committee on Learning and Teaching

Re: **General University Policies – Creating a respectful and productive learning environment**

At its September and October, 2023 meetings, the Senate Committee on Learning and Teaching reviewed and approved revisions to the university statement regarding creating a respectful and productive learning environment under the General University Policies section, common in both the undergraduate and graduate academic calendars.

The initial cause for the creation of this section of the calendar was to address concerns raised by faculty members and students regarding disrespectful behaviour in the academic environment which impacted the educational experience. The committee was provided the October 19, 2011 Senate memo, "*Creating a Respectful and Productive Learning Environment – Statement for inclusion in the academic calendar*" which noted that committee members were careful to appropriately frame the statement to clarify the responsibility of members of the university community while ensuring that a diversity of learning environments was taken into account.

Upon review of the calendar section, the committee noted the need for the statement was still relevant. As a small adjustment, members recommended the following revision to ensure the statement was updated to reflect current university realities and priorities.

Creating a respectful, inclusive and productive learning environment

The University of Victoria is committed to promoting critical academic discourse while providing a respectful and productive learning environment across all modalities of learning and teaching. All members of the university community have the right to experience, and the responsibility to help create, such an environment. In any course, the instructor has the primary responsibility for creating a respectful, inclusive and productive learning environment in a manner consistent with other university policies and regulations. Instructors or students who have unresolved questions or concerns about a particular learning environment should bring them to the Chair or Director of the unit concerned (or Dean, in the case of undepartmentalized faculties).

Graduate students are encouraged to familiarize themselves with the [Responsibility in the Supervisory Relationship Policy](#).

Recommended Motion:

That Senate approve the revisions to the General University Policies section, Creating a respectful, inclusive and productive learning environment, in the academic calendars.

Respectfully submitted,

2023/2024 Senate Committee on Learning and Teaching

Alexandra D'Arcy, Chair, Faculty of Humanities

Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs

Miranda Angus, Division of Continuing Studies

Shailoo Bedi, Executive Director, Learning and Teaching Support and Innovation

Hannah Brown, Student Senator

Erin Campbell, Faculty of Fine Arts

Deborah Curran, Faculty of Law

Andrea Giles, Executive Director, Cooperative Education and Career Services

Sean Hier, Faculty of Social Sciences

Li-Shih Huang, President's nominee

Matt Huculak, Libraries

Cedric Littlewood, Faculty of Graduate Studies

Wency Lum, Associate Vice-President Systems and Chief Information Officer

Courtney Lundrigan, University Librarian's designate

Anastasia Mallidou, Faculty of Human and Social Development

Travis Martin, Faculty of Science

Lane O'Hara Cooke, UVSS representative

Nahid Pourdolat Safari, GSS representative

Saeed Rezvani, Alumni Association

Brock Smith, Peter B. Gustavson School of Business

Emily Wang, Student Senator

Rebecca Warburton, Convocation Senator

Bunni Williams, UVSS representative

Ada Saab, Secretary, Associate University Secretary



University
of Victoria

Ad hoc Senate
Committee on Academic
Health Programming

MEMO

Date: October 25, 2023

To: Senate

From: Ad hoc Senate Committee on Academic Health Programming

Re: **Summary of results from Campus-Wide Survey**

As Senators are aware, an ad hoc Senate Committee on Academic Health Programming was formed to explore and determine new structures for health programming at UVic. The summary of results from our campus-wide survey, which ran from Sept. 1–25, 2023 and received more than 1,900 responses, are attached.

As noted at the October Senate meeting, this project has an [ambitious timeline](#). The first phase involves developing recommendations to Senate on whether to establish a health faculty and, if Senate agrees, a list of foundational units, draft mandate and name. It is hoped that an initial proposal will be presented to Senate for discussion in December or January, and for approval a month later. Determining foundational units and mandate upfront will help provide certainty to units and individuals who are wondering if they will be affected by this change and allow the Committee to focus on supporting the evolution of units throughout 2024.

The update to campus on [May 9, 2023](#) confirmed that the committee does not propose a net-new faculty. If Senate agrees to a new faculty structure, some departments and schools will migrate to a new faculty. Others may migrate to different existing faculties. Many of these details will be determined after Senate's initial approval.

The survey results will help to inform future consultations. There's a campus-wide [townhall on Nov. 17](#) and members of the committee also plan to visit academic units that are likely to be impacted by the creation of a health faculty. The [project web page](#) is updated regularly, after every Committee meeting, and includes an FAQ. We also monitor the healthfaculty@uvic.ca email address.

Attached: Campus-Wide Survey on a Health-Related Faculty at UVic: Summary of Results



Respectfully submitted,

Ad hoc Senate Committee on Academic Health Programming

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CAMPUS-WIDE SURVEY ON A HEALTH-RELATED FACULTY AT UVIC

SUMMARY OF RESULTS

October 24, 2023

Submitted by the Senate Committee
on Academic Health Programming

Executive summary

In September 2023, UVic's [Senate Committee on Academic Health Programming](#) surveyed the campus community to seek input on the formation of a health-related faculty, including its focus, name, foundational units and structure, potential benefits, and potential risks that should be avoided. While some areas of campus are likely to be more impacted than others, all opinions and viewpoints were welcomed and encouraged given the impact of such a transformational change to campus.

Based on the survey responses, there is great enthusiasm across campus for this initiative—and the potential benefits identified far outweigh the potential challenges. Principal among the benefits is the opportunity to attract high-performing students, and a significant number of student respondents indicated that they were seeking a health-related program prior to enrolling at UVic. There is optimism about the opportunities and outcomes for students that a new health faculty would provide, including with respect to experiential learning and training opportunities as well as research-enriched learning from experts in health-related fields.

Additionally, survey respondents believe this initiative will improve UVic's ability to respond to pressing local and global health challenges, including through expanded research opportunities, enhanced partnerships with health care organizations, and increased access to funding and resources. There is also support for increased collaboration and interdisciplinary approaches among units.

With respect to focus, respondents recommend a balanced approach to health programming that includes biological and social determinants of health, which is reflected in the top recommendations for the faculty's name, its foundational programs and future programs. Faculty respondents within existing units that have health programming strongly recommended the inclusion of their own programs in the new structure.

Respondents also emphasized the need to centre Indigenous perspectives in this work and in the outcomes, including through a distinctions-based approach. There is a desire to see Indigenous ways of knowing and scholarship incorporated into future programming, courses and curriculum related to health and wellness.

The level of interest and engagement on campus related to this initiative is high, and many respondents used the survey as an opportunity to urge the committee to create a new faculty of health.

Additional information about this initiative can be found on the [project page](#).

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Part I: Survey design and engagement

The survey was developed by a working group comprised of six Committee members: three faculty and three staff (including an A/Associate Dean, Dean and Associate Vice-President). The working group began by consulting the Committee on potential themes. In developing some of the questions, the group drew from the UVic Health Initiative Concept Paper. Prior to launch, the group integrated feedback from the Committee's student representatives and made additional edits from the entire Committee.

The Committee discussed and agreed that the survey should be anonymous and confidential as this would result in the most authentic and useful results. As such, unique identifiers have been removed and results presented in the aggregate. In the survey preamble, the Committee committed to sharing high-level findings as part of its accountability to Senate.

Most questions in the survey had both quantitative and qualitative response options. Respondents could select categories and ratings and provide context through "other" options. A range of open-ended questions were also posed, which were read by members of the analysis team. This summary provides an overview of both forms of responses. Quantitative responses were analysed in SAS and MS Excel while qualitative responses were analysed in NVivo and GPT 3.5.

As with any optional survey, the presence of sample selectivity bias is expected. Those who would be most impacted by the creation of a new health-related faculty are more likely to provide their input even though the survey was open to all. Since the survey is not being used for statistical inference, no testing has been carried out; responses are used to provide information and context to the Committee and to Senate on the perspectives of UVic community members.

Audiences and recruitment

The survey was open from September 1–25 and promoted to faculty, librarians, staff and students. Alumni and external community members were also welcome to participate, though they were not target audiences.

The survey included a general set of questions for all audiences, and then a unique stream for each target audience: faculty/librarians, staff, and students. Alumni and external members were only provided with the general set of questions. A copy of the survey instrument, as provided by SurveyMonkey, is included as an appendix.

Recruitment included a broadcast email to faculty and staff, follow-up emails from leaders to their areas, a Brightspace announcement, an in-person information booth on campus, digital and physical posters, social media, the web page, verbal reminders at meetings, and the Campus Checklist.

Based on timestamps, our initial broadcast email to faculty and staff on Sept. 5 resulted in about 400 responses. A second surge in responses occurred through the Sept. 14 information booth, which generated about 300 responses and built awareness through engagement with an estimated 800 individuals. A third surge occurred through the Brightspace announcement that reached instructors and students. Instagram was the final promotion tactic, which resulted in an estimated 500 responses starting on Sept. 22, primarily from students but also over 100 alumni and 32 external respondents.

Responses

We received 1,915 total responses with a 47% completion rate and an average time spent of 3 minutes and 30 seconds. This completion rate was expected, as the survey was designed with general questions upfront and the option for respondents to answer questions specific to their role (i.e., relationship with

UVic). Faculty/librarians had a 69% completion rate and spent an average of 13 minutes and 30 seconds on the survey. Staff had a 48% completion rate and spent 7 minutes and 30 seconds. Students had a 40% completion rate and spent just over 2 minutes.

Part II: Survey results and analysis

The majority of the 1,915 respondents were students, followed by staff then faculty/librarians. This summary provides an overview of responses from all survey respondents, as well as some results filtered by audience group (e.g., students, faculty/librarians, staff).

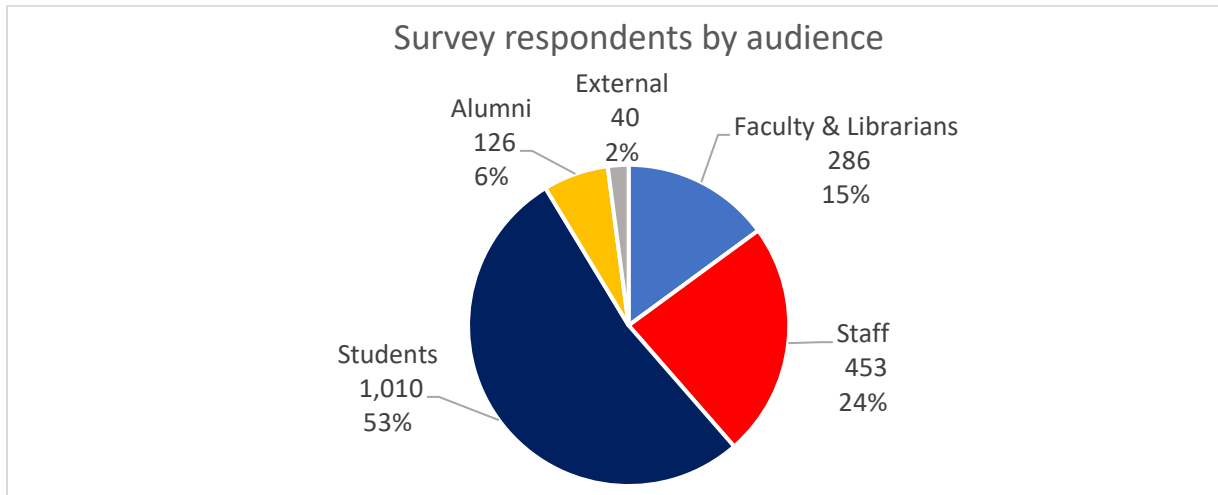


Figure 1: Survey respondents by audience, based on the question “Which group best describes your role at UVic (select one).”

Respondents were then asked to identify with a department, school, faculty, division or portfolio. Not all non-academic units were listed and respondents were instead asked to identify with their portfolio (for example, University Systems was not an option but Vice-President Finance and Operations was).

Area	Faculty & Librarians	Staff	Students	Alumni	External to UVic	Total
Faculty of Education	33	18	60	11	2	124
Faculty of Engineering & Computer Science	15	12	139	10	3	179
Faculty of Fine Arts	8	6	33	4		51
Faculty of Graduate Studies		3	11	2		16
Faculty of Human & Social Development	73	55	150	39	8	325
Faculty of Humanities	27	6	68	9	4	114
Faculty of Law	9	11	15	1		36
Faculty of Science	54	33	215	12	3	317
Faculty of Social Sciences	35	14	246	30	9	334
P.B. Gustavson School of Business	10	6	24	5		45
Division of Continuing Studies	1	22	36			59
Division of Medical Sciences	7	8	4		2	21
University Libraries	8	6		1		15
PRES, USEC & VPI		7				7
VP Academic & Provost (STUA, COOP & LTSI)	3	120		1		124
VP External Relations	1	21				22
VP Finance & Operations		58			1	59
VP Research & Innovation		17				17
Prefer not to say	2	13	4		4	23
Unsure/none		17	5	1	4	27
Total	286	453	1,010	126	40	1,915

Figure 2: Respondents grouped by faculty, division or portfolio, based on the question “To which unit are you most connected?”

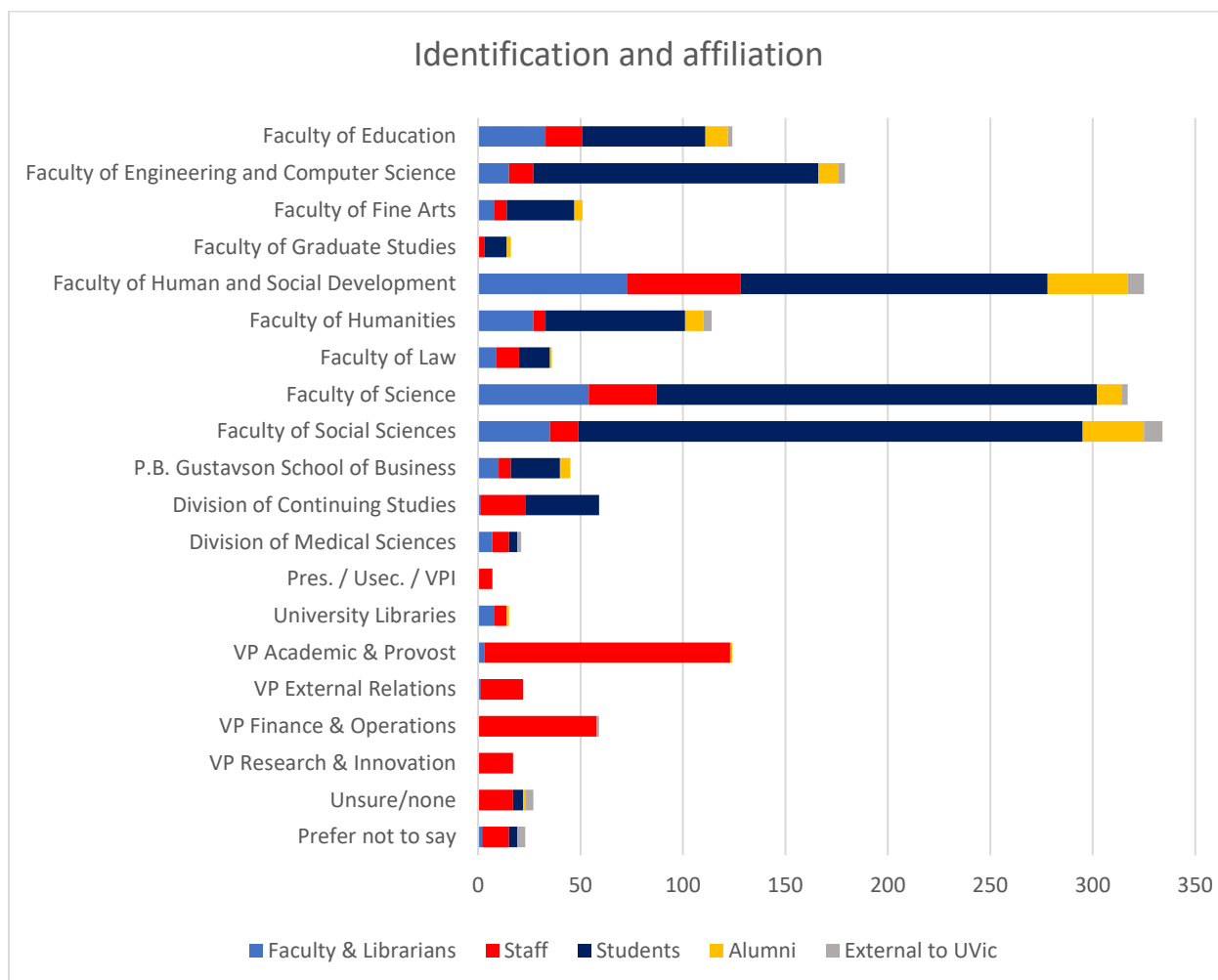


Figure 3: Respondents grouped by faculty, division or portfolio, based on the question “To which unit are you most connected?” This is the same information provided in figure 2.

All academic faculties and divisions are represented in the results, as is University Libraries and all executive portfolios.

The Vice-President Academic and Provost portfolio had the most staff responses (120), with 90 individuals identifying with the Division of Student Affairs. Student Affairs consists of frontline staff—including recruiters, tour guides, advisors, clerks and counsellors—who interact regularly with prospective and current students.

The Faculty of Social Sciences, UVic’s largest faculty, had the most overall responses (334). Within the Faculty, 63 respondents identified with the Department of Psychology specifically.

The Faculty of Human and Social Development (HSD) had the second-most overall responses and the most faculty responses (73). Within HSD, 43 individuals identified with the School of Nursing, 36 with Public Health and Social Policy, and 32 with Health Information Science.

Current state and perception

Survey results indicate there is a mixed perception of whether UVic is viewed as having a health focus. While UVic has notable health-related programs, research and initiatives, there are challenges in terms of perception and awareness, particularly due to the absence of a dedicated medical school.

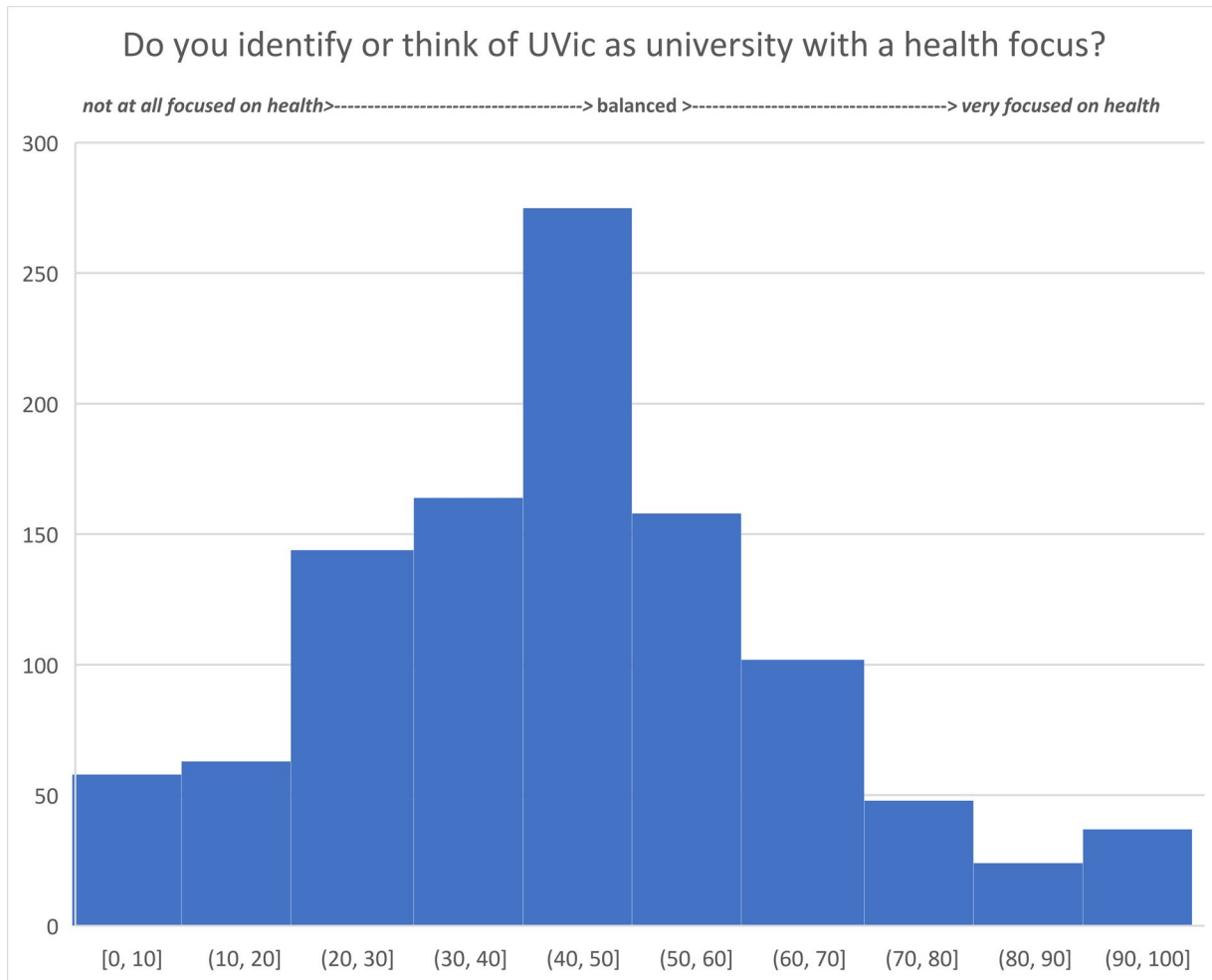


Figure 4: Respondents rated, on a scale of 0-100, if they thought of UVic as having a health focus.

Positive indicators of a health focus include our academic programs, research and on-campus initiatives. UVic is seen as being committed to health-related education, with nursing, kinesiology, public health, psychology, counselling and health informatics featuring prominently in qualitative responses. UVic’s affiliation with UBC’s Island Medical Program was also highlighted.

One of the challenges UVic faces in this regard, as noted by respondents, is our lack of a medical school. As well, some respondents felt that UVic’s health programs are not well-advertised or promoted—particularly compared to engineering and science disciplines—leading to limited awareness both internally and externally.

UVic is committed to the distributed partnership model with UBC’s Faculty of Medicine and hosts the Island Medical Program through the Division of Medical Sciences. No further medical school is contemplated by the Province of BC and so any consideration of such is outside of the scope of the Committee.

Many respondents expressed concerns about the fragmentation of health-related disciplines across different faculties, leading to a lack of cohesion and collaboration. Some suggested the creation of a comprehensive health faculty that brings together various health-related disciplines would help to foster collaboration and synergy among faculty and students.

Focus

When asked whether the new faculty should focus on biological determinants of health or social determinants of health, respondents generally opted for a balanced approach—although there was some polarization, particularly among faculty/librarian respondents. The largest cluster for that group, however, was still at the balanced point.

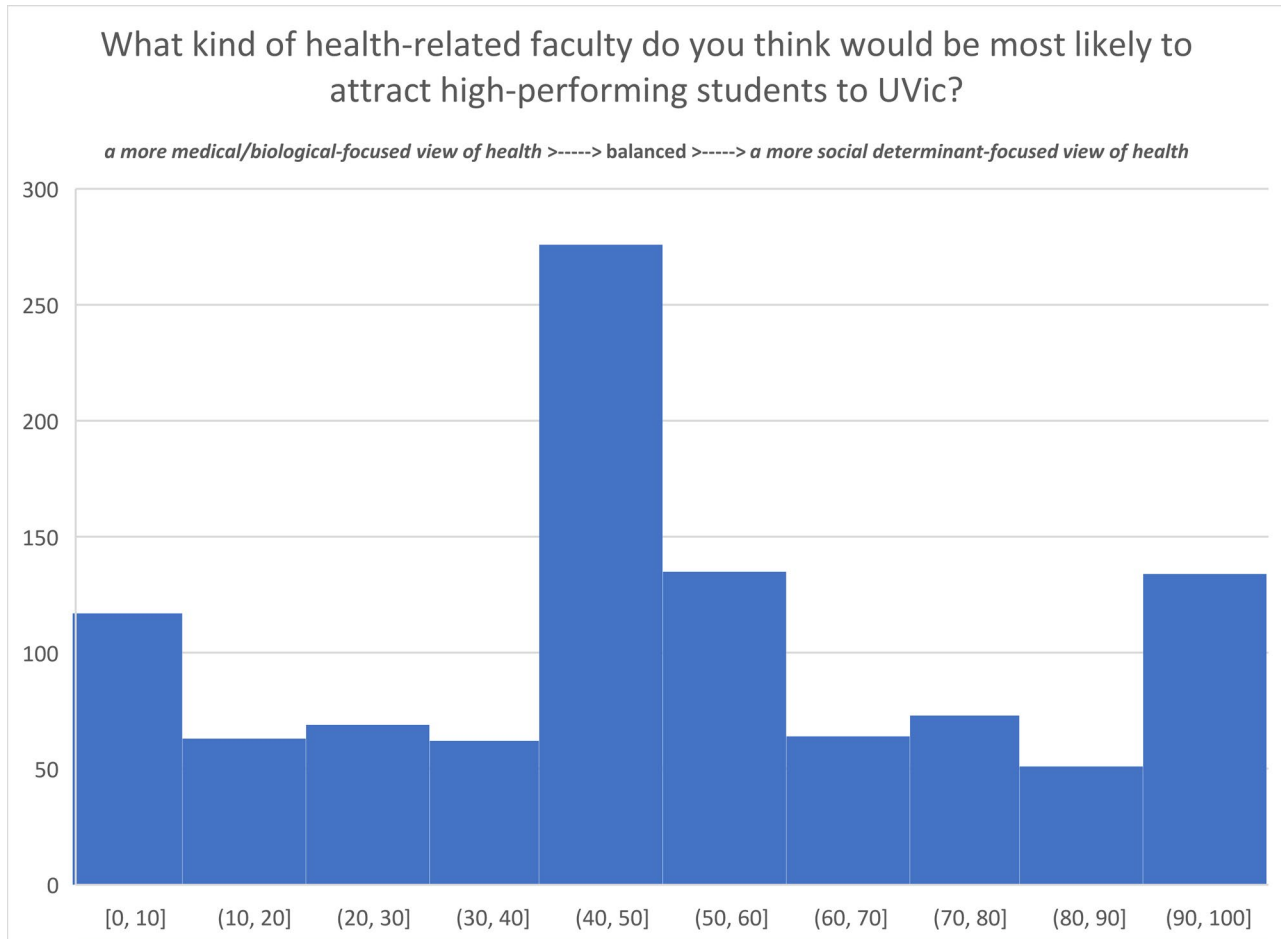


Figure 5: Respondents rated, on a scale of 0-100, what they thought the new faculty should focus on.

Following this question, respondents were asked to identify foundational programs to be included in a health-related faculty. Pre-populated options were drawn from the [UVic Health Initiative Concept Paper](#).

Among all audience groups, both combined and individually, public health, health information science, nursing and social dimensions of health were among the top four recommendations.

A unit or program's appearance in the figure below does not necessarily mean it will form part of a new health-related faculty. The Committee intends to consult potentially impacted units, including those that might move or evolve as part of this initiative.

Currently, public health is part of the School of Public Health and Social Policy, in HSD. The School of Health Information Science and the School of Nursing are also in HSD. Social dimensions of health is an interdisciplinary graduate program administered by HSD. Clinical psychology is a graduate program in the Department of Psychology, in the Faculty of Social Sciences. Exercise science and kinesiology are part of the School of Exercise Science, Physical and Health Education, in the Faculty of Education. Neuroscience is an interdisciplinary graduate program administered by the Division of Medical Sciences.

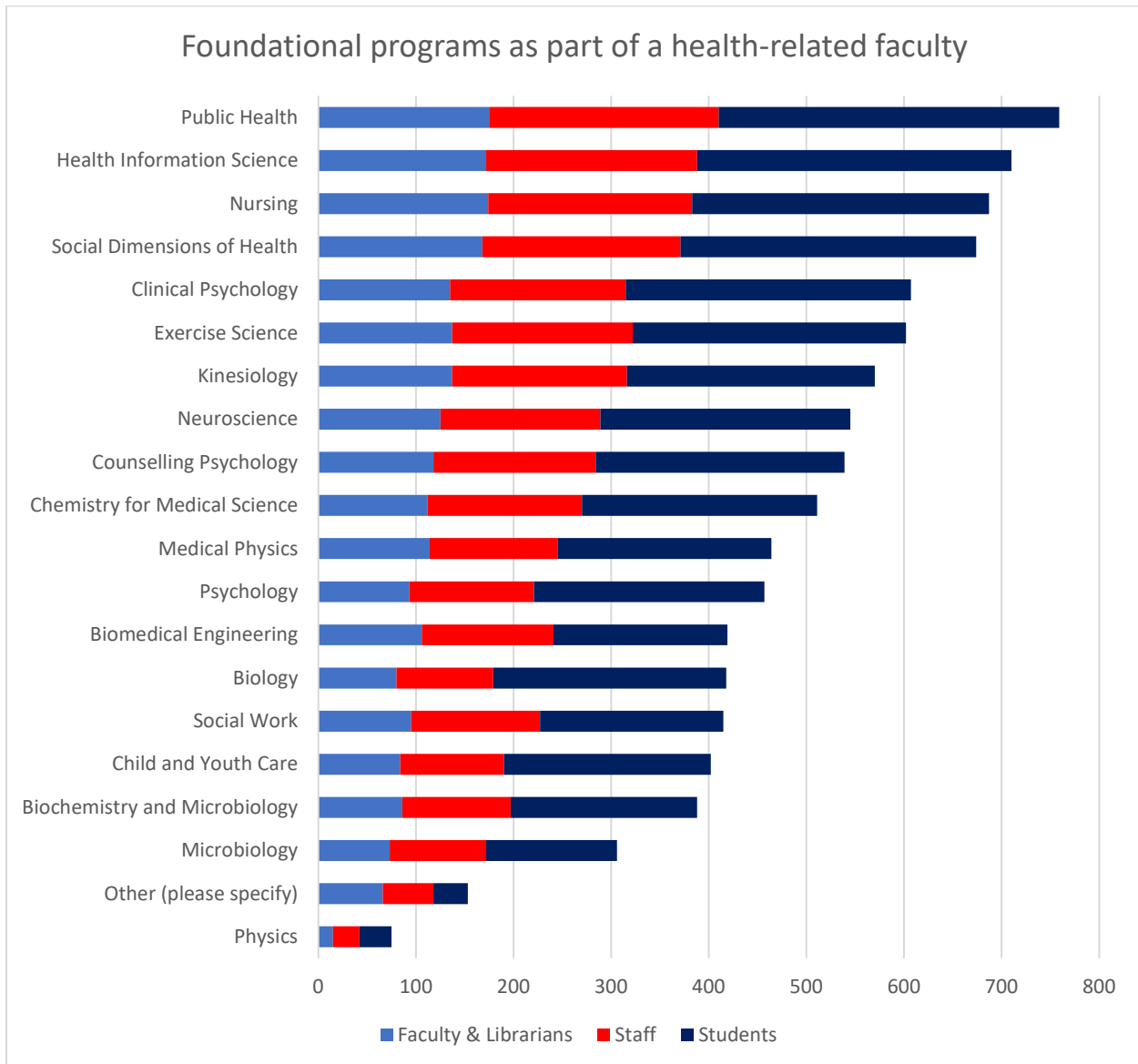


Figure 6: Suggestions for foundational programs, based on the question “What are the foundational programs that you believe should be a part of a health-related faculty?” Respondents could select all that applied.

For the top 10 proposed foundational programs listed above, faculty respondents in those units indicated a high level of support for being included in a new health-related faculty. For example, when filtering survey results to this question based on audience and unit:

- 100% of faculty who identified as being in the School of Public Health and Social Policy and 88% of all faculty in HSD believe **public health** should be a foundational program.
- 100% of faculty who identified as being in the School of Nursing and 89% of all faculty in HSD believe **nursing** should be a foundational program.
- 100% of faculty who identified as being in the School of Health Information Science and 84% of all faculty in HSD believe **health information science** should be a foundational program.
- 86% of faculty who identified as being in the Department of Psychology and 79% of all faculty in social sciences believe **clinical psychology** should be a foundational program.
- 100% of faculty who identified as being in the School of Exercise, Physical and Health Education and 96% of all faculty in education believe both **exercise science** and **kinesiology** should be foundational programs.

The question as posed recognized that a complete list of programs was not provided, and so included an “other” field. The 170 respondents who also opted to complete the “other” field suggested a range of programs and disciplines, many of which were programs that UVic does not offer, although we may offer a related course or courses.

Given the UVic community’s commitment to Indigenous education and research, several respondents recommended a focus on Indigenous health and healthcare. An Indigenous approach to health and medicine and Indigenous perspectives on health were mentioned more frequently among those 170 respondents than any other theme or discipline.

The most common suggestions are listed here along with the number of times mentioned:

- Indigenous health, studies, perspectives (19)
- Economics, biostatistics, bioinformatics (13)
- Health education, recreation, leisure (9)
- Medicine, medical science, medical school (9)
- Environmental health, studies, science (7)
- Nutrition (7)
- Sociology (7)

Some respondents noted disciplines that offer courses or conduct research connected to health—for example, law and gender studies—which may be considerations for interdisciplinary collaborations. Other respondents advocated for the inclusion of arts and humanities in health education to foster a holistic understanding of health and well-being.

Faculty names and inspiration

There were many suggestions for a new faculty name, with “Faculty of Health Sciences,” “Faculty of Health” and “Faculty of Health and Social Development” as the top responses. Several respondents sought to integrate words related to health, wellness and wellbeing.

Rather than suggesting a specific name, some respondents recommended UVic opt for a simple name that is short and clear.

The Committee has emphasized the importance of aligning the faculty’s name with the mandate, once established.

Name	Count
Faculty of Health Sciences	190
Faculty of Health	138
Faculty of Health and Social Development	91
Faculty of Health and [other]	47
Faculty of Health and Wellness	33
Faculty of Health and Wellbeing	20
Faculty of Health and Medical Sciences	10
Faculty of Health Studies	10
Faculty of Integrated Health	7
Faculty of Medicine	6
Total suggestions	768

Figure 7: Top 10 faculty name suggestions.

For inspiration, faculty/librarian and staff respondents suggested mostly Canadian universities. Fewer than 90 respondents had suggestions, with the following mentioned more than once:

- University of British Columbia – [Faculty of Medicine](#) & [Island Medical Program](#)
- McMaster University – [Faculty of Health Sciences](#)
- Simon Fraser University – [Faculty of Health Sciences](#)
- Dalhousie University – [Faculty of Medicine](#) & [Faculty of Health](#)
- Western University – [Faculty of Health Sciences](#)
- University of Toronto – [Faculty of Medicine](#)
- Simon Fraser University – [Faculty of Health Sciences](#)
- University of Alberta – [College of Health Sciences](#)
- York University – [Faculty of Health](#)

Structure

Faculty/librarians and staff were asked how a new faculty should be structured. Most respondents opted for a departmentalized approach, though they noted that the structure should depend on the specific focus, scale and needs of the health-related faculty. Some respondents were concerned about protecting the interests of existing departments or faculties, suggesting that changes shouldn't disadvantage them.

Many respondents emphasized the importance of interdisciplinary collaboration and integration as a key organizing component. They expressed a desire for breaking down silos and fostering cooperation between health-related disciplines. Faculty/librarian respondents were asked to rate the effectiveness of potential strategies to foster or promote interdisciplinary teaching, learning and collaboration.

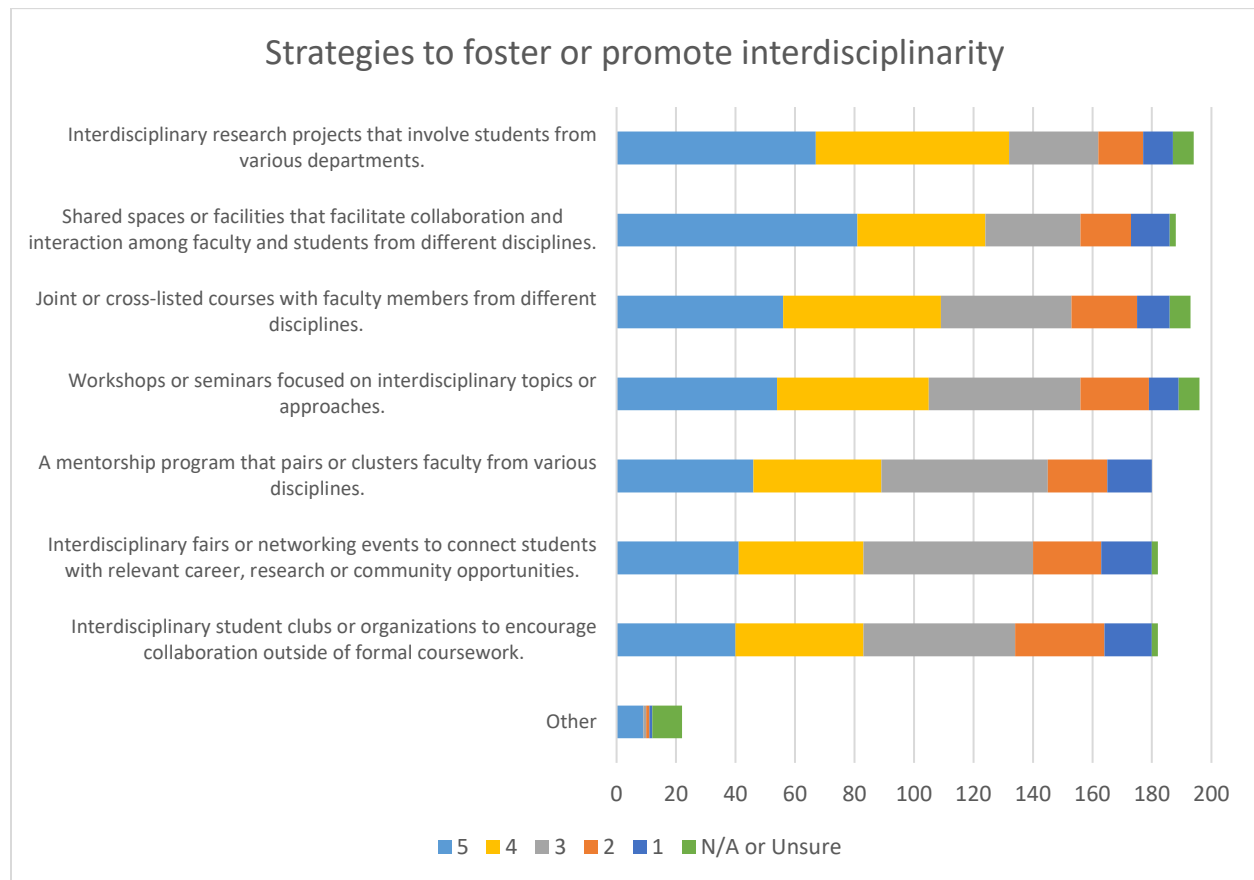


Figure 8: Faculty/librarians were asked to rate the effectiveness of each strategy to foster or promote interdisciplinary teaching, learning and collaboration, where 1 is “not at all effective” and 5 is “highly effective.”

The few responses in “other” mentioned collaborative spaces (including a lab dedicated to interdisciplinary work), interdisciplinary clusters, cross-listing courses, cross-appointed faculty and both internal and external research grants for interdisciplinary projects. Structuring interdisciplinary collaboration around themes that transcend disciplines was suggested as an effective strategy.

Elsewhere in the survey, students emphasized the importance of interdisciplinary collaboration and integration of health concepts across various academic disciplines, not just in a health faculty.

Considerations for success

When asked what would constitute a successful health-related faculty, respondents were enthusiastic and engaged in providing thoughtful suggestions and recommendations. They expressed a strong desire for the faculty to succeed and make a positive impact on the university and the broader community. While there may be some differences in opinion regarding specific aspects, the tone of the responses indicates a genuine interest in creating a thriving and distinctive health-related faculty that aligns with UVic's values and addresses real-world health needs.

A successful health-related faculty, as envisioned by survey respondents, should be community-oriented, innovative, and comprehensive, addressing healthcare challenges while preparing students for diverse health-related professions. Collaborations with clinical partners for practical experience was emphasized by several respondents, as was engaging with community to address local health needs.

It should strive for a balance between biological and social aspects of health, include both undergraduate and graduate programs, and promote an interdisciplinary approach. Faculty/librarian respondents in particular emphasized the importance of interdisciplinary collaboration, suggesting bringing together various disciplines—including sciences, social sciences and humanities—to address health holistically. A focus on preventative health was seen as essential by many.

It should prioritize diversity and inclusion and include Indigenous perspectives. Aligning the faculty with UVic's values, such as commitment to Indigenous well-being, anti-racism, and climate action, was mentioned by several respondents. Ensuring diversity, equity and inclusivity in both faculty and student populations was emphasized. Maintaining high ethical, professional and quality standards was also considered crucial.

Finally, a successful health-related faculty should effectively govern itself, have modern equipment and maintain financial sustainability. Faculty/librarians stressed the need for a strong emphasis on research, including to secure external funding, grants and research chairs.

Risks to avoid

Conversely, when asked what risks should be avoided, respondents commented on resourcing, administration, collaboration and mandate. They want to avoid creating silos and unintended competitiveness that hinder collaboration.

Faculty/librarians and staff warned against creating too big of a faculty, although there was a tension related to size and scope: UVic should not create too big of a faculty but should also not have too narrow of a focus. Respondents want to ensure a collaborative faculty—one where a single health discipline doesn't dominate others or smaller disciplines—and suggested a balanced rather than narrow academic and research focus. Some respondents are worried about competition and the “cannibalization” of existing faculties and warned against duplicating programs offered elsewhere.

Respondents want to avoid overstaffing or creating high-level administrative positions without clear purpose. It will be important to resource the new faculty appropriately, including with respect to staff positions that support faculty and students.

There is belief that risks can be mitigated with innovative and clear planning, a compelling vision, and a modern structure that fosters collaboration. Many risks can be mitigated by clearly defining the scope and focus of the new faculty. The new faculty should not simply duplicate what other schools or faculties are already doing, and programs should be unique and well-structured. Striking a balance that encompasses various aspects of health is considered crucial by many respondents.

Potential benefits and challenges

Faculty/librarians and staff were asked to rate the potential benefits and challenges of establishing a health-related faculty. Students were also asked to rate potential benefits, although their question had different response options.

Benefits

When asked to rate potential benefits, faculty/librarians and staff noted several, with student recruitment and increased access to funding as the top two responses. Overall, staff were more optimistic than faculty/librarians, with far fewer “not beneficial at all” ratings.

Students were particularly interested in paid co-op positions, and they also noted interest in other experiential learning opportunities. Learning from expert faculty and researchers was also seen as a major benefit.

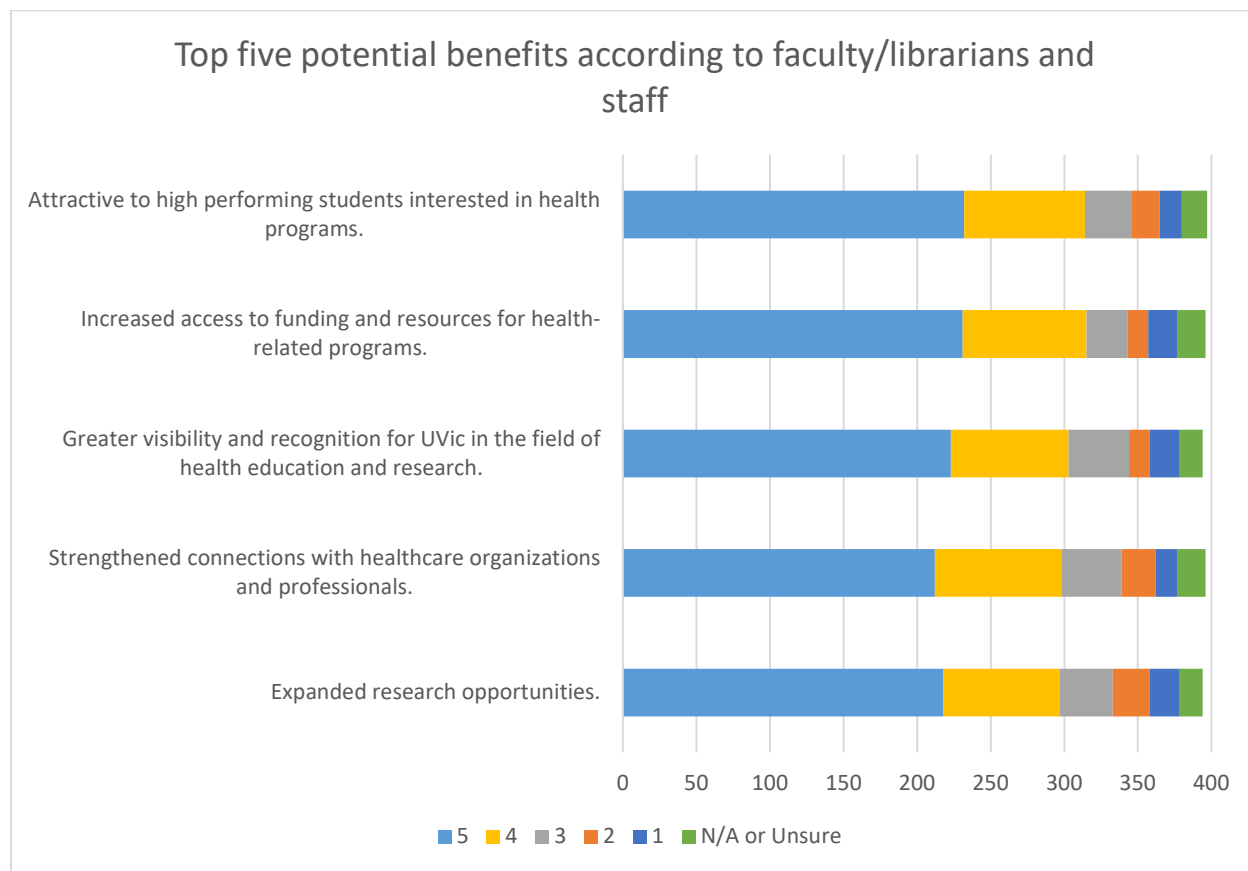


Figure 9: The top five potential benefits according to faculty/librarian and staff respondents, where 1 is "not at all beneficial" and 5 is "highly beneficial."

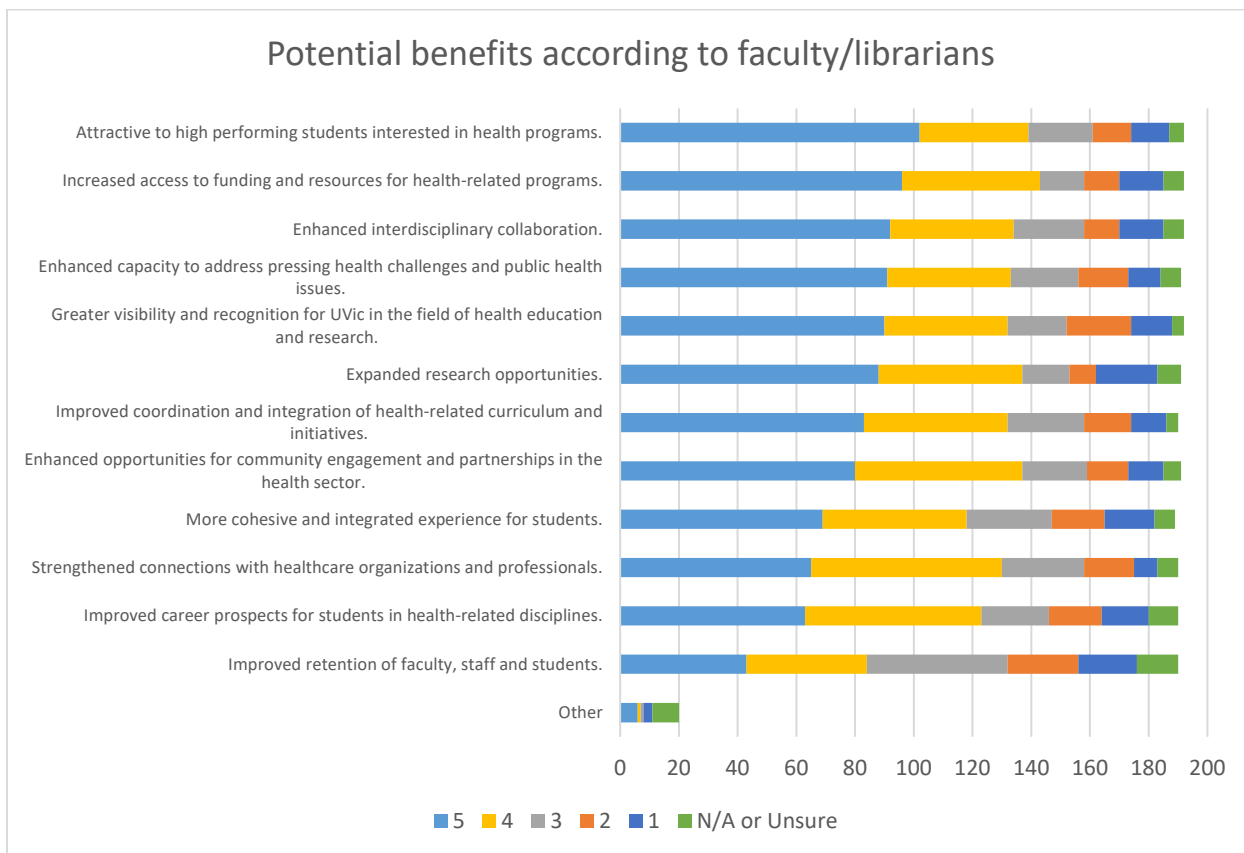


Figure 10: Faculty/librarian responses to: "What are the potential benefits you perceive in establishing a health-related faculty at UVic?" Faculty/librarians were asked to rate each, where 1 is "not at all beneficial" and 5 is "highly beneficial."

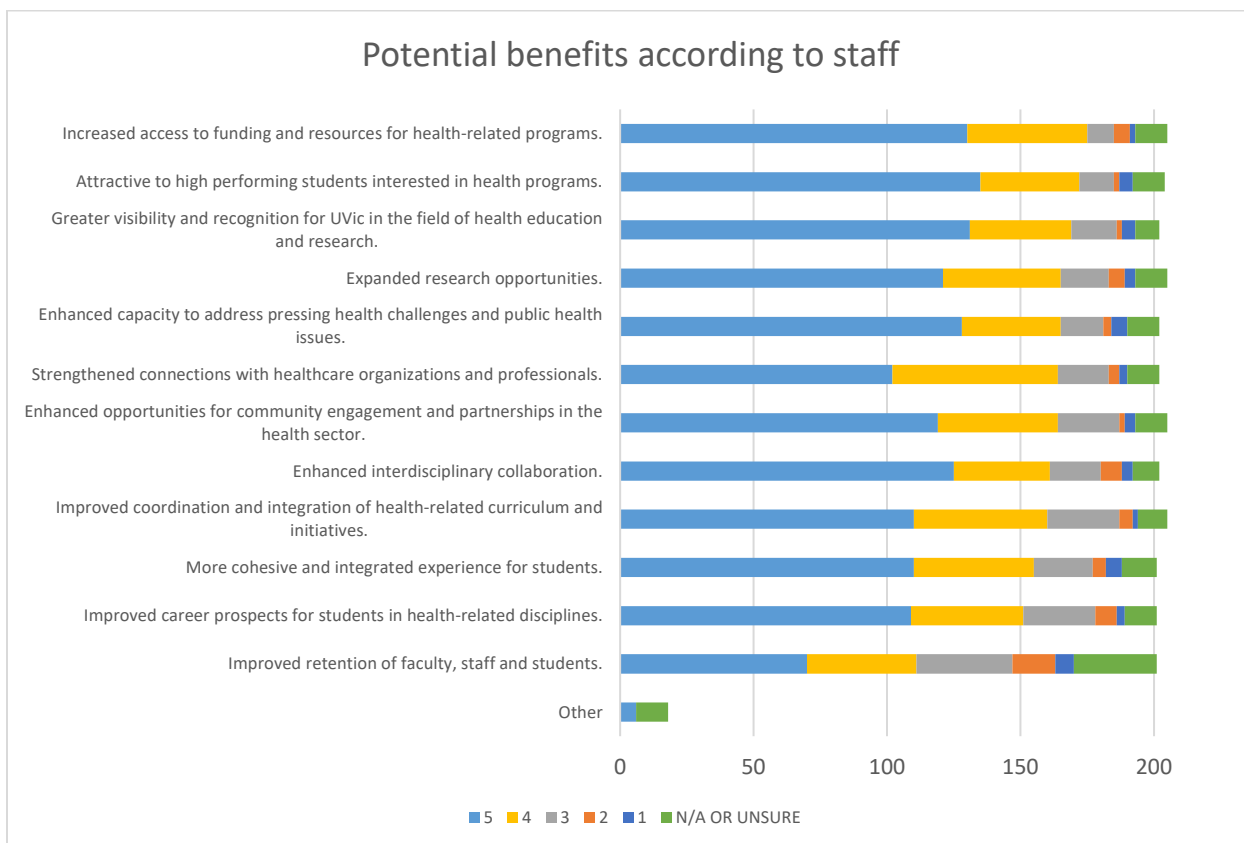


Figure 11: Staff responses to the same question as above, where 1 is "not at all beneficial" and 5 is "highly beneficial."

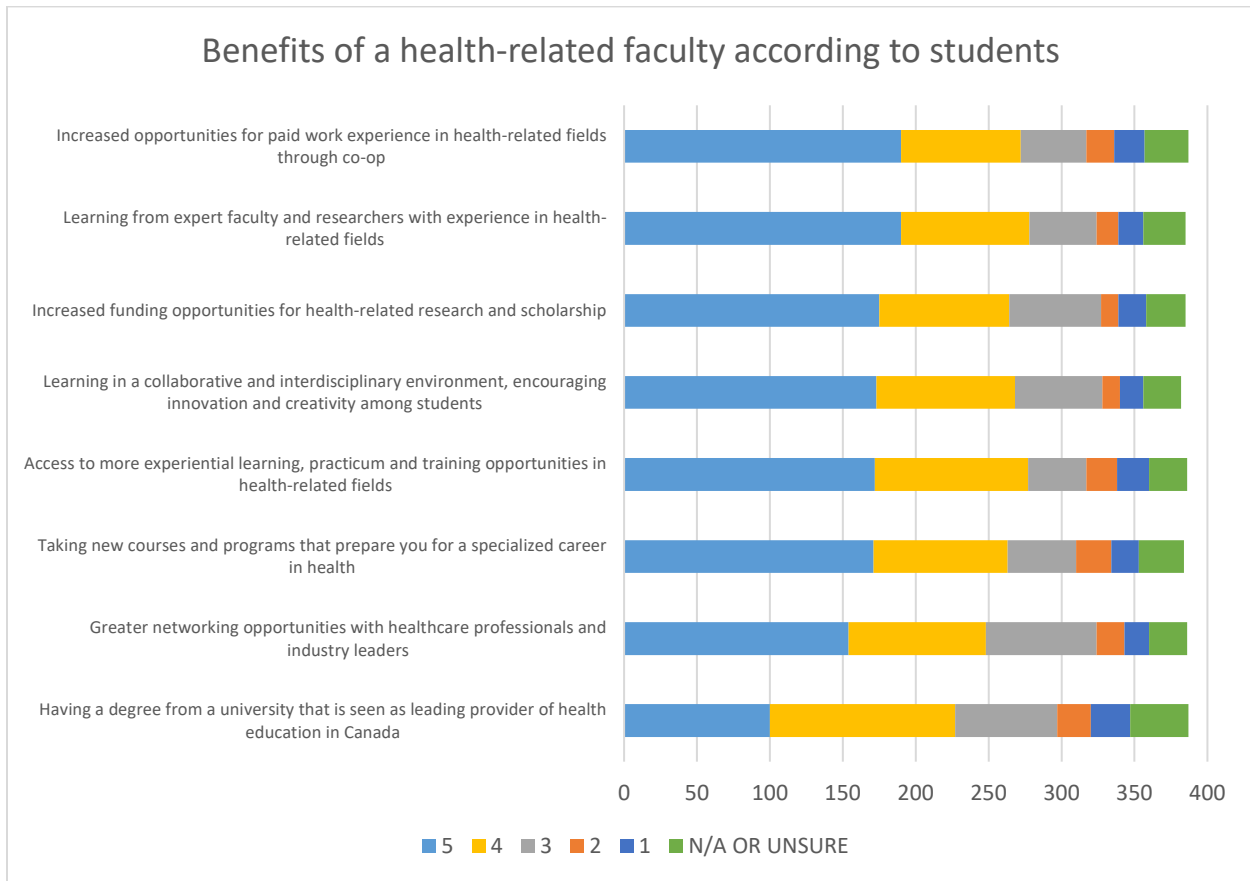


Figure 12: Student responses to: "How important are the following benefits of a health-related faculty to you as a student?" Students were asked to rate each, where 1 is "not at all important" and 5 is "extremely important."

In the "other" field, faculty/librarian and staff respondents noted benefits related to scientific advancements and research impact, including those that have tangible improvements in healthcare outcomes (i.e., through health policies and practices). There were also comments related to enhanced collaboration and integration, such as the opportunity to break down perceived barriers and silos between disciplines.

It was suggested that UVic should help to address the shortage of healthcare practitioners in British Columbia, including through new services and insights. Respondents believe a new health-related faculty could improve connections with policymakers, health authorities and government, which could lead to increased funding opportunities.

Several respondents commented that the benefits listed in the question are contingent on adequate funding and a well-thought-out structural plan.

A few students mentioned the importance of a holistic approach to health, including mental, emotional and physical well-being.

Challenges

While the benefits outweighed the challenges, faculty/librarians perceived more potential challenges than did staff. When creating a new faculty, consideration should be given to departmental culture and cohesion, both with respect to dividing existing units as well as integrating into a different unit. Faculty/librarians, in particular, are concerned with drawing resources from other faculties.

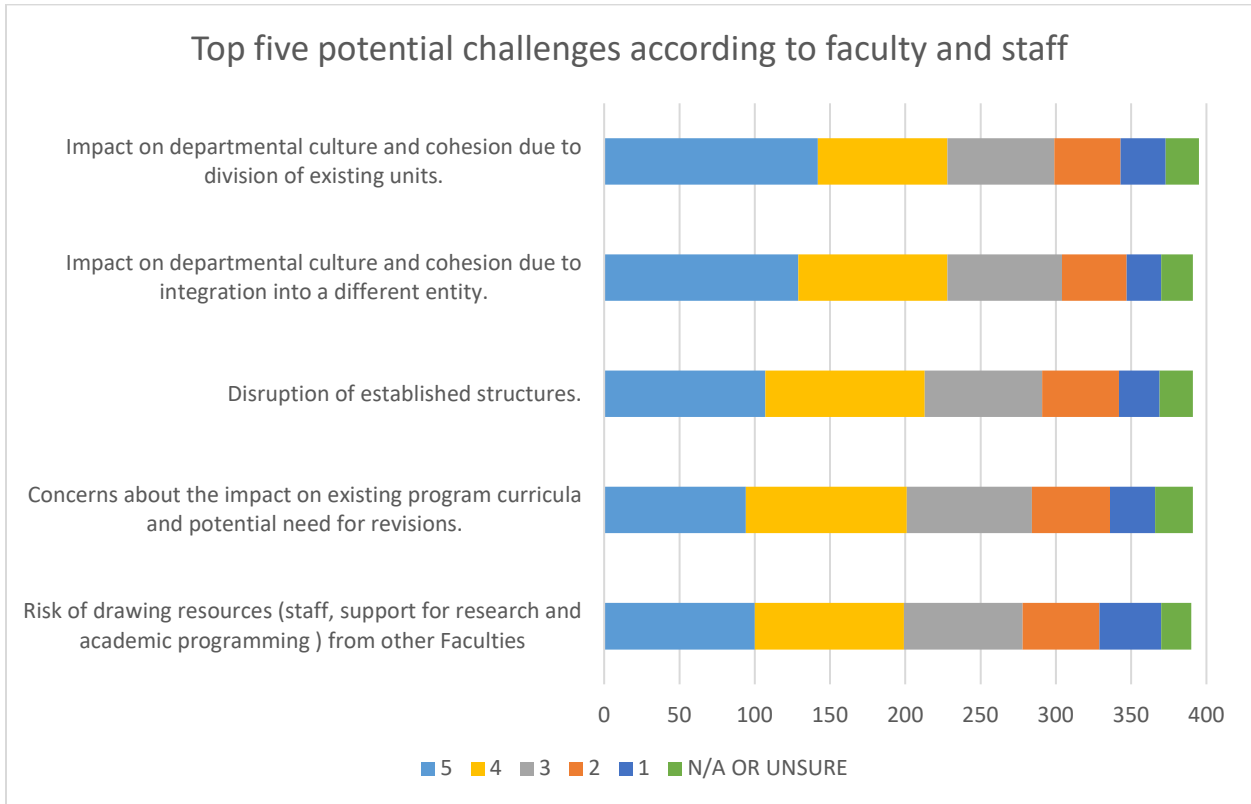


Figure 13: The top five potential challenges according to faculty/librarian and staff respondents, where 1 is "not at all challenging" and 5 is "highly challenging."

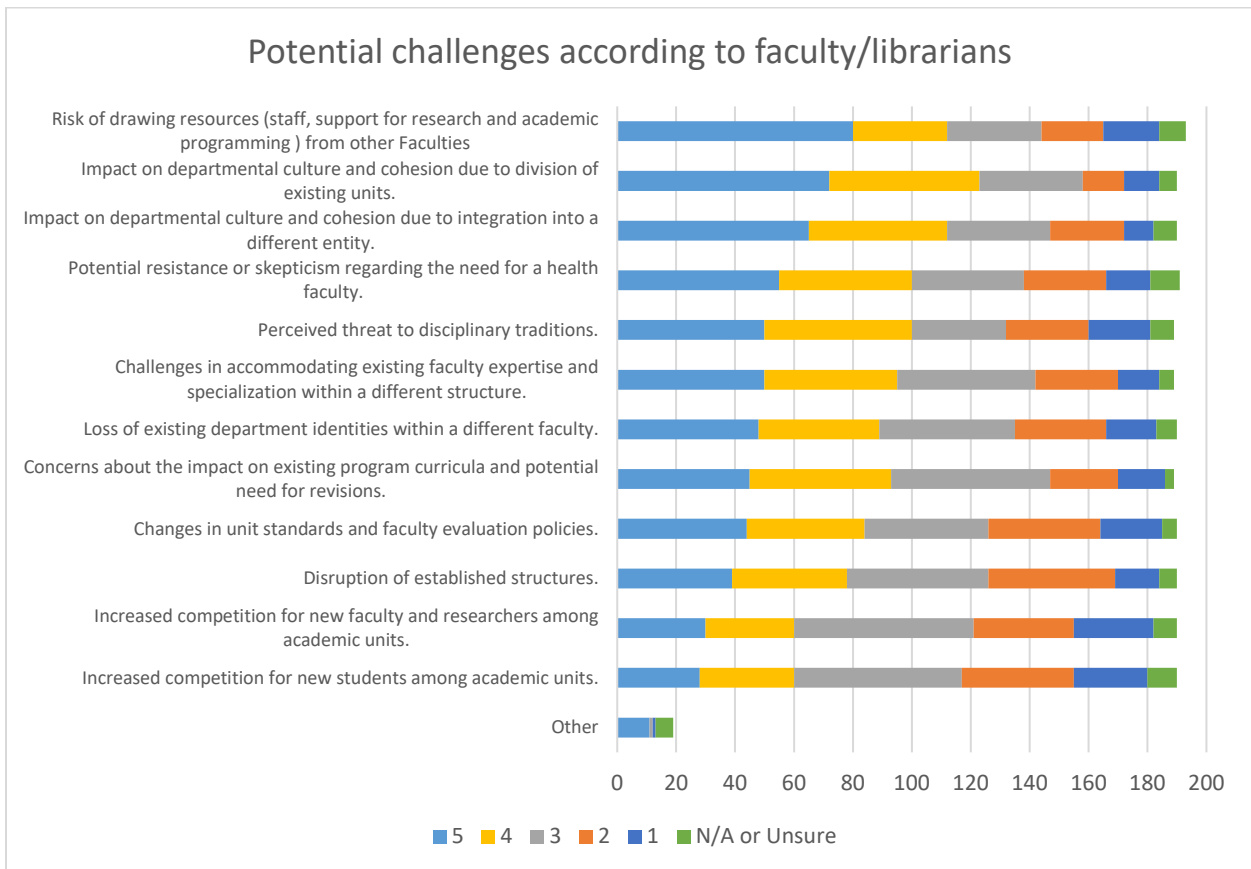


Figure 14: Faculty/librarian responses to: "What are the potential challenges you perceive in establishing a health-related faculty at UVic?" Faculty/librarians were asked to rate each, where 1 is "not at all challenging" and 5 is "highly challenging."

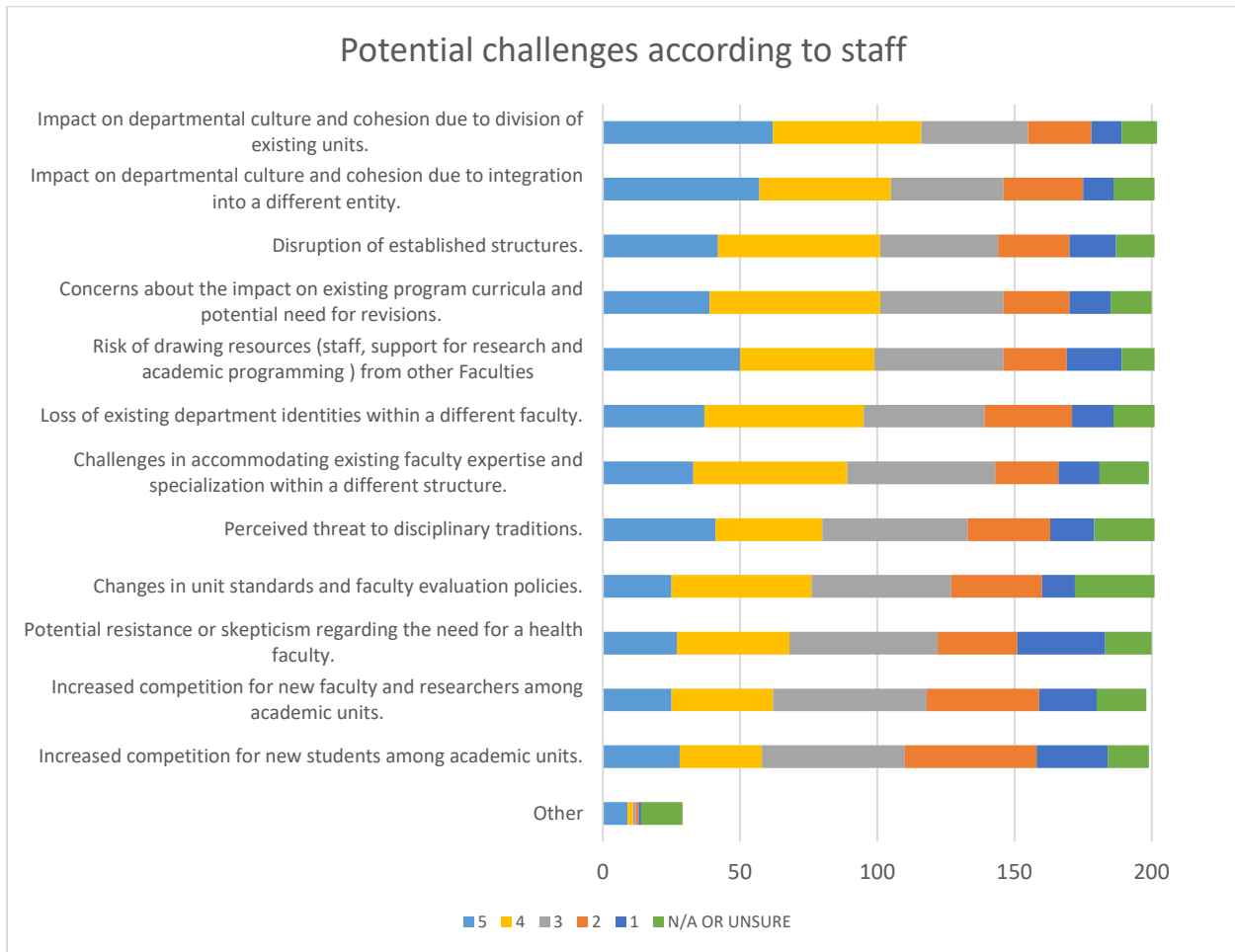


Figure 15: Staff responses to: "What are the potential challenges you perceive in establishing a health-related faculty at UVic?" Staff were asked to rate each, where 1 is "not at all challenging" and 5 is "highly challenging."

In the "other" field, some faculty noted potential challenges with addressing professional and regulatory competencies that are mandatory for healthcare professionals.

Along with financial concerns related to new faculty, there was a general dissatisfaction with the level of funding at UVic. Several respondents raised concerns about the cost of creating a new faculty, including new senior administrative roles.

Some students expressed concerns that funding might be diverted from existing faculties, potentially negatively impacting their programs. A small number of students (7) suggested that new funding should go towards other priorities, such as improved student services.

There is no new funding for this initiative, and no additional costs are anticipated as UVic is not considering a net-new faculty but rather the reimagining of an existing faculty/division(s). There is, however, revenue potential through government funding and tuition, including for new and targeted program expansions and associated capital related to health, provided a structure exists to house those programs.

Respondents emphasized the importance of considering financial stability and viability when creating any new structures or changing existing structures.

While the presence of on-campus health and wellness facilities was noted as evidence of UVic’s commitment to health, some students used the opportunity of the survey to express concerns with access to existing health and wellness facilities on campus.

Partnerships and collaborations

Respondents generally supported all pre-populated suggestions to foster collaboration and partnerships with external stakeholders, with experiential learning opportunities seen as the most effective strategy. The only noticeable difference between faculty/librarian and staff responses was their ordering of strategies to support collaboration and partnerships; for example, pursuing joint grant applications was ranked second for faculty, fourth for staff and third overall.

Here and elsewhere in the survey, respondents suggested expanding or strengthening the Island Medical Program with UBC; it was noted as an effective distributed education model and good example of a successful partnership.

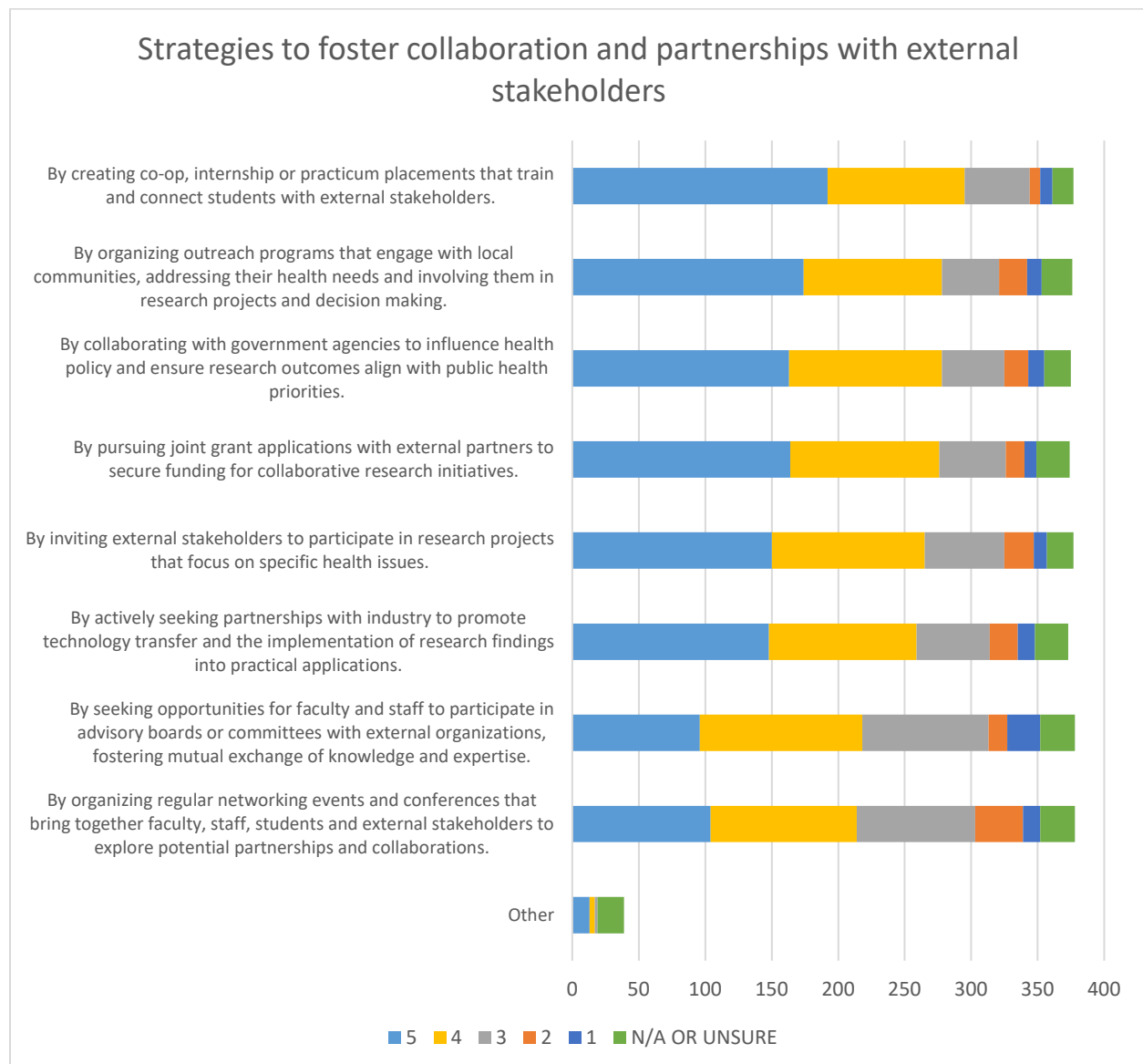


Figure 16: Faculty/librarians and staff rated potential strategies to foster collaboration and partnerships with external stakeholders (e.g., healthcare, health organizations, Indigenous communities, government agencies, industry). Faculty/librarians rated potential strategies from 1-5 for each option, where 1 is “not well at all” and 5 is “very well.”

There were seven suggestions in the “other” field: community-driven/initiated programming, recognizing community-engaged work as part of research productivity, collaborating with other global leaders, ensuring sufficient funding, reducing administrative burden, and using industry to provide resources for technology.

Elsewhere in the survey, several respondents suggested creating teaching and training clinics on campus where faculty, students and partners can work together to serve the community. Clinical psychology and the need for improved spaces, including to serve our community, were cited by some students.

Faculty/librarians were also asked to comment on strategies that could help to integrate diverse perspectives, disciplines and approaches to address complex health challenges. They ranked joint research projects and incentives such as grants and awards as the most effective strategies.

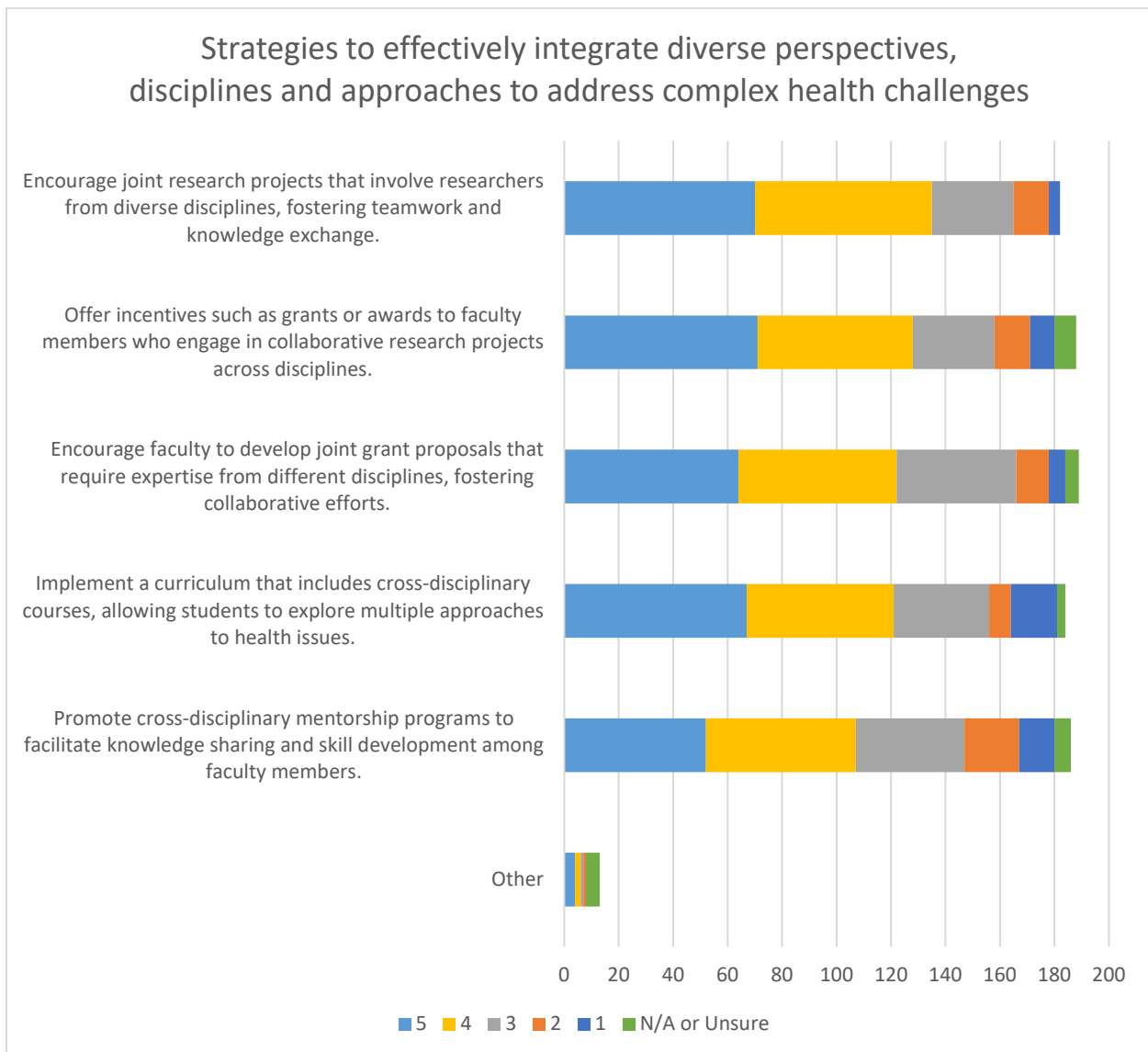


Figure 17: Faculty/librarians rated potential strategies from 1-5 for each option, where 1 is “not well at all” and 5 is “very well.”

There were eight suggestions in the “other” field: cluster hiring, cross-disciplinary courses, cross-appointed faculty, a professional degree certification, an internal in-residence program, making grants easier to acquire, and research projects involving a clinician.

Indigenous teaching, research and scholarship

Throughout the survey, there emerged a call for the incorporation of Indigenous teaching and healing practices, along with the promotion of a distinctions-based approach to healthcare.

Faculty/librarians and staff were asked how a health-related faculty could strengthen and promote First Nations, Inuit and Metis teaching, research and scholarship in health. Almost 200 respondents provided suggestions, many of whom emphasized the importance of consulting Indigenous Peoples on this question.

The Committee is consulting Indigenous Peoples through an Indigenous Health Working Group, led by the Committee representative appointed by the Vice-President Indigenous. Relevant survey responses to this question will be shared with the Working Group for consideration.

Respondents emphasized the recruitment and representation of Indigenous students and faculty, stressing the importance of cultural competency training and interdisciplinary knowledge that incorporates Indigenous ways of knowing.

Recommendations also included curriculum changes to integrate Indigenous perspectives and traditional knowledge, offering Indigenous health courses and programs, and ensuring inclusivity and anti-racism across all disciplines. As well, respondents proposed creating specific research centers or cluster hires for Indigenous health scholars.

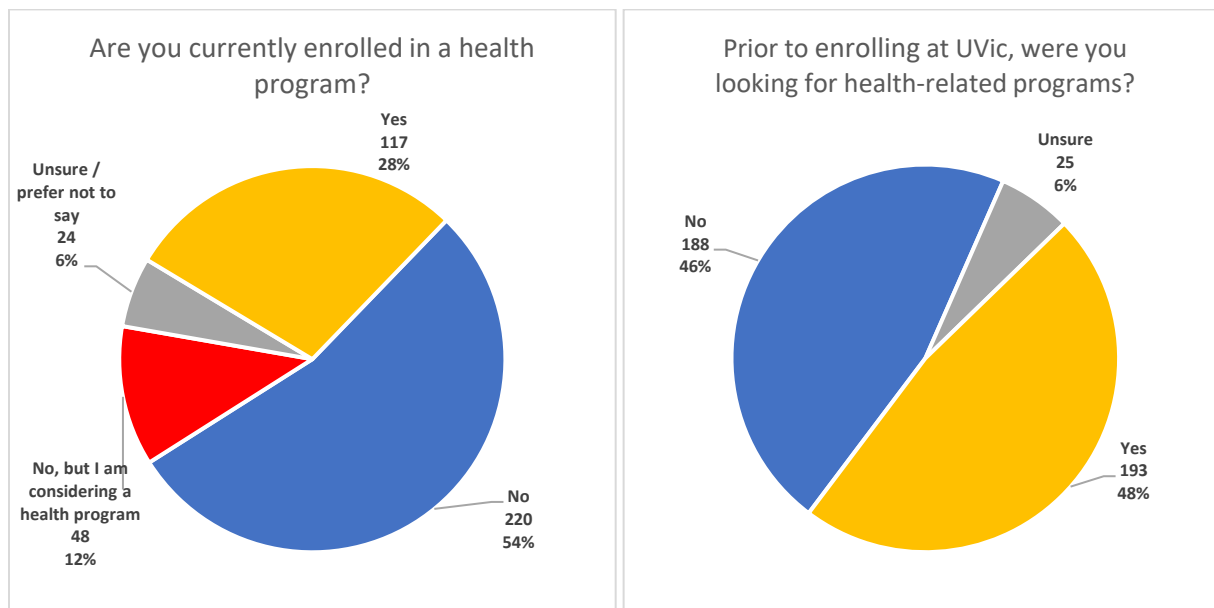
Community engagement and consultation with Indigenous leaders and communities were seen as key, with suggestions for dedicated liaison(s) and financial commitments to enact consultation insights. Collaboration with Indigenous scholars, communities, and Elders, along with outreach programs, is emphasized. Furthermore, respondents suggested fostering a holistic, decolonial approach to health and well-being and prioritizing Indigenous governance systems.

A few respondents suggested a distinctions-based approach in the branding of the faculty, including from students when asked about a possible name for the faculty.

Overall, the responses underscored the need for comprehensive, culturally respectful, and community-driven strategies to promote Indigenous teaching, research, and scholarship in health.

Student motivation and outcomes

Of the approximately 400 students who opted to complete the survey in full, 73% were undergraduate, 21% were graduate, and 4% were Continuing Studies students. About 28% identified as being enrolled in a health program, with 12% considering one. Prior to enrolling at UVic, nearly half of student respondents indicated that they were looking for health-related programs.



Of the students currently enrolled in a health program:

- 33% indicated they were seeking “work in healthcare (nursing, social work, etc.)”
- 29% wanted to “conduct health-related research”
- 21% were seeking a “pathway to other health professions (physical therapy, pharmacy, dentistry, optometry, chiropractic, etc.)”*
- 16% were seeking a “pathway to medical school”

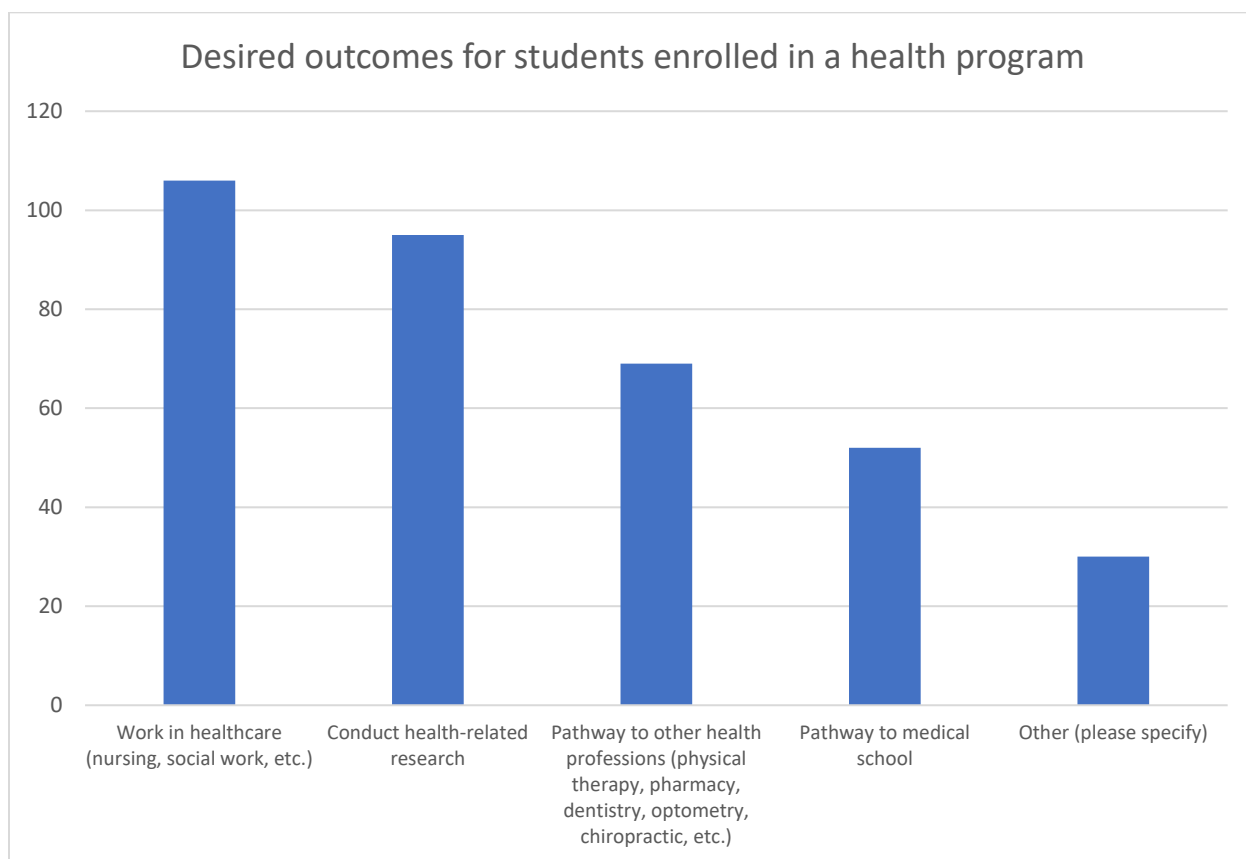


Figure 18: Students who identified as being enrolled in health-related program were asked to select all that applied; 323 respondents answered this question.

*Of the 30 students who selected “other,” most were seeking a pathway to other health professions. Examples of common responses include naturopathy, physical therapy, dentistry, chiropractic and psychiatry.

Many students expressed enthusiasm and belief that a health-related faculty would have a positive impact on their studies, career opportunities, and the overall academic environment. They highlighted the potential for interdisciplinary collaboration and increased opportunities for research and community engagement. Students from various fields expressed interest in taking health-related courses or electives, demonstrating a potential demand for such offerings.

In some cases, students felt that the creation of a health-related faculty may not have a significant impact on their studies or may not align with their program’s focus.

Career preparation

Several students anticipate that a health-related faculty could create more opportunities for careers in health-related fields. There is an expectation that a health-related faculty would lead to greater community engagement, possibly enhancing students’ learning experiences. Respondents expressed the need for practical, hands-on training programs—including paid practicums, co-op placements and internships—to prepare students for healthcare careers.

Some respondents expressed a desire for the new faculty to include medical training or focus on primary care to address healthcare provider shortages on Vancouver Island. A few respondents mentioned the potential for health programming to benefit the wider community, providing healthcare services and resources beyond the university campus.

There was good interest in co-op. Of the almost 400 students who responded to the question of whether they have participated in a health-related co-op, 91% said no. Of those students who said no, 68% indicated that they would like to or might like to participate in a future health-related co-op placement.

Experiential learning is an essential part of the UVic student experience and value proposition and is core to UVic’s academic mission, reputation and branding. It will be important to ensure there are adequate hands-on learning opportunities for students regardless of the new faculty’s focus.

Future programming

All respondents were invited to suggest up to three new bachelor or graduate programs at UVic related to health. Common suggestions related to nursing, nutrition and diet culture, mental health, the impact of climate change on health, pre-medical programs, holistic and alternative approaches to health and wellness, and technology and health (including the integration of AI). There was also strong interest in programs that combine multiple fields of study, such as biology, psychology, sociology, and environmental science, to provide a comprehensive understanding of health and well-being.

Students noted particular interest in accelerated nursing programs, pre-med programs, health sciences, nutrition and dietetics, dentistry, optometry, and occupational health and therapy programs. There were a few students interested in psychedelic therapy, holistic health and the social determinants of health more broadly. There was also a call for courses or perspectives related to international/non-Western health concepts, social and cultural elements of healthcare, and medical ethics.

Students expressed interest in health-related programming, including in medical sciences and health sciences. Some students suggested offering minors and certificates related to health, with specific examples not always provided.

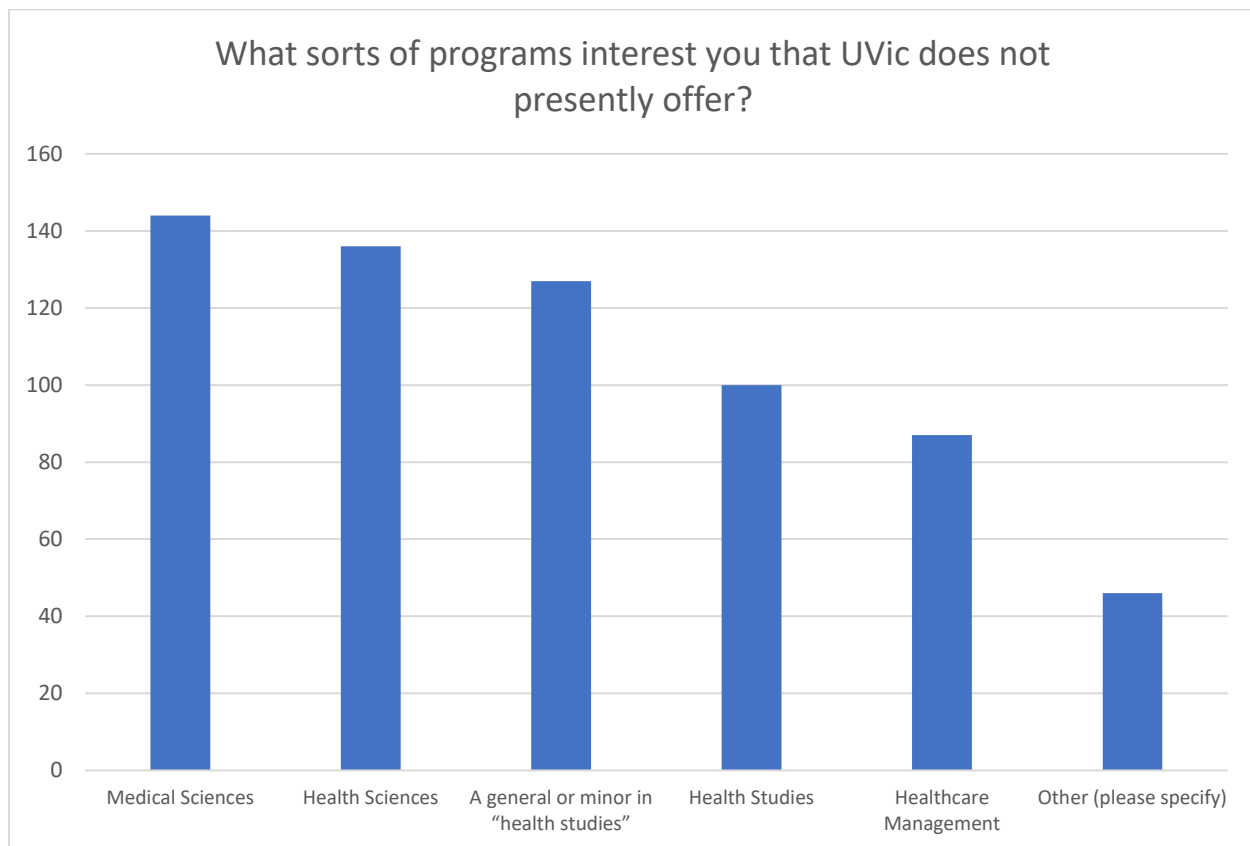


Figure 19: Students were asked to select all programs they were interested in; 319 respondents answered this question.

Several respondents suggested research-intensive programs in health. Based on the targeted question to students (above) as well as frequency of mentions in the open-ended question posed to all respondent groups, UVic may wish to consider the following health-related programs or streams:

Undergraduate programs

- Bachelor of Health Sciences
- Bachelor of Medical Sciences (pre-med)
- Bachelor of Arts in Health Studies
- Bachelor of Science in Epidemiology
- Bachelor of Life Sciences (pre-med)
- Bachelor of Indigenous Health
- Bachelor of Science in Gerontology

Graduate programs

- Master of Science in Health Sciences
- Master of Health Administration
- Master of Public Health or Epidemiology
- Master of Integrative Medicine
- Master of Clinical Informatics
- Master of Cultural Dimensions of Health
- Master of Social Dimensions of Health

Specialized programs

- Dentistry
- Optometry
- Speech Language Pathology
- Occupational Therapy
- Pharmacy/Pharmaceutical Sciences
- Veterinary Medicine
- Naturopathic Medicine
- Physical Therapy

Among all respondent groups, there was a strong emphasis on equity, diversity and inclusivity in health education and practice, including the need to prioritize the health and well-being of marginalized and underrepresented populations. Substance use, addiction and mental health was a thematic area, particularly from faculty/librarian and staff respondents.

Specializations and courses in Indigenous health and healing are seen as essential by many, including as they relate to Indigenous acumen, decolonization and reconciliation. Students expressed their interest in programs that incorporate Indigenous perspectives and approaches to health and healing.

Part III: Final observations

The overall tone of the consolidated responses is generally positive, with the majority of respondents expressing support for the idea of establishing a new health-related faculty at UVic. They see it as an exciting and timely opportunity that recognizes the importance of health research and education, with significant potential to address health issues comprehensively.

A smaller number of respondents raised concerns and challenges, which reflect a more cautious and critical tone in parts of the feedback. These concerns primarily revolve around resource allocation, integration of existing departments, branding, Indigenous engagement, equity, and the need for clear goals and success measures. Less than 1% of respondents felt UVic should not proceed with this initiative, and most of those respondents cited financial concerns.

While there is great enthusiasm and optimism, there is also a recognition of the complexities and potential challenges that need to be considered and addressed for its successful implementation. There is a desire for thoughtful planning and inclusive decision-making to make the new health-related faculty a success.

Several respondents expressed appreciation for the opportunity to provide feedback and recognition of the team's efforts in undertaking this initiative.

Appendix: Survey instrument

Campus-wide survey on a health-related faculty at UVic

The Senate Committee on Academic Health Programming is exploring the creation of a health-related faculty (this would not be a net new faculty but a reimagining of an existing faculty or faculties). The committee is consulting stakeholders to help make recommendations to Senate on the formation of a faculty, its focus, its foundational schools or departments, and structure—building on the consultations and work of the UVic Health Initiative.

While you may or may not be impacted directly by a health-related faculty, all opinions and viewpoints are important as this transformational change will be broad and impact campus for years to come.

Your responses are confidential and this survey adheres to UVic's internal guidelines for quality assurance of services and programs. The Senate Committee will review aggregated and summarized data and will follow best practices with respect to data suppression of small numbers of responses to ensure no individuals are identified. The Committee will share high-level findings as part of its deliverable to Senate.

We expect this survey to take 10-30 minutes to complete, depending on whether you wish to answer additional questions specific to your role (faculty, staff or student). Note that the committee is developing other mechanisms for consulting on Indigenous-led scholarship and addressing systemic barriers to healthcare.

Any questions or concerns about the survey or questions about the work of the Senate Committee may be directed to healthfaculty@uvic.ca.

Thank you for your participation.

* 1. Which group best describes your role at UVic (select one):

- Student
- Faculty or librarian
- Staff member
- Alumni
- External to UVic

* 2. To which unit are you most connected? (select one)

Note: this is not a complete list; select the faculty, department or unit most applicable to you.

Campus-wide survey on a health-related faculty at UVic

Page 2: All respondents

The UVic Health Initiative concept paper identified a range of strengths and opportunities for health-related research and academic programming. As the committee considers the paper's findings, we are seeking the campus community's perspective on these opportunities.

1. Do you identify or think of UVic as a university with a health focus?

Not at all focused on
health

Balanced

Very focused on health



Can you please explain why you answered the way you did?

2. Nearly all disciplines have connections to health and wellbeing. What kind of health-related faculty do you think would be most likely to attract high-performing students to UVic?

A more medical/biological-
focused view of health

Balanced

A more social
determinant-focused**
view of health



**Could include cultural, social, policy, economic, etc. structures that affect quality of life outcomes.

3. Students at UVic already enrol in a range of well-established undergraduate and graduate health programs, including some of our existing programs and units listed below. What are the foundational programs that you believe should be a part of a health-related faculty?

Recognizing this is not an exhaustive list (it's drawn from the UVic Health Initiative concept paper), you may enter additional suggestions under "other".

- Biochemistry and Microbiology
- Biology
- Biomedical Engineering
- Chemistry for Medical Science
- Child and Youth Care
- Clinical Psychology
- Counselling Psychology
- Exercise Science
- Health Information Science
- Kinesiology
- Medical Physics
- Microbiology
- Neuroscience
- Nursing
- Physics
- Psychology
- Public Health
- Social Dimensions of Health
- Social Work
- Other (please specify)

4. Do you have suggestions on new bachelor or graduate programs at UVic related to health for future consideration?

Suggestion #1

Suggestion #2

Suggestion #3

5. Based on your answers, do you have any suggestions for the name of a health-related faculty? *Examples from other universities: Faculty of Health, Faculty of Health Sciences, Faculty of Health and Social Development*

Suggestion #1

Suggestion #2

Thank you for your feedback. If you identified as a faculty, staff or student, we now invite you to complete the second part of the survey, specific to your role. If you wish, you may exit the survey.

into a different entity.

Impact on departmental culture and cohesion due to division of existing units.

Perceived threat to disciplinary traditions.

Changes in unit standards and faculty evaluation policies.

Loss of existing department identities within a different faculty.

Disruption of established structures.

Concerns about the impact on existing program curricula and potential need for revisions.

Challenges in accommodating existing faculty expertise and specialization within a different structure.

Risk of drawing resources (staff, support for research and academic programming) from other Faculties

Increased competition for new students among academic units.

Increased competition for new faculty and researchers among academic units.

Other

If other, please specify:

6. How effective are each of these strategies to foster or promote interdisciplinary teaching, learning and collaboration within a health-related faculty? (Complete rating from 1-5 for each: where 1 is "not at all effective" and 5 is "highly effective")

	1	2	3	4	5	n/a or unsure
Joint or cross-listed courses with faculty members from different disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interdisciplinary research projects that involve students from various departments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops or seminars focused on interdisciplinary topics or approaches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interdisciplinary student clubs or organizations to encourage collaboration outside of formal coursework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A mentorship program that pairs or clusters faculty from various disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shared spaces or facilities that facilitate collaboration and interaction among faculty and students from different disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interdisciplinary fairs or networking events to connect students with relevant career, research or community opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If other, please specify:

7. Are there specific interdisciplinary research areas or initiatives that should be encouraged within a health-related faculty?

8. How can these strategies support a health-related faculty to effectively integrate diverse perspectives, disciplines and approaches to address complex health challenges? (Complete rating from 1-5 for each: where 1 is "not at all well" and 5 is "very well")

	1	2	3	4	5	n/a or unsure
Implement a curriculum that includes cross-disciplinary courses, allowing students to explore multiple approaches to health issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage joint research projects that involve researchers from diverse disciplines, fostering teamwork and knowledge exchange.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offer incentives such as grants or awards to faculty members who engage in collaborative research projects across disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage faculty to develop joint grant proposals that require expertise from different disciplines, fostering collaborative efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote cross-disciplinary mentorship programs to facilitate knowledge sharing and skill development among faculty members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If other, please specify:

partners to secure funding for collaborative research initiatives.

By organizing outreach programs that engage with local communities, addressing their health needs and involving them in research projects and decision making.

By actively seeking partnerships with industry to promote technology transfer and the implementation of research findings into practical applications.

By collaborating with government agencies to influence health policy and ensure research outcomes align with public health priorities.

Other

If other, please specify:

11. Can you recommend any existing successful models of health-related faculties or programs at other institutions that could serve as inspiration?

into a different entity.

Impact on departmental culture and cohesion due to division of existing units.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Perceived threat to disciplinary traditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Changes in unit standards and faculty evaluation policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Loss of existing department identities within a different faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Disruption of established structures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Concerns about the impact on existing program curricula and potential need for revisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Challenges in accommodating existing faculty expertise and specialization within a different structure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Risk of drawing resources (staff, support for research and academic programming) from other Faculties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Increased competition for new students among academic units.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Increased competition for new faculty and researchers among academic units.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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If other, please specify:

6. How well can these strategies support a health-related faculty effectively fostering collaboration and partnerships with external stakeholders, such as healthcare, health organizations, Indigenous communities, government agencies, or industry? (Complete rating

from 1-5 for each: where 1 is "not at all well" and 5 is "very well")

	1	2	3	4	5	n/a or unsure
By organizing regular networking events and conferences that bring together faculty, staff, students and external stakeholders to explore potential partnerships and collaborations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By seeking opportunities for faculty and staff to participate in advisory boards or committees with external organizations, fostering mutual exchange of knowledge and expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By creating co-op, internship or practicum placements that train and connect students with external stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By inviting external stakeholders to participate in research projects that focus on specific health issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By pursuing joint grant applications with external partners to secure funding for collaborative research initiatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By organizing outreach programs that engage with local communities, addressing their health needs and involving them in research projects and decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By actively seeking partnerships with industry to promote						

technology transfer and the implementation of research findings into practical applications.

By collaborating with government agencies to influence health policy and ensure research outcomes align with public health priorities.

Other

If other, please specify:

7. How can a health-related faculty strengthen and promote First Nations, Inuit and Metis teaching, research and scholarship in health?

Note: the committee is developing mechanisms for consulting on Indigenous-led scholarship and addressing systemic barriers to healthcare.

8. Can you recommend any existing successful models of health-related faculties or programs at other institutions that could serve as inspiration?

Campus-wide survey on a health-related faculty at UVic

Page 3: Student track

1. What kind of program are you enrolled in at UVic?

- Undergraduate
- Graduate
- Continuing Studies
- Prefer not to say
- Other (please specify)

2. How do you feel your studies (including learning, research, community engagement, career training, connections within UVic, etc.) will be impacted by the creation of a health-related faculty?

3. Are you currently enrolled in a health program?

- Yes
- No
- No, but I am considering a health program
- Unsure / prefer not to say

4. Prior to enrolling at UVic, were you looking for health-related programs?

- Yes
- No
- Unsure

5. If you are enrolled in a health-related program, what are your desired outcome(s)? (select all that apply)

- Work in healthcare (nursing, social work, etc.)
- Pathway to medical school
- Pathway to other health professions (physical therapy, pharmacy, dentistry, optometry, chiropractic, etc.)
- Conduct health-related research
- I am not seeking/am not in a health-related program
- Other (please specify)

7. Have you participated in a health-related co-op placement?

- Yes
- No
- Unsure

If no, would you like to participate in a health-related co-op placement?

- Yes
- No
- Maybe
- I already have

8. What sorts of programs interest you that UVic does not presently offer? (select all that apply)

- Health Sciences
- Medical Sciences
- Health Studies
- Healthcare Management
- A general or minor in "health studies"
- Other (please specify)

Campus-wide survey on a health-related faculty at UVic

Page 4: All respondents - final thoughts

Do you have any final comments that you would like to share with the Senate Committee on Academic Health Programming?



Dr. Helga Hallgrímsdóttir, Deputy Provost

Office of the Vice-President Academic and Provost

Michael Williams Building A244 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada

T 250-721-6143 | deputyprovost@uvic.ca | uvic.ca/vpac

Date: October 18th, 2023

To: Senate Committee on Agenda and Governance

From: Dr. Helga Hallgrímsdóttir, Deputy Provost, University of Victoria

Re: Revised GV0600 Appointment and Review of the Associate Dean of Humanities

Please find attached a revised Procedures for the Appointment and Review of the Associate Dean of Humanities (GV0600). This revised version was approved unanimously by the Humanities Faculty Council on May 16th, 2023.

The Office of the Vice-President Academic and Provost intends to bring a consolidated Procedures for the Appointment and Review of Associate Deans in the near future. However, in the immediate term there are some gaps in GV0600 that must be addressed prior to the end of 2023 to allow the Faculty of Humanities to commence an Associate Dean appointment/reappointment process. Amongst other needed updates, the current procedures do not outline a mechanism through which an incumbent can seek reappointment.

Recommended Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the revisions to the Procedures for the Appointment and Review of the Associate Dean of Humanities (GV0600).



Faculty of Humanities | Dean's Office
PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-472-4677 | uvic.ca/humanities

MEMO

DATE: October 13, 2023

TO: Senate and Board of Governors

FROM: Dr. Annalee Lepp, Dean, Faculty of Humanities

RE: ***Procedures for the Appointment and Review of Associate Dean of Humanities (GV0600) for Board of Governors Approval***

Please find attached documents corresponding to the approval of the changes to *Procedures for the Appointment and Review of Associate Dean of Humanities (GV0600)*. The following motion was approved unanimously at Faculty Council on May 16, 2023:

Motion: That the Faculty approve the revised *Procedures for the Appointment and Review of Associate Dean of Humanities* and that they be forwarded to the Board of Governors for approval.

Given that the Faculty of Humanities must conduct an Associate Dean appointment/reappointment in the spring of 2024, the procedures were updated while we await the approval of the University-wide procedure for the appointment and reappointment of Associate Deans.

A handwritten signature in blue ink that reads "Ahepp", written over a horizontal line.

Annalee Lepp
Dean of Humanities



APPOINTMENT AND REVIEW OF THE ASSOCIATE DEAN OF HUMANITIES

University Policy No.: GV0600
Classification: Governance
Approving Authority: Senate and the Board of Governors
Effective Date: January 2003
Supersedes:
Last Editorial Change: May 2023
Mandated Review:

PURPOSE

- 1.00 The following procedures define the method by which the appointment, or review and reappointment of the Associate Deans (Faculty of Humanities) will be conducted.

SCOPE

- 2.00 These procedures apply to the appointment of a new Associate Dean Academic or Associate Dean Research, the review and reappointment of an incumbent, and to the appointment of an Acting Associate Dean Academic or Associate Dean Research. An Acting Associate Dean is not considered an incumbent.

PROCEDURES

- 3.00 Delegation of Appointment Authority
Under Sections 27(2) (f) and (g) of the *University Act*, the Board of Governors shall with the approval of Senate establish procedures for the recommendation and selection of senior academic administrators and shall subsequently appoint these administrators.

3.01 The Board of Governors has delegated its authority to make appointments of academic and senior administrators to the President or the appropriate Vice-President Academic and Provost. For the purpose of this procedure, the Vice-President Academic and Provost is responsible for approving the appointment of Associate Deans in the Faculty of Humanities.

Responsibilities of the Search Committee

- Equity
4.00 The University of Victoria is committed to employment equity. Faculties are strongly encouraged, where possible, to strike a Search Committee including representation from equity deservingthe four designated groups. During the selection process, the Committee should acquaint itself with human rights requirements, University equity and harassment policies, the Faculty's equity plans, and include equity issues in its consideration of criteria for the position. Postings for the position shall include an employment equity statement encouraging applicants from equity deservingthe four designated groups. The Chair of the Committee is encouraged to consult the Equity and

[Human Rights](#) Office for advice and support in running a fair and equitable search process.

Confidentiality

- 5.00 Deliberations of the Committee shall be confidential. A person who has breached confidentiality shall be subject to sanction by the Chair up to and including dismissal from the Committee and forfeiture of constituency representation. Members should respond to general questions on the Committee's progress by referencing procedural decisions of the Committee as recorded in the minutes. At no point is it appropriate to reference opinions or individual comments voiced at meetings.

FOI/POP FIPPA

- 6.00 Documentation received by the Committee during its deliberations is confidential. Personal information is protected by the B.C. Freedom of Information and Protection of Privacy Act.

Consultation

- 7.00 Members of the Committee shall be responsible for seeking information from their constituencies and keeping them advised of the process.

Size and Composition of the Search Committee

- 8.00 The Dean of Humanities shall establish a Search Committee consisting of:
- 5 Regular faculty members elected by the members of the Faculty; each department will be asked to nominate one member to stand for election and that slate of ~~ten~~ members will then be submitted to the Faculty for the final selection of the five members
 - 1 Regular faculty member from outside the Faculty of Humanities, elected by the chair and directors of the Faculty of Humanities
 - 1 Staff member elected by and from the CUPE and PEA members in the Faculty
 - 1 Graduate student in the Faculty of Humanities selected by the Graduate Students' Society
 - 1 Undergraduate student registered in a program in the Faculty of Humanities selected by the University of Victoria Students' Society
 - $\frac{1}{10}$ Dean of the Faculty of Humanities as Chair
- 9.00 The Committee members will familiarize themselves with the duties of the position and establish the criteria for the position.
- 10.00 The Committee shall determine if the incumbent wishes to seek a further term; if so, the Committee shall proceed as outlined under the review and re-appointment of incumbent section of these procedures.

- 11.00 If the incumbent does not wish to seek reappointment, the Committee shall invite applications and nominations for the position from tenured regular members of the Faculty.
- 12.00 The Committee shall not give any substantive consideration to the suitability of any person for the position unless the Committee shall have received clear evidence that the person has agreed to be considered as a candidate by the Committee.
- 13.00 The Committee shall gather relevant information about the applicants, shall short-list candidates, interview ~~shortlisted~~ stronger candidates, and make a recommendation for appointment of a candidate for the position.
- 14.00 The Committee will review all relevant information and reach a decision by secret ballot on a recommendation by simple majority vote.
- Review and Reappointment of Incumbent**
- 15.00 If, after reviewing the criteria established for the position, the incumbent elects to stand for a consecutive term, the Committee shall determine through the following steps whether or not to recommend the reappointment.
- 16.00 The past performance of the incumbent shall be assessed in the context of the Faculty's future directions. Material to be examined by the Committee shall include:
- a) an updated curriculum vitae;
 - b) the criteria established as part of the search process;
 - c) the criteria and objectives established for the Associate Dean at the time of initial appointment; and
 - d) the results of consultation with the departments.
- 17.00 The incumbent shall be invited by the Committee to provide a self-assessment which shall include a statement of past and projected leadership in the context of the criteria established for continuation in the position.
- 18.00 The incumbent shall make a presentation to the members of the Faculty.
- 19.00 The Committee shall interview the candidate.
- 20.00 The Committee shall review all evidence and reach a decision on a recommendation on reappointment by simple majority vote.

Ratification Procedures

- 21.00 Regular faculty members in the Faculty of Humanities must vote to ratify the appointment. The candidate recommended by the Committee must be acceptable to 60 per cent of the faculty members voting.

Acting Associate Dean

- 22.00 If required for six months or less, an Acting Associate Dean shall be nominated by the Dean after consultation with the chairs and directors of the Faculty of Humanities. If the Acting Associate Dean is to serve for more than six months, the procedures shall be those used to appoint an Associate Dean.

Length of Term

23.00 The term of appointment will have a maximum length of five years.

AUTHORITIES AND OFFICERS

24.00 The authorities and officers for this policy are:

- (i) Approving Authority: Senate and Board of Governors
- (ii) Designated Executive Officer: Vice-President Academic and Provost
- (iii) Procedural Authority: Vice-President Academic and Provost
- (iv) Procedural Officer: Vice-President Academic and Provost

RELATED POLICIES AND DOCUMENTS

Appointment and Re-Appointment of the Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities) (GV0670)



APPOINTMENT AND REVIEW OF THE ASSOCIATE DEAN OF HUMANITIES

University Policy No.: GV0600
Classification: Governance
Approving Authority: Senate and the Board of Governors
Effective Date: January 2003
Supersedes:
Last Editorial Change: May 2023
Mandated Review:

PURPOSE

- 1.00 The following procedures define the method by which the appointment, or review and reappointment of the Associate Deans (Faculty of Humanities) will be conducted.

SCOPE

- 2.00 These procedures apply to the appointment of a new Associate Dean Academic or Associate Dean Research, the review and reappointment of an incumbent, and to the appointment of an Acting Associate Dean Academic or Associate Dean Research. An Acting Associate Dean is not considered an incumbent.

PROCEDURES

Delegation of Appointment Authority

- 3.00 Under Sections 27(2) (f) and (g) of the *University Act*, the Board of Governors shall with the approval of Senate establish procedures for the recommendation and selection of senior academic administrators and shall subsequently appoint these administrators.
- 3.01 The Board of Governors has delegated its authority to make appointments of academic and senior administrators to the President or the appropriate Vice-President Academic and Provost. For the purpose of this procedure, the Vice-President Academic and Provost is responsible for approving the appointment of Associate Deans in the Faculty of Humanities.

Responsibilities of the Search Committee

Equity

- 4.00 The University of Victoria is committed to employment equity. Faculties are strongly encouraged, where possible, to strike a Search Committee including representation from equity deserving groups. During the selection process, the Committee should acquaint itself with human rights requirements, University equity and harassment policies, the Faculty's equity plans, and include equity issues in its consideration of criteria for the position. Postings for the position shall include an employment equity statement encouraging applicants from equity deserving groups. The Chair of the Committee is encouraged to consult the Equity and Human Rights Office for advice and support in running a fair and equitable search process.

Confidentiality

- 5.00 Deliberations of the Committee shall be confidential. A person who has breached confidentiality shall be subject to sanction by the Chair up to and including dismissal from the Committee and forfeiture of constituency representation. Members should respond to general questions on the Committee's progress by referencing procedural decisions of the Committee as recorded in the minutes. At no point is it appropriate to reference opinions or individual comments voiced at meetings.

FIPPA

- 6.00 Documentation received by the Committee during its deliberations is confidential. Personal information is protected by the B.C. Freedom of Information and Protection of Privacy Act.

Consultation

- 7.00 Members of the Committee shall be responsible for seeking information from their constituencies and keeping them advised of the process.

Size and Composition of the Search Committee

- 8.00 The Dean of Humanities shall establish a Search Committee consisting of:
- 5 Regular faculty members elected by the members of the Faculty; each department will be asked to nominate one member to stand for election and that slate of members will then be submitted to the Faculty for the final selection of the five members
 - 1 Regular faculty member from outside the Faculty of Humanities, elected by the chair and directors of the Faculty of Humanities
 - 1 Staff member elected by and from the CUPE and PEA members in the Faculty
 - 1 Graduate student in the Faculty of Humanities selected by the Graduate Students' Society
 - 1 Undergraduate student registered in a program in the Faculty of Humanities selected by the University of Victoria Students' Society
- $\frac{1}{10}$ Dean of the Faculty of Humanities as Chair
- 9.00 The Committee members will familiarize themselves with the duties of the position and establish the criteria for the position.
- 10.00 The Committee shall determine if the incumbent wishes to seek a further term; if so, the Committee shall proceed as outlined under the review and re-appointment of incumbent section of these procedures.
- 11.00 If the incumbent does not wish to seek reappointment, the Committee shall invite applications and nominations for the position from tenured regular members of the Faculty.

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