**University
of Victoria**

The next open meeting of the Senate of the University of Victoria is scheduled for Friday, December 6, 2019 at 3:30 p.m. in the Senate and Board Chambers, University Centre, Room A180.

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

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

2. **MINUTES**

   a. November 1, 2019 **(SEN-DEC 6/19-1)**   **ACTION**

   Motion: That the minutes of the open session of the meeting of the Senate held on November 1, 2019 be approved and that the approved minutes be circulated in the usual way.

3. **BUSINESS ARISING FROM THE MINUTES**

4. **REMARKS FROM THE CHAIR**   **INFORMATION**

   a.   President's report

5. **CORRESPONDENCE**

   a. Campus Planning Committee – V. Kuehne and G. Gorrill, Co-Chairs

        i.   Semi-annual report to Senate on Campus Development   **INFORMATION**
               (SEN-DEC 6/19-2)

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

   a. Senate Committee on Academic Standards – Dr. Neil Burford, Chair

        i.   University of Victoria Grading Patterns Reporting Portal   **INFORMATION**
               (SEN-DEC 6/19-3)

ii.   Proposed Revision to Grading within the Post-Degree Professional   **ACTION**
      Elementary program **(SEN-DEC 6/19-4)**

      <u>Motion:</u> That Senate approve the proposed revision to grading
      within the Post-Degree Professional Elementary program, effective
      September 1, 2020.

iii. Proposed Revision to Academic Standing within the Health   **ACTION**
      Information Science Program **(SEN-DEC 6/19-5)**

      <u>Motion:</u> That Senate approve the proposed revision to academic
      standing within the Health Information Science, effective May 1,
      2020.

iv.   Proposed changes to the transfer requirements for the Computer   **ACTION**
      Science program **(SEN-DEC 6/19-6)**

      <u>Motion:</u> That Senate approve the proposed changes to the transfer
      requirements for the Computer Science program, Faculty of
      Engineering.

b.   Senate Committee on Admission, Re-registration and Transfer
     – Dr. Sandra Hundza, Chair

   i.   2018-2019 Annual Report **(SEN-DEC 6/19-7)**   **INFORMATION**

   ii. Year 2 Admission requirements for the Kinesiology program,   **ACTION**
        Faculty of Education **(SEN-DEC 6/19-8)**

        <u>Motion:</u> That Senate approve the enclosed revised Year 2
        admission requirements for the Faculty of Education, Bachelor of
        Science (BSc) Kinesiology program and that these requirements be
        published in the May 2020 edition of the undergraduate academic
        calendar.

   iii. Transfer requirements for the Computer Science Program,   **ACTION**
        Faculty of Engineering **(SEN-DEC 6/19-9)**

        <u>Motion:</u> That Senate approve the enclosed revised transfer
        requirements for the Faculty of Engineering Computer Science
        program and that these requirements be published in the May 2020
        edition of the undergraduate academic calendar.

c. Senate Committee on Agenda and Governance - Prof. Jamie Cassels, Chair

    i. Appointments to the Senate Committee on Appeals and the Joint Senate Board Retreat Committee **(SEN-DEC 6/19-10)**   **ACTION**

    Motion: That Senate approve the appointment to the Senate Committee on Appeals for the term indicated in the attached document.

    Motion: The Senate approve the appointments of Jo-Anne Clarke, Brian Leacock, and Sean Oliver to the Joint Board Senate Retreat Committee for a term beginning January 1, 2020 and ending on December 31, 2020.

    ii. Proposal to Revise the 10-Year Sessional Calendar **(SEN-DEC 6/19-11)**   **ACTION**

    Motion: That Senate approve the revised principles for creating the Winter and Summer Sessions of the 10-Year Sessional Calendar, and that these changes be implemented for the next reiteration of the 10-Year Sessional Calendar.

d. Senate Committee on Awards – Dr. Annalee Lepp, Chair

    i. New and Revised Awards **(SEN-DEC 6/19-12)**   **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:

- Ted and Helen Hughes Entrance Award (revised)
- One Heart for Reconciliation Award* (revised)
- Vincent Short Memorial Theatre Scholarship* (revised)
- Visca/Dais-Visca Scholarship in Public Law/Legal Studies (new)
- The Joyce Family Foundation Award for Indigenous Students* (revised)
- Leeder Family Memorial Scholarship in Economics* (revised)
- Leeder Family Memorial Scholarship in Mathematics* (revised)
- Pearson Family Award (revised)
- Royal Jubilee Hospital School of Nursing Alumnae Association Student Award* (revised)
- University of Victoria Youth in Care Award (revised)
- Murray & Lynda Farmer Scholarship* (revised)
- David McGillivray Scholarship in Science* (new)

- Mairi Riddel Memorial Prize* (revised)
- Brendan Gaunt Environmental Law Award (new)
- Harold G. Craven Scholarship* (revised)

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e.   Senate Committee on Planning – Dr. Susan Lewis, Chair

   i.   Proposed modifications to the Master of Arts in Musicology and   **ACTION**
        to the Master of Arts in Musicology (with Performance)
        (SEN-DEC 6/19-13)

        Motion: That Senate approve the proposed modifications to the
        Master of Arts in Musicology – Thesis Option, as described in the
        memorandum dated February 23, 2019.

        Motion: That Senate approve, and recommend to the Board of
        Governors that it also approve, the proposal to add a project option
        to the Master of Arts in Musicology, as described in the
        memorandum dated February 23, 2019.

        Motion: That Senate approve, and recommend to the Board of
        Governors that it also approve, the proposal to discontinue the
        Master of Arts in Musicology (with Performance) Thesis Option, as
        described in the memorandum dated February 23, 2019.
        AND
        That Senate approve, and recommend to the Board of Governors
        that it also approve, the proposal to add a project option to the
        Master of Arts in Musicology (with Performance), as described in
        the memorandum dated February 23, 2019.

   ii. Proposal to discontinue the language requirement for the Master   **ACTION**
        of Arts in English **(SEN-DEC 6/19-14)**

        Motion: That Senate approve the proposal to discontinue the
        language requirement for the Masters in English, as described in
        the memorandum dated March 26, 2019.

  iii. Proposal to discontinue the concentration in Literatures of the West   **ACTION**
        Coast (LWC) for the Master of Arts in English **(SEN-DEC 6/19-15)**

        Motion: That Senate approve the proposal to discontinue the
        concentration in Literatures of the West Coast (LWC) for the
        Master of Arts in English, as described in the memorandum dated
        March 19, 2019.

iv. Proposed changes to the requirements for all Bachelor's Degrees   **ACTION**
     in the Faculty of Humanities **(SEN-DEC 6/19-16)**

     <u>Motion:</u> That Senate approve, and recommend to the Board of
     Governors that it also approve, the proposed changes to the
     requirements for all Bachelor's degrees in the Faculty of
     Humanities, as described in the memorandum dated September 24,
     2019.

7. PROPOSALS AND REPORTS FROM FACULTIES

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

9. OTHER BUSINESS

a. Orators for the University of Victoria **(SEN-DEC 6/19-17)**   **ACTION**

    <u>Motion:</u> That Senate re-appoint Dr. John Archibald as Orator for a
    3-year term beginning January 1, 2020 and ending December 31, 2022.

    <u>Motion:</u> That the Senate appoint the following as Orators for a 3-year
    term beginning January 1, 2020 and ending December 31, 2022:
    - Valerie Irvine
    - Linda Hardy
    - Sudhakar Ganti
    - Grace Wong Sneddon
    - Aaron Devor
    - Eric Higgs
    - Mary Ellen Purkis
    - Helga Hallgrimsdottir

b. Curriculum & Calendar Project Update and Revision to the AC1120   **ACTION**
    policy on Calendar Submissions **(SEN-DEC 6/19-18)**

    <u>Motion:</u> That Senate approve the revision to AC1120 Policy on Calendar
    Submissions, Responsibility to Publish (Policy 12.00).

10. ADJOURNMENT

Meeting of Senate
November 1, 2019

MINUTES

An open meeting of the Senate of the University of Victoria was held on November 1, 2019 at 3:30 p.m. in the David Strong Building, room C116.

1. **APPROVAL OF THE AGENDA**

Dr. Saul Klein, Senate Vice-Chair, announced a change to the agenda. Item 8 c) Rescinding Policy GV0070 would move to 4 c), directly following the United Way Presentation.

> Motion: (P. Marck/M. Ingram)
> That the agenda be approved as amended.
> **CARRIED**

2. **MINUTES**

   a. **October 4, 2019**

A member noted a typo in the title for Vice-Chair of Senate.

> Motion: (N. Karpovskaia/A. Wang)
> That the minutes of the open session of the meeting of the Senate held on October 4, 2019 be approved as amended, and that the approved minutes be circulated in the usual way.
> **CARRIED**

3. **BUSINESS ARISING FROM THE MINUTES**

Ms. Carrie Andersen announced the Senate representative for the Presidential Appointment Committee is Dr. Annalee Lepp. She reminded members that there was still time to provide feedback to the committee.

4. **REMARKS FROM THE CHAIR**

   a. **President's Report**

There was none.

   b. **United Way Presentation**

Ms. Michele Parkin, UVic United Way Campaign Co-Chair, presented on the 2019 United Way Campaign. She mentioned the goal for the year is to increase awareness and participation.

c. **Rescinding Policy GV0700 – Procedures for the Appointment of Chairs of Departments or Divisions**

Ms. Parkin, Associate Vice-President Faculty Relations and Academic Administration, introduced the reason for rescinding the policy as it is covered under the recently negotiated Faculty/Librarian Collective Agreement.

A member felt the qualifications described in 54.7 and 54.7.1 were derogatory toward faculty within the teaching stream. Ms. Parkin replied that this was not the intention but instead to identify the need to support research stream faculty.

Another member noted that in the description of the process, there is mention of consultation with the Faculty Association, but that this formal process did not occur. Ms. Parkin clarified this consultation was done during the negotiation process.

Members discussed ways departments may consider dealing with section 54.7 by incorporating internal policies. In response to a question, Ms. Parkin stated that negotiations would open once again in 2020.

> Motion: (S. Hundza/R. St. Clair)
> That Senate approve, and recommend to the Board of Governors that the
> Board also approve, the rescinding of Policy GV0700 Appointment of Chairs
> of Departments or Divisions, effective immediately.

CARRIED

Dr. Mark Laidlaw noted his opposition to the motion.

1 OPPOSED

5. CORRESPONDENCE

There was none.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. **Senate Committee on Academic Standards**

    i. **2018/19 Annual Report**

Dr. Neil Burford introduced the report. There were no questions.

b. **Senate Committee on Agenda and Governance**

    i. **Appointments to the 2019/2020 Senate Standing Committees**

Dr. Annalee Lepp introduced the recommendations. There were no questions.

> Motion: (A. Lepp/R. Hills)
> That Senate approve the appointments to the 2019/2020 Senate standing
> committees for the terms indicated in the attached document.

CARRIED

c. **Senate Committee on Awards**

i. **New and Revised Awards**

Dr. Lepp introduced the motion regarding new awards and revisions to existing awards. A member commented positively on the increased Indigenous representation.

Motion: (A. Lepp/R. Hills)
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:

- Open Graduate Scholarship* (new)
- Ted and Helen Hughes Entrance Award (new)
- Oliver Prentice Memorial - Saanich Rotary Scholarship* (revised)
- John Money Memorial Prize in British History (new)
- One Heart for Reconciliation Award* (new)
- Clark Wilson Recruitment Inclusion Award (new)
- Stó:lō Legacy Scholarship (revised)
- Pemberton Holmes Award in Honour of Davine Burton* (revised)
- Indigenous Engineering and Computer Science Entrance Scholarship (new)
- Women in Engineering and Computer Science Entrance Scholarship (new)
- Dave Ian Dunnet Music Education Scholarship* (revised)
- Chris Markoff Memorial Award (revised)
- Takao Tanabe Undergraduate Award in Visual Arts (new)
- Takao Tanabe Graduate Award in Visual Arts (new)

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CARRIED

ii. **2018/19 Annual Report**

Dr. Lepp introduced the report and reminded members that this report encompasses awards overseen by the Senate Committee on Awards and is presented within the broader context of student awards at the University of Victoria. Information for the 2018/19 academic year may be found in the Report on Student Financial Aid presented to the Board of Governors every November.

A member asked for clarification on the grade point averages calculated for the awards. Ms. Lori Nolt, Director of Student Awards and Financial Aid, explained the adjudication process.

d. **Senate Committee on Planning**

i. **Proposal to remove Technology Innovation in Education as a teaching area in the Secondary Post-Degree Professional Program**

Dr. Susan Lewis introduced the proposal. There were no questions.

Motion: (M. Garcia-Barrera/S. Hundza)
That Senate approve the proposal to remove Technology Innovation in
Education as a teaching area in the Secondary Post-Degree Professional
Program, as described in the memorandum dated March 14, 2019.

CARRIED

ii.   **Proposal to change the Secondary Post-Degree Professional Program (Diploma) to a Bachelor of Education Degree Program**

Dr. Lewis introduced the proposal. A member asked if students are still able to receive the diploma. Dr. Ralf St. Clair replied that this would no longer be an option. Another member asked why this revision reverts to the original 2009 program. Dr. St. Clair explained how the program had been reformatted.

Motion: (M. Garcia-Barrera/S. Hundza)
That Senate approve, and recommend to the Board of Governors that it
also approve the proposal to change the Secondary Post-Degree
Professional Program (Diploma) to a Bachelor of Education Degree
Program, as described in the memorandum dated March 14, 2019.

CARRIED

iii.   **Proposal to remove Japanese and Mandarin as teaching areas in the Secondary Post-Degree Professional Program**

Dr. Lewis introduced the proposal. A member inquired if these subjects were offered at other educational programs in the province. Dr. Deborah Begoray, Curriculum and Instruction Chair, confirmed that other institutions offered these languages as teaching areas.

Motion: (M. Garcia-Barrera/R. Hicks)
That Senate approve the proposal to remove Japanese and Mandarin as
teaching areas in the Secondary Post-Degree Professional Program, as
described in the memorandum dated March 14, 2019.

CARRIED

7.   **PROPOSALS AND REPORTS FROM FACULTIES**

There was none.

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

a.   **Enrolment update**

Dr. Valerie Kuehne briefly reviewed the document noting connections with the process underway among academic programs and the Strategic Enrolment Management (SEM) Plan initiatives.

Mr. Tony Eder, Executive Director, Academic and Resource Planning, outlined the targets in relation to the SEM Plan and the priority to improve conversion rates. A member asked if the decline in graduate application numbers was a national trend. Mr. Eder replied that applications are increasing steadily and this decrease was a result of shifts in particular programs. Dr. David Capson added that there were currently five applications for every graduate student position available.

There was discussion regarding numbers of international, domestic, and Indigenous applications and the methods in which programs may be delivered.

b. **Enhanced Planning Tools Refresh**

Dr. Lewis gave background and context to the Enhanced Planning Refresh, introduced the committee, and outlined the timeline planned for consultation. In response to a question on whether reports would be shared across faculties, Dr. Lewis replied that this would be something for consideration for the future.

There being no other business the meeting was adjourned at 4:21 p.m.

Name	In Attendance	Regrets	Position	
Alexander, David	☐	☐	Convocation Senator	Elected by the convocation
Andersen, Carrie	☑	☐	University Secretary	Secretary of Senate
Aragon, Janni	☐	☒	Faculty of Social Sciences	Elected by the faculty members
Baboula, Eva	☑	☐	Acting Dean, Faculty of Fine Arts	Ex officio
Beaveridge, Chandra	☒	☐	Convocation Senator	Elected by the convocation
Bengston, Jonathan	☐	☒	University Librarian	Ex officio
Breau, Susan	☑	☐	Dean, Faculty of Law	Ex officio
Burford, Neil	☑	☐	Faculty of Science	Elected by the Faculty
Butler-Palmer, Carolyn	☑	☐	Faculty of Fine Arts	Elected by the Faculty
Calder, Gillian	☐	☐	Faculty of Law	Elected by the Faculty
Canessa, Rosaline	☑	☐	Acting Dean, Faculty of Social Sciences	Ex officio
Capson, David	☑	☐	Dean, Faculty of Graduate Studies	Ex officio
Cassels, Jamie	☐	☒	President and Vice-Chancellor	Chair of Senate
Cazes, Hélène	☑	☐	Faculty of Humanities	Elected by the faculty members
Clarke, Jo-Anne	☑	☐	Dean, Division of Continuing Studies	Ex officio
Colby, Jason	☐	☐	Faculty of Humanities	Elected by the Faculty
Cook, Caelen	☒	☐	Student Senator	Elected by the students
Cowen, Laura	☒	☐	Faculty of Science	Elected by the faculty members
D'Arcy, Alexandra	☐	☒	Faculty of Humanities	Elected by the Faculty
de Havelyn, Sarina	☐	☐	Student Senator	Elected by the students
Devor, Aaron	☐	☒	Faculty of Social Sciences	Elected by the faculty members
Dunsdon, Jim	☑	☐	Associate Vice-President Student Affairs	By Invitation
Garcia-Barrera, Mauricio	☑	☐	Faculty of Graduate Studies	Elected by the Faculty
Garofalo, Eva	☒	☐	Student Senator	Elected by the students
Gillen, Mark	☑	☐	Faculty of Law	Elected by the Faculty
Goto-Jones, Chris	☐	☐	Dean, Faculty of Humanities	Ex officio
Hallgrimsdottir, Helga	☑	☐	Faculty of Social Sciences	Elected by the faculty members
Hancock, Rob	☒	☐	Convocation Senator	Elected by the convocation
Haskett, Tim	☒	☐	Faculty of Humanities	Elected by the faculty members
Hicks, Robin	☑	☐	Faculty of Science	Elected by the faculty members
Hills, Rory	☑	☐	Student Senator	Elected by the students
Hundza, Sandra	☒	☐	Faculty of Education	Elected by the Faculty
Ingram, Megan	☒	☐	Student Senator	Elected by the students
Juma, Afnan	☐	☒	Student Senator	Elected by the students
Kalynchuk, Lisa	☑	☐	Vice-President Research	Ex officio
Kandil, Yasmine	☒	☐	Faculty of Fine Arts	Elected by the Faculty
Karpovskaia, Natalia	☑	☐	Student Senator	Elected by the students
Klein, Saul	☑	☐	Dean, Peter B. Gustavson School of Business	Ex officio
Krull, Catherine	☐	☒	Special Advisor to the Provost	By Invitation
Kuehne, Valerie	☑	☐	Vice-President Academic and Provost	Ex officio
Kurki, Helen	☑	☐	Faculty of Social Sciences	Elected by the Faculty
Laidlaw, Mark	☑	☐	Faculty of Science	Elected by the faculty members
Laird, Caoimhe	☐	☐	Student Senator	Elected by the students
Leacock, Brian	☑	☐	Peter B. Gustavson School of Business	Elected by the Faculty
Lepp, Annalee	☑	☐	Faculty of Humanities	Elected by the faculty members
Lewis, Susan	☑	☐	A / Associate Vice-President Academic Planning	By Invitation
Marck, Patricia	☑	☐	Dean, Faculty of Human and Social Development	Ex officio
Marcy, Richard	☑	☐	Faculty of Human and Social Development	Elected by the Faculty
McDonough, Graham	☐	☒	Faculty of Education	Elected by the Faculty
McGinnis, Martha	☑	☐	Faculty of Graduate Studies	Elected by the Faculty
Mehina, Eslam	☒	☐	Student Senator	Elected by the students
Mukhopadhyaya, Phalguni	☒	☐	Faculty of Engineering	Elected by the Faculty
Ni, Erhan (Jack)	☐	☐	Student Senator	Elected by the students
Oliver, Sean	☑	☐	Student Senator	Elected by the students
Richins, Kai	☐	☐	Student Senator	Elected by the students
Rogers, Shelagh	☐	☒	Chancellor	Ex officio
Rose-Redwood, CindyAnn	☒	☐	Faculty of Social Sciences	Elected by the faculty members
Russell, Carolyn	☐	☒	Convocation Senator	Elected by the convocation
Saab, Ada	☑	☐	Associate University Secretary	By Invitation
Salem, Joseph	☐	☒	Faculty of Fine Arts	Elected by the faculty members
Seeman, Dean	☑	☐	Librarian	Elected by the Professional Librarians
Scott-Bigsby, Marshall	☑	☐	Student Senator	Elected by the students
Smith, Brock	☑	☐	Peter B. Gustavson School of Business	Elected by the Faculty
St. Clair, Ralf	☑	☐	Dean, Faculty of Education	Ex officio
Strega, Susan	☑	☐	Faculty of Human and Social Development	Elected by the Faculty
Struchtrup, Henning	☑	☐	Faculty of Engineering	Elected by the Faculty
Taylor, Wendy	☑	☐	Acting Registrar	By Invitation
Ulysses, Alicia	☐	☒	Faculty of Humanities	Elected by the Continuing Sessionals
Varela, Diana	☐	☐	Faculty of Science	Elected by the Faculty
Wang, Alivia	☑	☐	Student Senator	Elected by the students
Weldemichael, Dawit	☑	☐	Student Senator	Elected by the students
Welling, Linda	☑	☐	Faculty of Social Sciences	Elected by the faculty members
Wild, Peter	☐	☒	Acting Dean, Faculty of Engineering	Ex officio
Woodin, Erica	☑	☐	Faculty of Social Sciences	Elected by the Faculty
Wright, Bruce	☒	☐	Head, Division of Medical Sciences	Additional Member

MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA
Effective October 4, 2019

EX OFFICIO MEMBERS - University Act: Section 35 (2) (a-f)
Chancellor: Shelagh Rogers (31/12/20)
President and Vice-Chancellor: Jamie Cassels, Chair
Vice-President Academic & Provost: Valerie Kuehne
Vice-President Research: Lisa Kalynchuk
Dean, Peter B. Gustavson School of Business: Saul Klein, Vice-Chair
Dean of Education: Ralf St. Clair
Acting Dean of Engineering: Peter Wild
Dean of Continuing Studies: Jo-Anne Clarke
Acting Dean of Fine Arts: Eva Baboula
Dean of Graduate Studies: David Capson
Dean of Humanities: Christopher Goto-Jones
Dean of HSD: Patricia Marck
Dean of Law: Susan Breau
Acting Dean of Science: Robin Hicks
Acting Dean of Social Sciences: Rosaline Canessa
University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES
 - Section 35 (2) (g)

BUSI:	Brian Leacock (30/6/22)	
	Brock Smith (30/6/21)	
EDUC:	Sandra Hundza (30/6/20)	
	Graham McDonough (30/6/22)	
ENGR :	Phalguni Mukhopadhyaya (30/6/22)	
	Henning Struchtrup (30/6/20)	
FINE:	Carolyn Butler Palmer (30/6/22)	
	Yasmine Kandil (30/6/21)	
GRAD:	Mauricio Garcia-Barrera (30/6/20)	
	Martha McGinnis (30/6/22)	
HSD:	Richard Marcy (30/6/21)	
	Susan Strega (30/6/22)	
HUMS:	Jason Colby (30/6/21)	
	Alexandra D'Arcy (30/6/22)	
LAWF:	Gillian Calder (30/6/20)	
	Mark Gillen (30/6/22)	
SCIE:	Neil Burford (30/6/20)	
	Diana Varela (30/6/20)	
SOSC:	Helen Kurki (30/6/20)	
	Erica Woodin (30/6/21)	

MEMBERS ELECTED BY THE FACULTY MEMBERS
    - Sections 35 (2) (g)

Janni Aragon – SOSC	(30/6/21)
Hélène Cazes - HUMS	(30/6/20)
Laura Cowen - SCIE	(30/6/22)
Aaron Devor – SOSC	(30/6/20)
Helga Hallgrimsdottir – HSD	(30/6/21)
Tim Haskett – HUMS	(30/6/20)
Robin Hicks – SCIE	(30/6/21)
Mark Laidlaw – SCIE	(30/6/20)

MEMBERS ELECTED BY THE FACULTY
    MEMBERS _(continued)_

Annalee Lepp - HUM	(30/6/22)
CindyAnn Rose-Redwood - SOSC	(30/6/22)
Joseph Salem – FINE	(30/6/20)
Linda Welling – SOSC	(30/6/20)

MEMBERS ELECTED FROM THE STUDENT
    SOCIETIES – Section 35 (2) (h)

Caelen Cook (HUMS)	(30/6/20)
Sarina de Havelyn (SOSC)	"
Eva Garofalo (LAW)	"
Rory Hills (SCIE)	"
Megan Ingram (SOSC)	"
Afnan Juma (HUMS)	"
Natalia Karpovskaia (EDUC)	"
Caoimhe Laird (BUSI)	"
Eslam Mehina (GRAD)	"
Erhan (Jack) Ni (FINE)	"
Sean Oliver (GRAD)	"
Kai Richins (ENGR)	"
Marshall Scott-Bigsby (SOSC)	"
(Alivia) Tianyi Wang (GRAD)	"
Dawit Weldemichael (SOSC)	"
TBD (HSD)	"

MEMBERS ELECTED BY THE CONVOCATION
    – Section 35 (2) (i)

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

ADDITIONAL MEMBERS - Section 35 (2) (k)
Head, Division of Medical Sciences: Bruce Wright
Member elected by the Professional Librarians:
        Dean Seeman (30/06/21)
Continuing Sessional: Alicia Ulysses (30/06/20)

SECRETARY OF SENATE - Section 64 (2)
University Secretary: Carrie Andersen

BY INVITATION - Seated with specified speaking rights
Assoc. VP Student Affairs: Jim Dunsdon
Acting Assoc. VP Academic Planning: Susan Lewis
Special Advisor to the Provost: Cathie Krull
Acting Registrar: Wendy Taylor
Associate University Secretary: Ada Saab

Office of the Vice-President Finance and Operations

MEMO

University of Victoria

Date: November 15, 2019

To: Carrie Andersen
          University Secretary

From: Valerie Kuehne, Vice-President Academic and Provost
          Gayle Gorrill, Vice-President Finance and Operations
          Co-Chairs, Campus Planning Committee

RE: SEMI-ANNUAL REPORT TO SENATE ON CAMPUS DEVELOPMENT

Please find attached the semi-annual report to Senate on campus development for its December 6, 2019 meeting.

Valerie Kuehne
Vice-President, Academic and Provost

Gayle Gorrill
Vice-President Finance and Operations

**University
of Victoria**

Semi-Annual Report to Senate on Campus Development

Executive Summary

The Office of Campus Planning and Sustainability (OCPS) continues to be engaged in several significant capital projects at this time. The first is the development of additional student housing and a new dining facility on campus. UVic's number one capital priority is student housing that would be self-funded and provide a minimum of 600 additional beds on campus. The project includes a total of 782 beds (620 net new) and also includes a new 600-seat dining hall that will replace the existing Cadboro Commons dining facilities. Two new 225-seat lecture theaters and conference space are also included.

The project was approved by the District of Saanich in August 2019. This approval includes the provision of a modular dining facility. The modular dining facility will allow Building 1 to be completed in the fall of 2022 and Building 2 in early 2023, 16-months sooner than originally scheduled. Preparation for the installation of modular dining facility, to replace Cadboro Commons dining hall during the construction period. The 500-seat modular dining facility will be located in parking lot B, adjacent to the Bob Wright Centre and the McPherson Library. Pedestrian pathways around the Cadboro Commons Building closed as project boundaries are established. Periodic single-lane closures of Ring Road as utilities are brought across the road are also planned. Construction on the main building site will commence in May 2020.

The university is also in the planning stages for an addition to the Engineering Computer Science Building (ECSB) and separate high bay structures laboratory in order to support the expansion of the Engineering and Computer Science programs. In November 2019, the university engaged the architectural firm Dialog, to develop the building designs and engage with the campus community and neighbours. It is expected that further community consultation will take place in late spring 2020.

The Capital Plan also supports the construction of a new national centre for Indigenous law within an addition to the Fraser Building. The OCPS consulted the campus community on the recommended site in October of 2019. In November, the Campus Planning Committee supported the site and building program which was also approved by the President. An architect will be engaged in 2020 to commence the design of the building addition and to carry out consultation with the campus community, neighbours and local Indigenous communities.

The OCPS has also recently completed the Campus Greenway Landscape Plan and Design Guidelines. The Campus Greenway will help achieve the university's vision of an extraordinary academic environment and a vibrant and sustainable campus that nurtures student experience and well-being. The landscape plan was supported by the Campus Planning Committee (CPC) and the President in November 2019.

Other projects include the implementation of the Campus Cycling Plan and MacLaurin Building seismic upgrades which are both ongoing.

1.0 New Student Housing and Dining – Construction Schedule

The university's number one capital priority is student housing that would be self-funded and provide at least 600 additional beds on campus. Residence Services and Food Services were fully engaged in the design development process to ensure the proposed sites and building designs met their operational needs and promoted the efficient delivery of service for students living on campus. Located to the south of the Student Union Building, Building 1 will require the deconstruction of Margaret Newton Hall and Emily Carr Residence. The new building will include 398 housing beds and a new 600-seat dining hall. Building 2, will require the

deconstruction of the existing Cadboro Commons building and will include two new 225-seat lecture theatres, conference space and 385 new housing beds. The buildings will be designed and constructed to meet both LEED Gold and Passive House certification, making them the first building project of its kind in Canada.

Throughout the summer of 2019, site preparation works were underway including the widening of the Service Road behind the Student Union Building and the deconstruction of concrete walkways adjacent to the Craigdaroch Office Building and Cadboro Commons. The project was formally approved by the District of Saanich in August, 2019. This approval included for the provision of a modular dining facility that will be located in Parking Lot B. The modular dining facility will allow Building 1 to be completed in the fall of 2022 and Building 2 in early 2023, 16-months sooner than originally scheduled. Pedestrian pathways around the Cadboro Commons Building closed as project boundaries are established. Periodic single-lane closures of Ring Road as utilities are brought across the road are also planned. Construction on the main building site will commence in May 2020.

More information: www.uvic.ca/new-student-housing

2.0 Expansion of Engineering Computer Science Building for Civil Engineering Program

The 2017/2018 Five-Year Capital plan sets capital planning priorities for the university and supports an addition to the Engineering Computer Science Building (ECSB) in order to support the expansion of the Engineering and Computer Science programs.

In November 2019, the university engaged the architectural firm Dialog, to develop the building designs and engage with the campus community and neighbours. It is expected that further community consultation will take place in late spring 2020.

3.0 National Centre for Indigenous Law and Reconciliation

The 2018/2019 Five-Year Capital plan also supports the construction of a national centre for Indigenous law. The expansion and renovation to the Fraser Law Building, will house the classrooms for the world's first joint degree in Canadian Common Law and Indigenous Legal Orders (JD/JID), and the Indigenous Law Research Unit. An expansion of the Fraser Building was not contemplated in the Campus Plan as the JD/JID program was not yet developed. The OCPS consulted the campus community on the recommended site in October of 2019. In November, the Campus Planning Committee supported the site and building program which was also approved by the President.

The university is seeking the additional capital funding required for the project. An architect will be engaged in 2020 to commence the design of the building addition and to carry out consultation with the campus community, neighbours and local Indigenous communities.

More information: www.uvic.ca/fraserexpansion

4.0 Campus Greenway Landscape Plan & Design Guidelines

The landscape plan will guide the implementation of the Campus Greenway, one of the "Big Moves" generated through the 2016 Campus Plan and will help achieve the university's vision as not only an extraordinary academic environment but also a vibrant and sustainable community that nurtures student experience and well-being. The landscape plan represents a unique opportunity to address the Strategic Framework priority of increasing the vibrancy of campus life by enhancing the natural and built environment

to create more opportunities for interaction and collaboration. The site will function as the primary east-west multi-modal pathway connecting Gordon Head Road to Sinclair Road and further contribute to the campus identity while fostering respect and reconciliation with Indigenous communities by contributing to a welcoming, inclusive campus environment for all.

Throughout the 2018/2019 academic year, the OCPS began engaged with the campus community on design principles and landscape ideas from other post-secondary campuses. A draft landscape plan was presented in March 2019 and sought feedback on the design direction of the final plan from the CPC in April 2019. The key change, as recommended by the CPC, included the provision of a protected active transportation zone within the main quadrangle that will limit access for service vehicles and third-party vendors. The Plan was supported by the Campus Planning Committee and approved by the President in November 2019.

More information: uvic.ca/campusgreenway

5.0 Campus Cycling Plan Implementation

The Campus Cycling Plan was completed earlier this year. In May 2019, the university entered into a 1-year pilot project with U-Bicycle to trial dockless bike sharing on campus. A total of 30 bikes are located amongst 6 drop-zones on campus. The OCPS has also been working with campus partners to install new end-of-trip facilities around campus including Centennial Stadium and CARSA.

In October 2019, the university engaged Urban Systems Ltd. to commence the design of new separated bicycle pathways on campus. Areas planned for improvement included the University Drive pathway (Ring Road to MacLaurin Building) and the Dawnview Crescent to CARSA connector pathway.

9.0 MacLaurin Building

The MacLaurin Building is one of the university's oldest structures which underwent extensive life safety upgrading as part of the Knowledge Infrastructure Program in 2011. At that time, due to time and budget constraints, the D-Wing seismic portion of the work did not proceed. Through the support of provincial funding, the D-Wing seismic upgrade work is now underway.

The targeted completion date is September 2021, as the construction process requires a phased approach to accommodate the university's academic calendar and maintain partial operations. Classes and programs are being temporarily relocated to accommodate the construction workflow.

University | Senate Committee on
of Victoria | Academic Standards

MEMO

Date: November 20, 2019

To: Senate

From: Senate Committee on Academic Standards

Re: **University of Victoria Grading Patterns Reporting Portal**

To ensure continued oversight of grading patterns, a grading summary report is presented to the Senate Committee on Academic Standards and Senate. The attached report was provide to the Senate Committee on Academic Standards at its meeting on November 19, 2019.

/attachment

Respectfully submitted,
2019/2020 Senate Committee on Academic Standards
Neil Burford, Chair, Faculty of Science
Janni Aragon, Faculty of Social Sciences
Laurie Barnas, Associate Registrar
Gillian Calder, Faculty of Law
Alexandra D'Arcy, Faculty of Humanities
Sarina de Havelyn, Student Senator
Stephen Evans, Faculty of Graduate Studies (VPAC's designate)
Kathy Gaul, Faculty of Education
Andrea Giles, Acting Executive Director, Coop Education & Career Services
Sima Hajiaghaei Shanjani, GSS representative
Robert Hancock, Convocation Senator
Cindy Holder, Associate Dean, Academic Advising (Faculties of SCIE, SOSC and HUM)
Sabrina Jackson, Acting Director, Graduate Administration and Records
Yasmine Kandil, Faculty of Fine Arts
Caoimhe Laird, Student Senator
Susan Lewis, Acting Associate Vice-President Academic Planning (President's nominee)
Michele Martin, Division of Medical Sciences
Martha McGinnis, Faculty of Graduate Studies
Tanya Muir, Division of Continuing Studies
Esther Sangster-Gormley, Faculty of Human and Social Development
Henning Struchtrup, Faculty of Engineering
Wendy Taylor, Acting Registrar
Ken Thornicroft, Peter B Gustavson School of Business
Dalal Tubeishat, UVSS representative
Ada Saab, Associate University Secretary

Institutional Planning and Analysis

MEMO

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University of Victoria

Date:	Tuesday, November 19th, 2019
To:	Chair, Senate Committee on Academic Standards
From:	Office of Institutional Planning and Analysis
Re:	University of Victoria Grading Patterns Reporting Portal

The purpose of the grading reports is to document patterns of grades awarded at the university, faculty, and school or department levels over a five-year period for undergraduate, graduate, and law courses at the University of Victoria. Previous paper reports were prepared every two years for the Senate Committee on Academic Standards and the Vice-President Academic and Provost, with relevant sections distributed to interested parties, such as deans and chairs.

In 2013, the system was revamped to be more comprehensive, timely, detailed, and available on-line. This report comprises grading statistics up to the Spring Term of the 2018-2019 academic year. Starting with the Summer 2014 term, percentage grades are now being collected and this report presents some overall percentage grades in addition to the usual 9-point and letter grade statistics.

Access is via the Office and Institutional Planning and Analysis website (www.inst.uvic.ca). **Full instructions on how to access and navigate the system as well as reports at the following levels are attached to this memorandum.**

Attached Reports:
- **Overall Undergraduate**
- **Overall Graduate**
- **Faculty of Law**
- **Faculty of Education**
- **Faculty of Engineering**
- **Faculty of Fine Arts**
- **Faculty of Human and Social Development**
- **Faculty of Humanities**
- **Division of Medical Sciences**
- **Faculty of Science**
- **Faculty of Social Sciences**
- **PB Gustavson School of Business**

For the university as a whole, the five academic years with complete information show that the undergraduate grade distributions have remained relatively constant with GPAs ranging from 5.42 to 5.54 although A$^+$'s have risen from 10 to 12 percent and 2nd class grades have decreased from 32.2% to 30.2%. Expanding the academic years into individual terms shows, however, that grade performance during the summer is consistently better than during the fall and spring terms, with better GPAs, first class results, and lower fail rates. Perhaps not surprisingly, performance in undergraduate courses by level is better as the level goes up. For example, in 2018/19 the average GPA for 100, 200, 300, and 400 level courses were 4.93, 5.25, 5.73, and 6.72 respectively.

These reports are intended to be descriptive rather than analytical or prescriptive. There are numerous possible explanations for changes in grade distributions over time, for differences in grade distributions across sections of a course, and for variations in grade distributions among departments and faculties. These reports document general time-series trends and grading anomalies, but do not (nor should they) attempt to explain them.

Attachments:
       Appendix A – Grading reports
       Appendix B – Accessing and navigating the Grading Reports

Section Grading Patterns - UVic

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

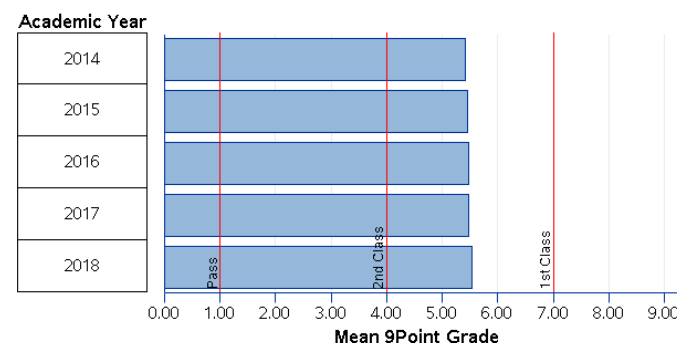|	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Academic Year										
2014	5.42	74.6	10%	42.9%	32.0%	20.2%	4.9%	133,820	4.8%	146,475
2015	5.46	74.8	11%	44.3%	30.5%	20.3%	4.9%	138,163	4.7%	150,715
2016	5.47	74.9	11%	44.2%	30.7%	20.1%	4.9%	139,871	4.7%	152,429
2017	5.47	74.9	12%	44.5%	30.4%	20.2%	4.9%	140,337	4.8%	152,708
2018	5.54	75.2	12%	45.5%	30.2%	19.7%	4.6%	141,960	4.4%	154,199

ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2018)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
	2014	4.82	71.4	8.5%	34.2%	31.7%	25.9%	8.0%	41,933	6.3%	45,644
	2015	4.80	71.3	9.0%	34.8%	30.0%	26.8%	8.4%	42,854	6.2%	46,276
100 Level	**2016**	4.87	71.7	9.5%	35.6%	30.4%	26.0%	8.0%	41,905	6.0%	45,011
	2017	4.87	71.7	9.5%	35.6%	30.6%	25.9%	7.9%	41,034	6.3%	44,293
	2018	4.93	72.0	9.9%	36.8%	29.7%	26.0%	7.5%	41,591	5.7%	44,699
200 Level	**2014**	5.09	73.1	9.5%	38.1%	31.2%	25.1%	5.5%	29,281	5.3%	31,680
	2015	5.24	73.8	11%	40.6%	30.5%	23.6%	5.3%	32,087	4.8%	34,664

Note:

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

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

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

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

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

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

3

University of Victoria | British Columbia Canada

Section Grading Patterns - UVic

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate
BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2018)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
200 Level	2016	5.15	73.2	10%	39.3%	30.5%	24.4%	5.8%	32,840	5.2%	35,547
	2017	5.11	73.0	11%	39.2%	29.8%	24.9%	6.0%	32,696	5.5%	35,472
	2018	5.25	73.8	11%	40.4%	31.2%	23.0%	5.4%	33,722	4.9%	36,469
300 Level	2014	5.68	76.0	9.7%	45.2%	34.8%	16.9%	3.0%	42,546	4.3%	45,605
	2015	5.76	76.5	11%	47.3%	32.8%	17.0%	2.8%	43,012	4.3%	46,171
	2016	5.73	76.3	11%	46.8%	33.2%	17.0%	3.0%	43,413	4.0%	46,544
	2017	5.72	76.3	11%	47.1%	32.4%	17.4%	3.1%	44,099	3.9%	47,111
	2018	5.73	76.4	11%	47.3%	32.4%	17.2%	3.1%	44,182	3.9%	47,326
400 Level	2014	6.61	80.6	17%	63.2%	27.5%	8.0%	1.3%	19,839	2.6%	23,033
	2015	6.61	80.6	17%	63.7%	26.5%	8.3%	1.4%	19,989	2.8%	23,108
	2016	6.60	80.5	17%	63.2%	26.8%	8.6%	1.4%	21,523	2.8%	24,868
	2017	6.62	80.6	17%	63.4%	26.9%	8.3%	1.4%	22,312	2.8%	25,408
	2018	6.72	81.2	19%	65.5%	25.4%	7.9%	1.2%	22,270	2.6%	25,279
700 Level	2014	6.88	82.1	3.6%	61.5%	37.6%	.	0.9%	221	1.0%	513
	2015	6.87	81.1	4.5%	69.7%	28.5%	0.5%	1.4%	221	1.4%	496
	2016	6.91	82.4	6.3%	58.4%	41.6%	.	.	190	0.4%	459
	2017	6.67	81.3	4.6%	47.4%	52.0%	.	0.5%	196	1.2%	424
	2018	6.92	82.0	9.2%	57.9%	41.5%	0.5%	.	195	0.5%	426

Note:

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

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

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

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

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

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

4

University of Victoria | British Columbia Canada

Section Grading Patterns - UVic

Program Course Level.PROGRAM_COURSE_LEVEL: Graduate

ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

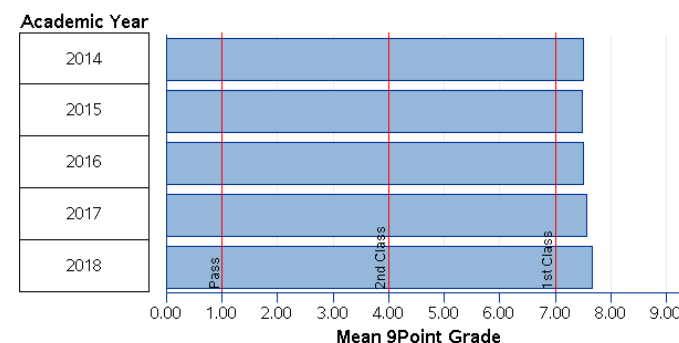| Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2014	7.51	84.8	25%	83.6%	14.7%	1.3%	0.4%	7,705	2.4%	17,816
2015	7.49	84.7	24%	82.8%	15.5%	1.3%	0.5%	8,290	2.6%	18,676
2016	7.52	84.9	25%	83.5%	15.1%	1.0%	0.4%	7,796	2.2%	17,743
2017	7.57	85.2	26%	84.9%	14.2%	0.7%	0.3%	7,836	2.1%	17,782
2018	7.66	85.7	29%	86.1%	13.0%	0.6%	0.3%	7,614	2.0%	17,189

ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2018)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
500 Level	2014	7.49	84.7	24%	83.3%	15.0%	1.4%	0.4%	7,394	2.9%	14,058
	2015	7.47	84.6	24%	82.5%	15.7%	1.3%	0.5%	8,034	3.1%	14,969
	2016	7.51	84.9	25%	83.3%	15.4%	1.0%	0.4%	7,545	2.7%	14,119
	2017	7.56	85.2	26%	84.7%	14.4%	0.6%	0.3%	7,581	2.5%	14,202
	2018	7.64	85.6	28%	85.8%	13.4%	0.6%	0.3%	7,366	2.4%	13,787
600 Level	2014	7.96	87.2	36%	92.3%	7.1%	0.3%	0.3%	311	0.7%	3,758
	2015	8.02	87.4	47%	90.6%	7.4%	0.8%	1.2%	256	0.7%	3,707

Note:

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

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

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

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

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

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

5

Section Grading Patterns - UVic

Program Course Level.PROGRAM_COURSE_LEVEL: Graduate

BY COURSE LEVEL

BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2018)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
600 Level	2016	7.71	85.8	32%	88.8%	7.6%	2.4%	1.2%	251	0.4%	3,624
	2017	7.83	86.6	38%	90.2%	7.8%	0.8%	1.2%	255	0.6%	3,580
	2018	8.17	88.7	44%	96.8%	3.2%	.	.	248	0.4%	3,402

Note:

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

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

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

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

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

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

Section Grading Patterns - UVic

Program Course Level.PROGRAM_COURSE_LEVEL: Law

ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2014	5.61	76.2	1.2%	31.0%	59.6%	8.8%	0.5%	2,503	0.7%	2,995
2015	5.64	76.6	1.1%	30.2%	61.5%	8.0%	.	2,574	1.9%	3,110
2016	5.53	75.7	1.2%	27.5%	63.4%	8.3%	0.6%	2,647	1.8%	3,319
2017	5.52	76.0	0.7%	26.4%	64.5%	9.0%	0.1%	2,602	0.8%	3,262
2018	5.52	76.1	0.4%	27.0%	63.8%	8.8%	0.4%	2,710	1.5%	3,388

ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level
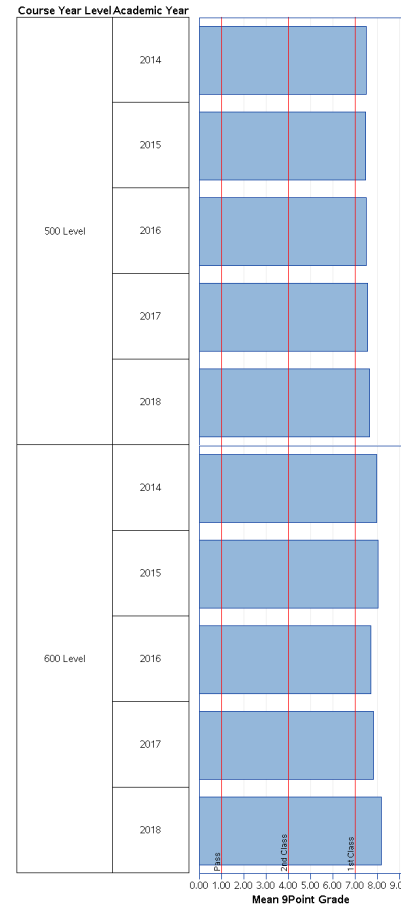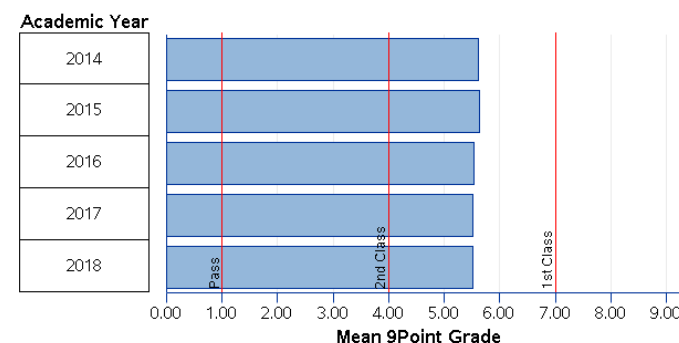

BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2018)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2014	5.33	75.3	0.5%	22.4%	66.9%	10.7%	.	740	.	850
	2015	5.24	74.9	0.1%	16.3%	74.8%	8.5%	.	798	3.0%	941
	2016	5.14	73.9	.	13.8%	77.4%	7.0%	1.7%	860	4.1%	1,023
	2017	5.18	74.8	.	14.4%	75.8%	9.3%	0.4%	786	2.2%	918
	2018	5.11	74.4	0.3%	14.5%	73.7%	11.1%	0.7%	921	2.7%	1,068
300 Level	2014	5.70	76.5	1.4%	33.9%	57.2%	8.2%	0.7%	1,741	1.1%	2,004
	2015	5.79	77.3	1.4%	35.6%	56.3%	7.9%	.	1,750	1.5%	2,023

Note:

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

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

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7

University of Victoria | British Columbia Canada

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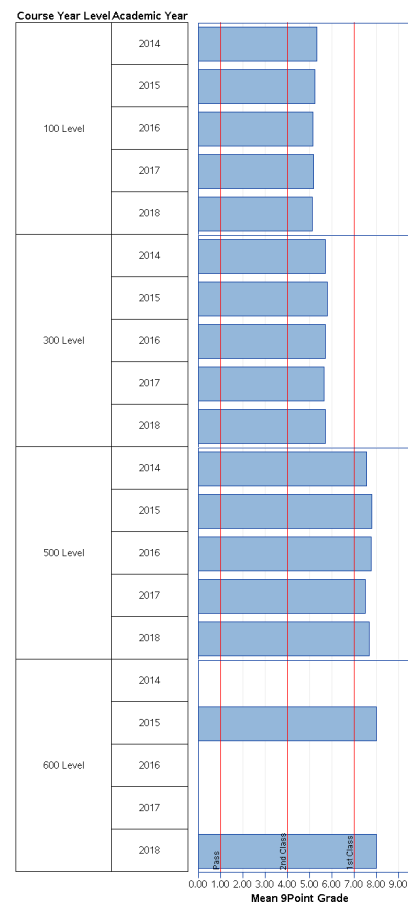
Program Course Level.PROGRAM_COURSE_LEVEL: Law
BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2018)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2016	5.69	76.5	1.6%	33.6%	57.1%	9.1%	0.1%	1,771	0.8%	2,162
	2017	5.64	76.5	0.7%	30.7%	60.2%	8.9%	.	1,788	0.3%	2,186
	2018	5.71	76.9	0.4%	32.6%	59.3%	7.7%	0.3%	1,766	1.0%	2,172
500 Level	2014	7.55	83.9	4.5%	95.5%	4.5%	.	.	22	.	61
	2015	7.79	86.1	17%	95.8%	4.2%	.	.	24	.	58
	2016	7.75	85.4	19%	93.8%	6.3%	.	.	16	.	51
	2017	7.50	84.1	14%	85.7%	14.3%	.	.	28	.	65
	2018	7.67	84.6	4.8%	95.2%	4.8%	.	.	21	.	52
600 Level	2014	.	.	.	.	.	.	.	0	.	80
	2015	8.00	86.5	.	100%	.	.	.	2	.	88
	2016	.	.	.	.	.	.	.	0	.	83
	2017	.	.	.	.	.	.	.	0	.	93
	2018	8.00	85.0	.	100%	.	.	.	2	.	96

Note:

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

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

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

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

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

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

8

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

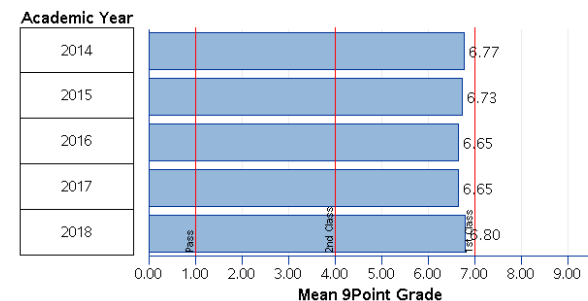**Course Faculty.COURSE_FACULTY_1: Faculty of Education**

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Academic Year										
2014	6.77	81.5	16%	66.3%	26.7%	6.1%	1.0%	9,826	2.3%	11,690
2015	6.73	81.2	16%	64.8%	27.6%	6.7%	1.0%	10,423	2.4%	12,509
2016	6.65	80.8	17%	62.0%	29.4%	7.3%	1.3%	10,330	2.1%	12,198
2017	6.65	81.0	16%	62.2%	29.4%	7.4%	0.9%	10,569	2.3%	12,305
2018	6.80	81.6	20%	65.2%	27.0%	6.7%	1.1%	10,552	2.1%	12,559

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2018)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	**2014**	6.15	78.3	13%	54.9%	30.1%	12.6%	2.4%	2,117	5.1%	2,283
	2015	5.94	77.3	12%	52.4%	28.6%	16.8%	2.2%	2,275	5.4%	2,573
	2016	5.92	77.3	15%	51.8%	28.2%	16.9%	3.1%	2,279	4.2%	2,449
	2017	5.81	77.2	14%	47.8%	31.4%	18.8%	2.0%	2,351	5.4%	2,575
	2018	5.95	77.3	16%	52.0%	27.5%	17.3%	3.3%	2,275	4.4%	2,579
200 Level	**2014**	6.34	79.5	12%	57.4%	32.4%	9.4%	0.7%	937	2.1%	1,131
	2015	6.63	80.8	15%	61.9%	31.0%	6.4%	0.7%	955	1.0%	1,236
	2016	6.69	80.6	16%	64.8%	26.9%	6.9%	1.5%	960	2.2%	1,245
	2017	6.91	82.1	20%	70.1%	23.0%	6.3%	0.6%	890	3.0%	1,139
	2018	6.95	82.1	22%	68.9%	24.9%	5.5%	0.8%	925	1.2%	1,214
300 Level	**2014**	6.74	81.4	13%	64.0%	30.4%	5.0%	0.6%	3,617	2.5%	4,181
	2015	6.73	81.3	13%	62.3%	32.2%	4.8%	0.7%	4,189	2.3%	4,862

Note:

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

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9

University of Victoria | British Columbia Canada

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Education

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2018)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	**2016**	6.48	80.0	12%	55.6%	37.0%	6.4%	1.0%	4,032	1.8%	4,678
	2017	6.57	80.6	12%	58.9%	34.8%	5.7%	0.7%	4,148	1.8%	4,699
	2018	6.69	81.1	15%	62.0%	31.9%	5.4%	0.7%	4,054	2.0%	4,694
400 Level	**2014**	7.40	84.4	24%	80.5%	17.0%	2.0%	0.4%	2,934	0.5%	3,582
	2015	7.38	84.3	22%	79.3%	18.6%	1.8%	0.4%	2,783	0.8%	3,342
	2016	7.43	84.7	27%	78.5%	19.8%	1.4%	0.3%	2,869	1.2%	3,367
	2017	7.34	84.2	23%	77.0%	20.9%	1.7%	0.4%	2,984	0.7%	3,468
	2018	7.52	85.2	30%	78.4%	20.0%	1.3%	0.3%	3,103	1.3%	3,646
700 Level	**2014**	6.88	82.1	3.6%	61.5%	37.6%		0.9%	221	1.0%	513
	2015	6.87	81.1	4.5%	69.7%	28.5%	0.5%	1.4%	221	1.4%	496
	2016	6.91	82.4	6.3%	58.4%	41.6%	.	.	190	0.4%	459
	2017	6.67	81.3	4.6%	47.4%	52.0%	.	0.5%	196	1.2%	424
	2018	6.92	82.0	9.2%	57.9%	41.5%	0.5%	.	195	0.5%	426

Course Year Level

100 Level	6.15 / 5.94 / 5.92 / 5.81 / 5.95
200 Level	6.34 / 6.63 / 6.69 / 6.91 / 6.95
300 Level	6.74 / 6.73 / 6.48 / 6.57 / 6.69
400 Level	7.40 / 7.38 / 7.43 / 7.34 / 7.52
700 Level	6.88 / 6.87 / 6.91 / 6.67 / 6.92

Mean 9Point Grade

Academic Year: 2014 2015 2016 2017 2018

Note:

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

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

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

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

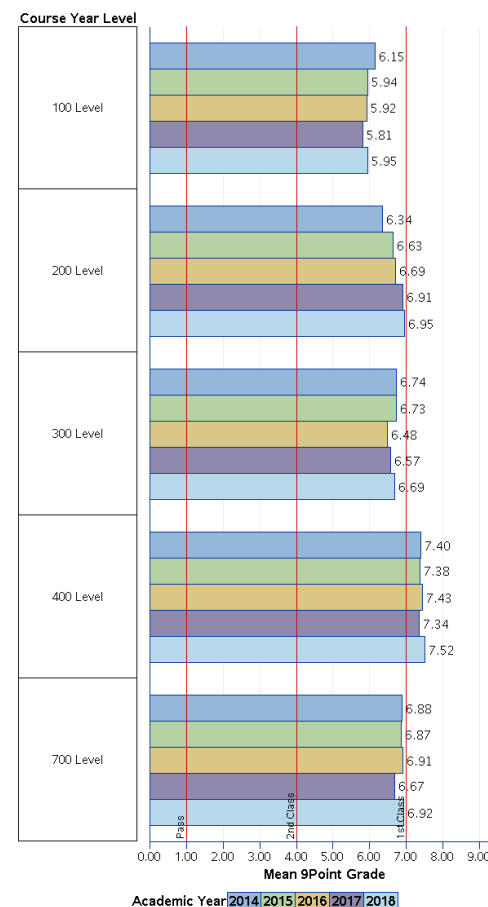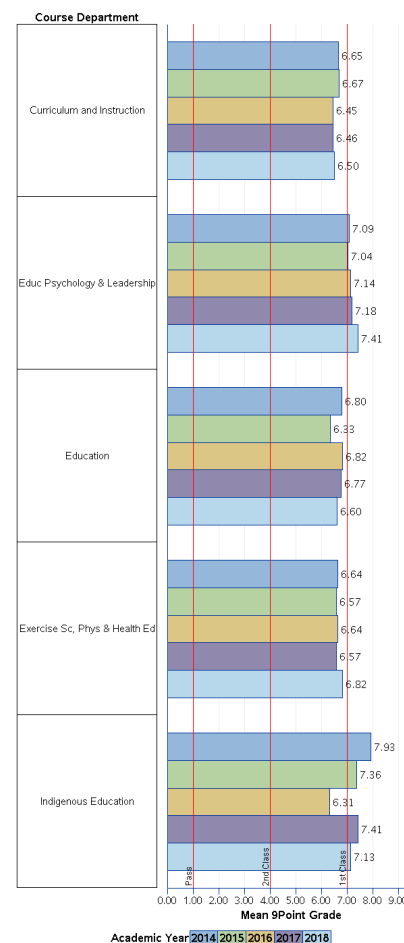**Course Faculty.COURSE_FACULTY_1: Faculty of Education**

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Curriculum and Instruction	2014	6.65	80.8	9.5%	62.9%	32.1%	4.1%	0.8%	3,785	2.2%	5,043
	2015	6.67	81.0	10%	62.2%	32.9%	4.2%	0.6%	4,058	2.2%	5,315
	2016	6.45	80.0	9.2%	54.5%	38.8%	6.0%	0.7%	4,154	2.0%	5,330
	2017	6.46	79.9	7.3%	55.6%	38.8%	4.9%	0.7%	4,352	1.7%	5,532
	2018	6.50	80.1	10%	55.1%	39.2%	4.8%	0.8%	4,267	1.6%	5,471
Educ Psychology & Leadership	2014	7.09	83.0	23%	74.1%	19.0%	6.1%	0.8%	2,229	1.2%	2,509
	2015	7.04	82.8	22%	74.9%	16.4%	8.0%	0.7%	2,170	1.4%	2,420
	2016	7.14	83.2	28%	75.1%	18.4%	4.9%	1.6%	1,876	1.9%	2,115
	2017	7.18	83.5	24%	76.8%	16.3%	5.8%	1.0%	1,752	1.9%	1,987
	2018	7.41	84.6	33%	81.1%	12.8%	4.9%	1.2%	1,908	2.2%	2,155
Education	2014	6.80	80.8	.	80.0%	20.0%	.	.	5	.	13
	2015	6.33	78.5	6.2%	58.0%	32.1%	7.4%	2.5%	81	8.5%	94
	2016	6.82	81.2	24%	65.9%	26.0%	4.9%	3.1%	223	1.3%	231
	2017	6.77	81.3	28%	67.7%	20.0%	8.9%	3.4%	235	1.6%	245
	2018	6.60	81.1	27%	61.3%	28.0%	7.5%	3.2%	279	1.7%	287
Exercise Sc, Phys & Health Ed	2014	6.64	80.9	18%	63.1%	27.2%	8.5%	1.2%	3,573	3.4%	3,740
	2015	6.57	80.6	17%	60.5%	29.6%	8.9%	1.0%	3,852	2.8%	4,017
	2016	6.64	80.9	20%	63.9%	24.6%	10.3%	1.3%	3,802	2.7%	3,953
	2017	6.57	80.8	20%	61.2%	26.7%	11.3%	0.7%	3,943	3.6%	4,120
	2018	6.82	81.8	23%	67.7%	21.7%	9.8%	0.7%	3,840	2.9%	4,005
Indigenous Education	2014	7.93	87.0	27%	94.9%	4.7%	.	0.4%	234	0.3%	385
	2015	7.36	81.0	31%	85.9%	5.7%	1.5%	6.9%	262	3.9%	663
	2016	6.31	76.2	19%	57.1%	32.7%	2.9%	7.3%	275	0.7%	569
	2017	7.41	83.5	24%	84.3%	12.9%	0.3%	2.4%	287	1.2%	421
	2018	7.13	80.3	42%	81.8%	6.2%	2.3%	9.7%	258	1.9%	641

Course Department

Academic Year 2014 2015 2016 2017 2018

Note:

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

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

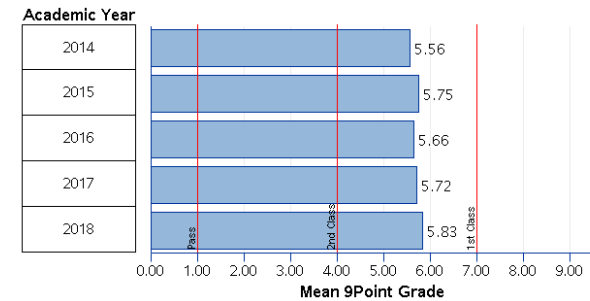**Course Faculty.COURSE_FACULTY_1: Faculty of Engineering**

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Academic Year										
2014	5.56	75.2	16%	46.6%	28.2%	19.1%	5.7%	14,046	5.3%	15,413
2015	5.75	76.3	18%	50.2%	26.1%	18.6%	5.0%	16,852	5.0%	17,748
2016	5.66	75.8	17%	48.4%	26.5%	19.4%	5.5%	18,505	5.1%	19,521
2017	5.72	76.1	17%	49.8%	25.9%	18.7%	5.3%	19,113	5.3%	20,208
2018	5.83	76.6	17%	52.0%	25.6%	16.9%	5.5%	19,297	4.9%	20,323

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2018)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	**2014**	5.22	72.5	15%	44.1%	25.7%	18.9%	10.8%	4,166	6.7%	5,050
	2015	5.65	75.4	19%	50.3%	24.2%	17.2%	8.4%	4,931	6.5%	5,274
	2016	5.66	74.9	22%	51.4%	22.0%	16.5%	10.0%	4,996	6.5%	5,351
	2017	5.72	75.7	21%	51.7%	22.7%	16.7%	8.5%	4,795	6.9%	5,156
	2018	5.44	73.3	19%	48.5%	22.2%	17.6%	11.6%	4,235	7.4%	4,581
200 Level	**2014**	5.32	74.0	13%	41.5%	30.8%	21.7%	5.4%	3,135	6.5%	3,353
	2015	5.50	75.3	14%	44.9%	28.9%	20.9%	5.1%	4,037	4.6%	4,233
	2016	5.09	73.1	11%	37.6%	31.5%	24.7%	6.0%	4,412	5.5%	4,668
	2017	5.13	72.9	11%	40.0%	28.9%	23.6%	7.0%	4,409	6.8%	4,736
	2018	5.54	75.1	14%	47.3%	27.5%	18.8%	6.3%	4,364	5.0%	4,596
300 Level	**2014**	5.49	75.3	14%	44.0%	30.3%	21.6%	3.7%	4,142	3.8%	4,305
	2015	5.59	75.6	17%	47.2%	26.5%	22.1%	3.8%	4,909	4.1%	5,118

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

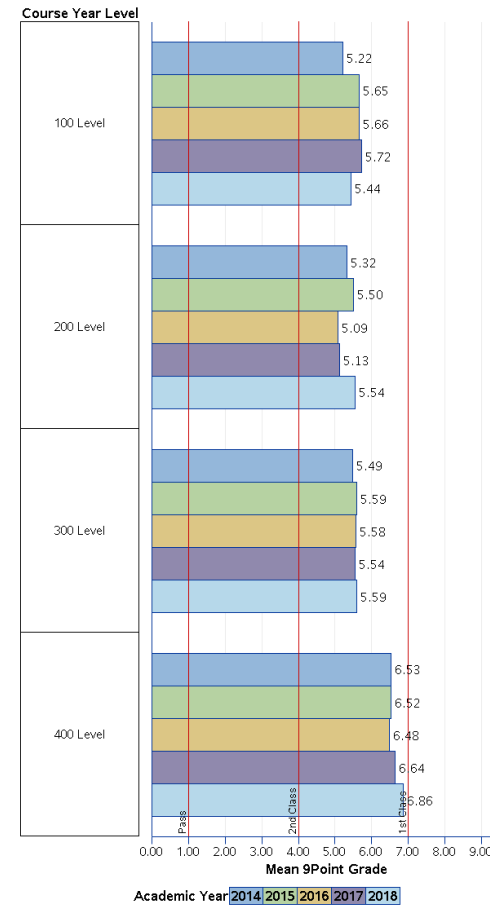**Course Faculty.COURSE_FACULTY_1: Faculty of Engineering**

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2018)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	**2016**	5.58	75.8	17%	46.4%	27.1%	22.4%	3.9%	5,561	4.3%	5,820
	2017	5.54	75.6	15%	46.4%	27.1%	22.0%	4.2%	5,989	3.6%	6,230
	2018	5.59	76.0	14%	46.0%	29.3%	20.7%	4.0%	6,314	4.0%	6,604
400 Level	**2014**	6.53	80.6	23%	61.1%	25.9%	12.1%	1.0%	2,603	3.7%	2,705
	2015	6.52	80.5	22%	61.9%	24.8%	12.0%	1.3%	2,975	4.7%	3,123
	2016	6.48	80.3	20%	61.0%	25.8%	12.3%	0.9%	3,536	3.9%	3,682
	2017	6.64	81.1	22%	63.8%	24.7%	10.5%	1.0%	3,920	4.1%	4,086
	2018	6.86	82.1	25%	68.5%	21.7%	8.8%	1.0%	4,384	3.3%	4,542

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2018)

Course Year Level

100 Level: 5.22, 5.65, 5.66, 5.72, 5.44

200 Level: 5.32, 5.50, 5.09, 5.13, 5.54

300 Level: 5.49, 5.59, 5.58, 5.54, 5.59

400 Level: 6.53, 6.52, 6.48, 6.64, 6.86

Mean 9Point Grade: 0.00 1.00 2.00 3.00 4.00 5.00 6.00 7.00 8.00 9.00

Academic Year 2014 2015 2016 2017 2018

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

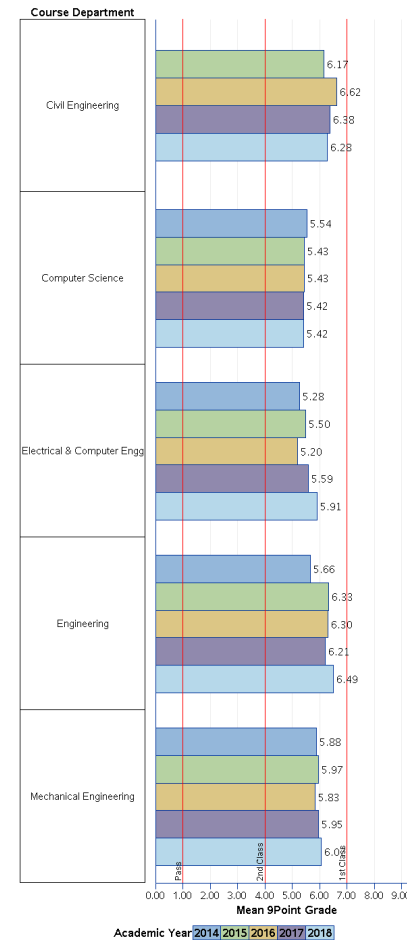**Course Faculty.COURSE_FACULTY_1: Faculty of Engineering**

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Civil Engineering	2015	6.17	79.4	14%	54.0%	30.5%	14.2%	1.3%	226	.	226
	2016	6.62	81.3	20%	61.8%	28.2%	9.3%	0.6%	1,363	1.1%	1,378
	2017	6.38	80.1	14%	58.7%	29.7%	11.2%	0.5%	1,521	0.3%	1,525
	2018	6.28	79.6	11%	56.3%	31.3%	11.6%	0.8%	1,669	0.9%	1,684
Computer Science	2014	5.54	74.9	18%	47.9%	25.5%	19.2%	7.4%	5,577	7.7%	6,045
	2015	5.43	74.5	17%	46.8%	24.2%	21.3%	7.7%	6,111	7.4%	6,602
	2016	5.43	74.3	19%	47.3%	23.1%	21.5%	8.2%	7,778	8.0%	8,457
	2017	5.42	74.5	18%	46.7%	23.2%	22.2%	7.9%	8,349	8.8%	9,166
	2018	5.42	74.3	19%	47.6%	22.6%	21.0%	8.8%	8,408	7.9%	9,148
Electrical & Computer Engg	2014	5.28	74.3	15%	41.9%	27.9%	25.3%	4.5%	3,221	5.6%	3,411
	2015	5.50	75.2	18%	46.6%	24.4%	23.9%	4.9%	3,757	3.9%	3,912
	2016	5.20	73.9	14%	40.1%	28.3%	26.0%	5.4%	3,764	4.3%	3,934
	2017	5.59	75.6	16%	47.3%	26.6%	21.7%	4.0%	3,697	2.6%	3,797
	2018	5.91	77.6	19%	50.7%	27.8%	18.7%	2.7%	3,514	3.3%	3,642
Engineering	2014	5.66	75.3	13%	45.9%	33.4%	14.0%	5.7%	2,598	3.4%	3,253
	2015	6.33	79.4	21%	58.5%	26.4%	12.2%	2.9%	3,572	3.6%	3,705
	2016	6.30	79.1	20%	57.1%	28.2%	11.4%	2.9%	2,455	2.3%	2,521
	2017	6.21	78.7	19%	56.3%	28.1%	10.6%	4.3%	2,400	2.7%	2,479
	2018	6.49	79.0	21%	62.8%	24.0%	8.6%	4.6%	2,575	2.5%	2,658
Mechanical Engineering	2014	5.88	76.7	15%	50.6%	29.2%	16.2%	3.4%	2,650	2.0%	2,704
	2015	5.97	77.6	14%	51.2%	31.0%	14.6%	2.7%	3,186	3.5%	3,303
	2016	5.83	76.6	15%	48.7%	30.7%	16.9%	3.1%	3,145	2.6%	3,231
	2017	5.95	77.1	15%	51.7%	29.1%	15.5%	2.8%	3,146	2.9%	3,241
	2018	6.07	78.0	13%	53.8%	29.5%	13.5%	2.9%	3,131	1.8%	3,191

Course Department

Civil Engineering: 6.17, 6.62, 6.38, 6.28

Computer Science: 5.54, 5.43, 5.43, 5.42, 5.42

Electrical & Computer Engg: 5.28, 5.50, 5.20, 5.59, 5.91

Engineering: 5.66, 6.33, 6.30, 6.21, 6.49

Mechanical Engineering: 5.88, 5.97, 5.83, 5.95, 6.07

Mean 9Point Grade

Academic Year 2014 2015 2016 2017 2018

Note:

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

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

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

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

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

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

14

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

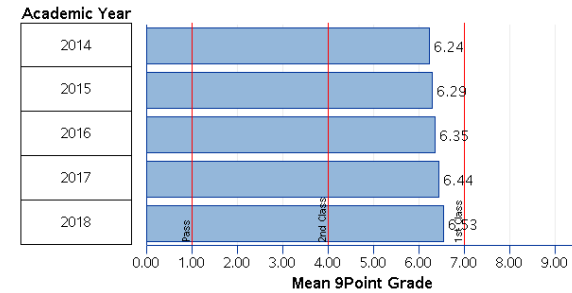**Course Faculty.COURSE_FACULTY_1: Faculty of Fine Arts**

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Academic Year										
2014	6.24	78.4	14%	57.4%	28.7%	11.1%	2.8%	8,955	4.0%	9,389
2015	6.29	78.4	14%	58.4%	28.3%	10.0%	3.4%	9,230	4.5%	9,777
2016	6.35	78.7	16%	60.0%	27.3%	9.3%	3.4%	9,333	4.6%	9,893
2017	6.44	79.0	16%	61.1%	27.8%	8.0%	3.2%	8,907	4.7%	9,471
2018	6.53	79.7	19%	63.2%	24.9%	9.1%	2.8%	9,093	4.0%	9,613

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2018)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	**2014**	5.95	77.0	13%	53.4%	28.4%	14.3%	3.9%	3,140	5.2%	3,313
	2015	5.94	76.7	12%	53.2%	29.1%	13.3%	4.5%	3,557	5.0%	3,759
	2016	5.99	76.8	13%	54.6%	28.2%	12.6%	4.6%	3,581	5.7%	3,797
	2017	6.03	76.8	11%	53.8%	31.1%	10.7%	4.4%	3,458	6.1%	3,686
	2018	6.35	78.9	18%	60.0%	25.7%	10.9%	3.4%	3,410	4.5%	3,581
200 Level	**2014**	6.06	77.6	11%	53.3%	31.4%	12.4%	2.9%	1,714	2.9%	1,776
	2015	6.07	77.4	12%	53.7%	31.0%	11.5%	3.8%	1,873	4.1%	1,987
	2016	6.18	77.9	12%	56.0%	30.8%	10.0%	3.1%	1,787	5.8%	1,908
	2017	6.41	78.9	16%	59.5%	29.3%	8.2%	3.0%	1,513	4.5%	1,586
	2018	6.25	78.4	14%	57.3%	28.1%	11.9%	2.7%	1,791	3.5%	1,864
300 Level	**2014**	6.45	79.4	15%	59.7%	29.9%	8.1%	2.3%	3,241	4.2%	3,402
	2015	6.64	80.0	17%	63.9%	27.5%	6.2%	2.3%	2,866	4.7%	3,034
	2016	6.65	80.1	19%	63.7%	27.5%	6.3%	2.6%	2,976	3.4%	3,110
	2017	6.71	80.4	19%	66.1%	25.6%	5.8%	2.5%	2,972	3.3%	3,122

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

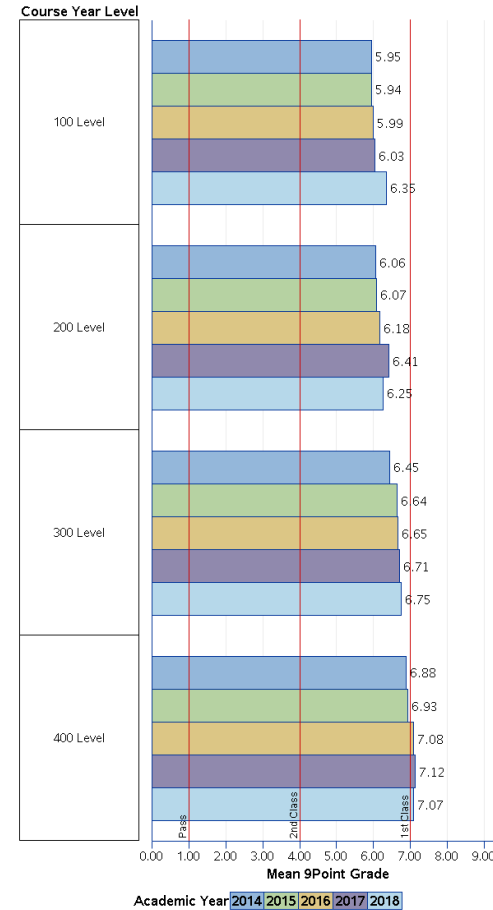**Course Faculty.COURSE_FACULTY_1: Faculty of Fine Arts**

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2018)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2018	6.75	80.5	20%	67.2%	23.5%	6.8%	2.5%	2,926	3.9%	3,106
400 Level	2014	6.88	81.7	19%	71.0%	20.5%	7.4%	1.0%	860	1.6%	898
	2015	6.93	81.8	21%	70.3%	21.8%	6.1%	1.7%	934	2.7%	997
	2016	7.08	82.3	23%	75.5%	17.5%	4.9%	2.1%	989	2.1%	1,078
	2017	7.12	82.8	24%	73.9%	20.1%	4.9%	1.1%	964	4.6%	1,077
	2018	7.07	82.5	26%	73.0%	20.3%	4.9%	1.9%	966	3.5%	1,062

Course Year Level

Course Year Level	Academic Year (2014/2015/2016/2017/2018)	Mean 9Point Grade
100 Level	2014	5.95
	2015	5.94
	2016	5.99
	2017	6.03
	2018	6.35
200 Level	2014	6.06
	2015	6.07
	2016	6.18
	2017	6.41
	2018	6.25
300 Level	2014	6.45
	2015	6.64
	2016	6.65
	2017	6.71
	2018	6.75
400 Level	2014	6.88
	2015	6.93
	2016	7.08
	2017	7.12
	2018	7.07

Mean 9Point Grade

Academic Year 2014 2015 2016 2017 2018

Note:

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

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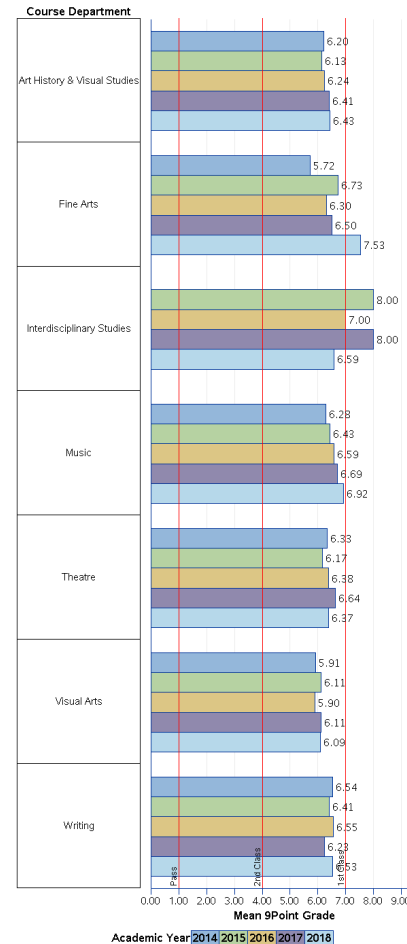
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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Fine Arts

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Art History & Visual Studies	2014	6.20	77.5	13%	56.7%	30.1%	9.4%	3.8%	1,957	4.1%	2,052
	2015	6.13	76.8	13%	54.7%	31.0%	10.0%	4.3%	1,836	5.3%	1,946
	2016	6.24	77.0	16%	57.7%	28.8%	8.5%	5.0%	1,972	4.4%	2,069
	2017	6.41	78.2	17%	61.4%	26.6%	7.9%	4.2%	2,127	5.2%	2,252
	2018	6.43	78.5	17%	61.5%	25.8%	8.9%	3.8%	2,143	5.2%	2,281
Fine Arts	2014	5.72	76.1	12%	47.3%	33.0%	15.6%	4.0%	448	4.3%	468
	2015	6.73	80.1	7.1%	70.6%	23.2%	4.3%	1.9%	422	2.8%	434
	2016	6.30	78.2	8.3%	58.1%	31.4%	7.7%	2.8%	506	3.8%	526
	2017	6.50	78.9	8.3%	66.3%	23.6%	7.3%	2.8%	436	4.2%	455
	2018	7.53	84.6	24%	87.9%	9.1%	1.9%	1.1%	363	2.4%	372
Interdisciplinary Studies	2015	8.00	88.0		100%		.	.	1	.	1
	2016	7.00	80.0		100%		.	.	1	.	1
	2017	8.00	85.0	50%	100%		.	.	2	33.3%	3
	2018	6.59	79.8	2.3%	63.6%	36.4%		.	44	4.3%	46
Music	2014	6.28	78.7	21%	60.6%	21.5%	14.0%	3.9%	2,330	5.3%	2,471
	2015	6.43	79.4	24%	63.5%	20.4%	10.8%	5.2%	2,324	6.0%	2,508
	2016	6.59	80.2	27%	65.7%	20.2%	9.1%	4.9%	2,208	7.6%	2,408
	2017	6.69	81.0	27%	67.2%	19.7%	9.3%	3.8%	1,963	5.9%	2,102
	2018	6.92	82.1	33%	71.1%	17.2%	7.9%	3.9%	1,828	4.9%	1,940
Theatre	2014	6.33	79.3	10%	58.4%	29.9%	10.7%	1.1%	1,425	2.5%	1,496
	2015	6.17	78.2	9.8%	54.4%	32.6%	10.7%	2.3%	1,588	3.5%	1,712
	2016	6.38	79.2	11%	60.0%	30.0%	8.5%	1.5%	1,566	1.8%	1,636
	2017	6.64	80.3	13%	64.1%	28.2%	6.2%	1.4%	1,528	3.0%	1,620
	2018	6.37	79.3	13%	58.5%	30.0%	10.2%	1.3%	1,656	2.2%	1,740
Visual Arts	2014	5.91	76.9	4.0%	48.9%	38.4%	10.3%	2.4%	1,202	3.8%	1,250
	2015	6.11	77.8	6.9%	52.4%	35.1%	10.6%	1.9%	1,413	2.8%	1,454
	2016	5.90	76.7	7.4%	48.9%	36.2%	12.4%	2.5%	1,404	3.0%	1,491
	2017	6.11	76.9	6.7%	52.5%	37.2%	7.0%	3.3%	1,351	3.6%	1,452
	2018	6.09	77.2	9.0%	53.0%	34.0%	10.1%	3.0%	1,284	5.2%	1,403
Writing	2014	6.54	80.3	16%	61.8%	28.1%	8.4%	1.7%	1,593	3.5%	1,652
	2015	6.41	79.3	15%	60.9%	27.4%	9.1%	2.6%	1,646	4.1%	1,722
	2016	6.55	80.0	15%	65.0%	23.7%	8.9%	2.3%	1,676	4.9%	1,762
	2017	6.23	78.3	12%	55.7%	32.3%	9.4%	2.6%	1,500	5.5%	1,587
	2018	6.53	79.9	19%	63.8%	23.3%	10.8%	2.2%	1,775	2.6%	1,831

DEPARTMENT LEVEL

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17

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

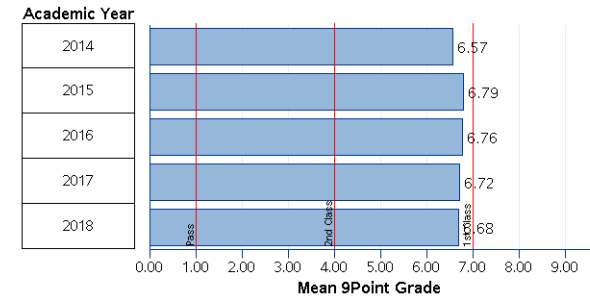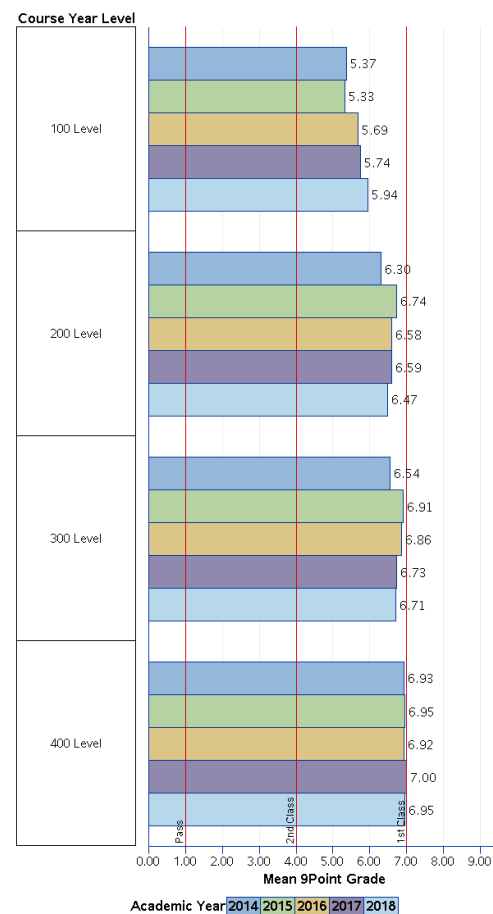**Course Faculty.COURSE_FACULTY_1: Faculty of Human & Social Dev.**

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2014	6.57	80.0	14%	62.5%	28.7%	7.1%	1.7%	9,353	4.7%	11,604
2015	6.79	81.3	17%	67.0%	26.3%	5.4%	1.3%	9,012	3.7%	11,048
2016	6.76	81.0	16%	67.5%	24.9%	5.9%	1.6%	8,976	3.7%	11,229
2017	6.72	80.8	17%	66.0%	26.4%	6.0%	1.7%	9,287	4.0%	11,448
2018	6.68	80.7	14%	64.6%	28.4%	5.7%	1.4%	9,005	3.0%	10,993

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2018)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2014	5.37	74.0	8.8%	39.9%	35.6%	20.4%	4.1%	582	9.3%	643
	2015	5.33	72.9	8.5%	38.7%	37.0%	18.5%	5.8%	568	7.3%	613
	2016	5.69	75.4	12%	49.6%	24.0%	21.9%	4.4%	524	4.7%	551
	2017	5.74	75.6	8.3%	46.4%	35.7%	14.2%	3.7%	787	7.2%	851
	2018	5.94	76.8	9.7%	50.4%	33.3%	13.1%	3.2%	781	4.6%	821
200 Level	2014	6.30	79.2	15%	59.7%	25.2%	13.3%	1.8%	1,534	5.3%	1,620
	2015	6.74	81.1	19%	66.7%	24.2%	7.8%	1.3%	1,503	3.4%	1,556
	2016	6.58	80.2	18%	63.7%	25.4%	9.0%	1.8%	1,633	4.2%	1,705
	2017	6.59	80.5	17%	63.6%	26.5%	8.4%	1.5%	1,708	4.2%	1,782
	2018	6.47	80.0	16%	57.7%	33.0%	7.8%	1.5%	1,692	3.9%	1,819
300 Level	2014	6.54	79.7	12%	60.6%	32.0%	5.5%	1.9%	3,949	4.7%	4,681
	2015	6.91	81.9	18%	68.2%	26.8%	4.1%	1.0%	3,744	3.4%	4,391
	2016	6.86	81.4	15%	69.2%	25.6%	3.8%	1.4%	3,655	3.6%	4,376

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

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

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2018)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2017	6.73	80.8	15%	65.5%	28.1%	4.8%	1.6%	3,400	4.0%	4,070
	2018	6.71	80.8	12%	65.2%	29.1%	4.4%	1.2%	3,467	2.7%	4,064
400 Level	2014	6.93	81.9	18%	70.0%	25.1%	3.8%	1.2%	3,288	3.7%	4,660
	2015	6.95	82.1	16%	70.8%	24.9%	3.5%	0.8%	3,197	3.7%	4,488
	2016	6.92	81.9	17%	70.5%	24.1%	4.2%	1.2%	3,164	3.5%	4,597
	2017	7.00	82.1	20%	72.1%	22.4%	4.1%	1.4%	3,392	3.3%	4,745
	2018	6.95	82.0	17%	71.2%	23.7%	4.0%	1.1%	3,065	2.7%	4,289

Note:

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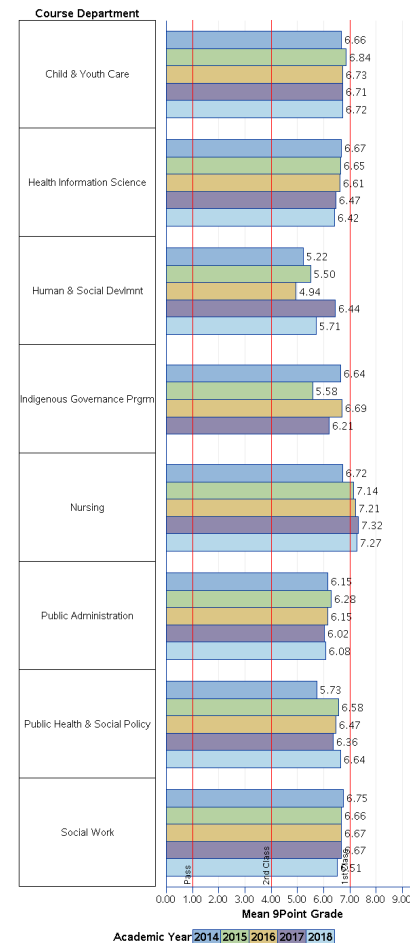* **Pass**: Includes grades C+, C, and D

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19

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

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

DEPARTMENT LEVEL

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Child & Youth Care	2014	6.66	80.2	19%	65.8%	24.4%	7.4%	2.4%	1,984	5.9%	2,110
	2015	6.84	81.0	23%	68.7%	22.4%	6.3%	2.6%	1,758	5.5%	1,861
	2016	6.73	80.5	21%	67.3%	21.0%	9.2%	2.5%	1,813	4.5%	1,901
	2017	6.71	80.2	25%	66.2%	22.6%	7.6%	3.5%	2,107	5.4%	2,233
	2018	6.72	81.0	20%	65.6%	24.9%	7.7%	1.8%	2,072	4.2%	2,170
Health Information Science	2014	6.67	81.4	23%	67.2%	19.4%	12.5%	0.9%	857	0.8%	864
	2015	6.65	81.2	22%	65.7%	22.9%	10.8%	0.7%	900	1.3%	912
	2016	6.61	80.7	15%	65.2%	23.3%	10.4%	1.1%	819	1.0%	827
	2017	6.47	80.1	15%	59.3%	29.7%	10.1%	0.9%	889	2.4%	911
	2018	6.42	80.0	15%	59.0%	29.6%	10.6%	0.8%	921	1.5%	992
Human & Social Devlmnt	2014	5.22	74.3	.	33.3%	50.0%	11.1%	5.6%	18	.	18
	2015	5.50	76.7	8.3%	41.7%	41.7%	16.7%	.	12	13.3%	15
	2016	4.94	67.6	.	29.4%	58.8%	.	11.8%	17	13.6%	22
	2017	6.44	79.9	11%	55.0%	37.3%	6.5%	1.2%	169	4.5%	177
	2018	5.71	76.3	9.0%	42.6%	40.4%	14.9%	2.1%	188	2.1%	194
Indigenous Governance Prgrm	2014	6.64	81.2	29%	64.3%	21.4%	14.3%	.	14	6.7%	15
	2015	5.58	73.2	.	52.6%	26.3%	10.5%	10.5%	19	.	19
	2016	6.69	81.7	15%	65.4%	26.9%	7.7%	.	26	3.7%	27
	2017	6.21	76.9	18%	60.5%	26.3%	7.9%	5.3%	38	13.6%	44
Nursing	2014	6.72	80.7	17%	63.7%	29.5%	4.9%	1.8%	2,426	3.6%	3,874
	2015	7.14	83.3	23%	72.6%	23.0%	3.7%	0.7%	2,456	2.3%	3,802
	2016	7.21	83.5	23%	75.2%	21.4%	2.7%	0.7%	2,411	1.8%	3,955
	2017	7.32	84.1	26%	76.6%	20.8%	2.0%	0.6%	2,018	1.2%	3,427
	2018	7.27	83.9	20%	78.8%	19.2%	1.8%	0.3%	1,860	0.4%	3,117
Public Administration	2014	6.15	77.8	3.2%	54.1%	37.2%	6.7%	2.0%	505	7.8%	548
	2015	6.28	78.7	4.8%	52.7%	41.6%	4.8%	0.9%	438	7.8%	475
	2016	6.15	77.5	4.8%	56.2%	33.7%	7.5%	2.6%	454	9.3%	515
	2017	6.02	76.7	3.1%	53.2%	35.3%	8.5%	3.1%	556	9.4%	614
	2018	6.08	76.3	3.7%	53.0%	37.0%	5.7%	4.3%	513	9.3%	590
Public Health & Social Policy	2014	5.73	76.7	12%	47.2%	31.5%	19.3%	1.9%	1,065	6.1%	1,160
	2015	6.58	80.6	19%	62.3%	26.9%	9.6%	1.2%	1,110	4.3%	1,187
	2016	6.47	79.8	19%	62.2%	24.7%	11.0%	2.2%	1,159	4.4%	1,241
	2017	6.36	79.5	17%	59.3%	26.9%	12.2%	1.6%	1,123	4.3%	1,203
	2018	6.64	80.6	20%	64.0%	25.5%	8.7%	1.8%	1,082	3.9%	1,151

Note:

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

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

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

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

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

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

20

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

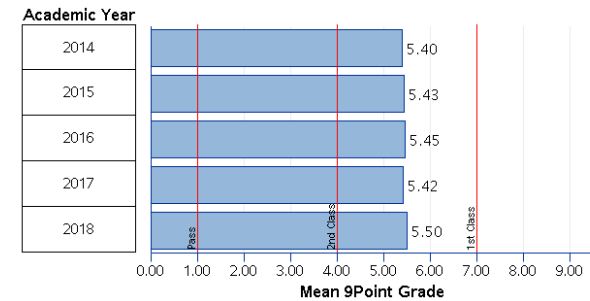**Course Faculty.COURSE_FACULTY_1: Faculty of Human & Social Dev.**

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
	2014	6.75	80.7	8.6%	65.5%	31.4%	1.8%	1.3%	2,484	5.1%	3,015
	2015	6.66	80.3	5.1%	65.5%	30.9%	2.3%	1.3%	2,319	4.2%	2,777
Social Work	2016	6.67	80.2	5.1%	65.7%	30.5%	2.4%	1.4%	2,277	5.4%	2,741
	2017	6.67	80.4	5.3%	66.2%	30.0%	2.8%	1.0%	2,387	5.1%	2,839
	2018	6.51	79.6	4.4%	59.1%	36.6%	2.9%	1.4%	2,369	4.0%	2,779

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Humanities

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2014	5.40	74.3	7.7%	38.6%	39.4%	17.9%	4.1%	24,541	5.6%	26,104
2015	5.43	74.3	8.4%	40.0%	37.7%	18.1%	4.3%	23,963	5.3%	25,428
2016	5.45	74.5	7.5%	40.3%	38.1%	17.7%	3.9%	23,527	5.3%	24,958
2017	5.42	74.3	7.5%	39.9%	38.3%	17.6%	4.1%	22,712	5.5%	24,216
2018	5.50	74.7	8.3%	41.4%	37.7%	16.9%	4.0%	22,875	5.4%	24,357

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level
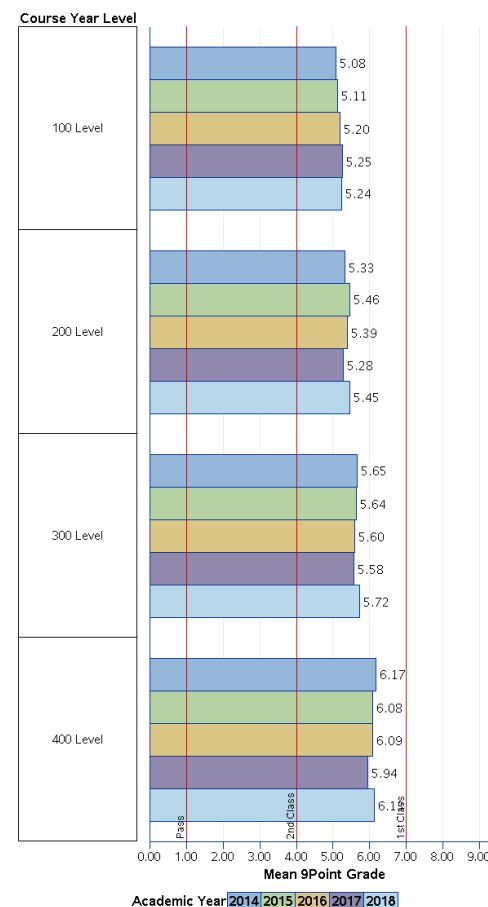

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2018)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2014	5.08	72.9	6.5%	32.7%	41.4%	21.1%	4.8%	9,609	6.1%	10,259
	2015	5.11	73.0	7.1%	34.2%	39.3%	21.4%	5.1%	9,523	5.5%	10,125
	2016	5.20	73.5	6.1%	35.4%	40.0%	20.4%	4.3%	9,148	5.6%	9,716
	2017	5.25	73.5	6.9%	36.2%	40.1%	19.2%	4.6%	8,303	5.7%	8,870
	2018	5.24	73.5	7.3%	36.9%	38.6%	19.8%	4.8%	8,931	5.7%	9,512
200 Level	2014	5.33	74.1	8.8%	38.8%	36.3%	21.1%	3.9%	5,975	5.8%	6,366
	2015	5.46	74.3	9.5%	41.3%	35.9%	18.4%	4.4%	5,957	5.4%	6,329
	2016	5.39	74.1	8.2%	40.3%	36.3%	19.0%	4.3%	5,681	5.9%	6,053
	2017	5.28	73.5	8.0%	39.0%	36.1%	20.1%	4.7%	5,728	6.3%	6,160
	2018	5.45	74.3	8.7%	40.4%	38.2%	17.4%	4.0%	5,886	6.4%	6,329
300 Level	2014	5.65	75.1	7.4%	42.4%	40.4%	13.4%	3.8%	6,768	5.2%	7,174
	2015	5.64	75.1	8.0%	42.9%	38.9%	14.7%	3.6%	6,174	5.3%	6,552

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Humanities

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2018)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2016	5.60	75.0	7.4%	42.4%	39.0%	14.9%	3.7%	5,989	5.1%	6,354
	2017	5.58	74.9	7.8%	42.2%	38.3%	15.7%	3.8%	6,119	5.2%	6,493
	2018	5.72	75.6	8.5%	44.7%	37.7%	14.2%	3.5%	5,791	4.6%	6,130
400 Level	2014	6.17	78.2	11%	52.6%	35.6%	9.4%	2.3%	2,189	4.2%	2,305
	2015	6.08	77.6	12%	52.6%	32.6%	12.3%	2.5%	2,309	3.7%	2,422
	2016	6.09	77.6	11%	52.3%	33.5%	11.6%	2.5%	2,709	3.5%	2,835
	2017	5.94	76.9	7.8%	48.5%	37.5%	11.5%	2.4%	2,562	3.5%	2,693
	2018	6.13	77.9	11%	53.3%	32.9%	11.3%	2.5%	2,267	3.7%	2,386

Course Year Level

100 Level	5.08 / 5.11 / 5.20 / 5.25 / 5.24
200 Level	5.33 / 5.46 / 5.39 / 5.28 / 5.45
300 Level	5.65 / 5.64 / 5.60 / 5.58 / 5.72
400 Level	6.17 / 6.08 / 6.09 / 5.94 / 6.13

Mean 9Point Grade: 0.00 1.00 2.00 3.00 4.00 5.00 6.00 7.00 8.00 9.00

Academic Year: 2014 2015 2016 2017 2018

Note:

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

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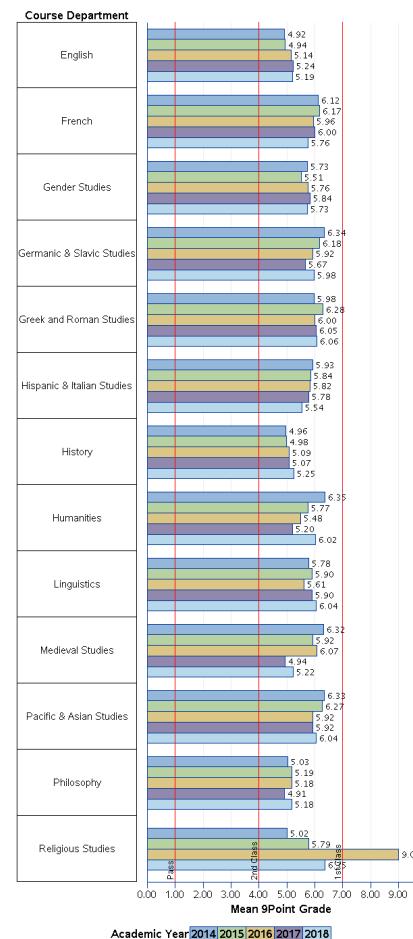* **Pass**: Includes grades C+, C, and D

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23

![University of Victoria | British Columbia Canada]

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Humanities

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
English	2014	4.92	72.2	1.7%	26.3%	48.9%	20.1%	4.6%	7,670	4.2%	8,015
	2015	4.94	71.8	2.0%	28.6%	46.2%	19.4%	5.8%	7,449	4.3%	7,790
	2016	5.14	73.2	2.5%	31.1%	46.8%	17.8%	4.3%	6,853	4.2%	7,165
	2017	5.24	73.5	2.5%	32.7%	47.3%	16.1%	4.0%	6,757	4.1%	7,056
	2018	5.19	73.3	2.7%	32.5%	46.6%	16.4%	4.4%	6,782	4.3%	7,115
French	2014	6.12	78.4	17%	55.5%	27.1%	15.0%	2.5%	968	4.3%	1,064
	2015	6.17	78.6	18%	56.4%	26.4%	14.9%	2.3%	920	4.4%	1,005
	2016	5.96	77.5	13%	50.8%	31.9%	14.7%	2.6%	880	2.8%	958
	2017	6.00	77.7	13%	52.9%	29.8%	15.2%	2.1%	712	4.9%	811
	2018	5.76	76.4	12%	50.6%	27.4%	18.6%	3.3%	725	7.4%	810
Gender Studies	2014	5.73	75.8	3.6%	42.4%	43.0%	12.3%	2.3%	1,004	4.8%	1,057
	2015	5.51	74.8	5.6%	40.5%	39.1%	17.5%	2.9%	1,186	4.5%	1,246
	2016	5.76	75.8	3.7%	47.0%	36.5%	13.7%	2.8%	1,116	5.0%	1,180
	2017	5.84	75.9	6.3%	47.1%	38.4%	11.0%	3.5%	1,081	4.6%	1,137
	2018	5.73	75.9	6.9%	45.3%	37.9%	14.0%	2.8%	1,104	5.2%	1,168
Germanic & Slavic Studies	2014	6.34	79.0	14%	57.4%	31.7%	8.6%	2.3%	1,185	4.4%	1,241
	2015	6.18	78.7	14%	54.7%	29.6%	14.0%	1.6%	1,431	3.7%	1,491
	2016	5.92	77.6	14%	49.9%	30.5%	17.8%	1.8%	1,600	4.2%	1,674
	2017	5.67	76.2	13%	45.6%	31.9%	19.5%	3.0%	1,204	5.0%	1,274
	2018	5.98	77.2	13%	53.7%	26.8%	17.1%	2.5%	1,202	6.6%	1,293
Greek and Roman Studies	2014	5.98	77.0	14%	50.0%	33.7%	13.2%	3.1%	1,242	5.8%	1,320
	2015	6.28	77.6	19%	58.8%	26.0%	10.8%	4.4%	1,157	4.0%	1,211
	2016	6.00	77.2	13%	51.2%	33.5%	12.5%	2.8%	1,255	4.7%	1,320
	2017	6.05	77.3	15%	54.4%	27.4%	14.9%	3.3%	1,236	5.1%	1,311
	2018	6.06	77.3	17%	53.9%	29.4%	13.2%	3.5%	1,269	5.7%	1,363
Hispanic & Italian Studies	2014	5.93	77.1	17%	53.0%	26.3%	17.4%	3.3%	1,379	6.0%	1,469
	2015	5.84	76.9	19%	50.7%	26.1%	19.6%	3.6%	1,230	5.7%	1,305
	2016	5.82	76.8	14%	50.4%	28.8%	17.6%	3.2%	1,124	5.6%	1,198
	2017	5.78	76.4	16%	49.8%	28.1%	17.7%	4.4%	1,041	4.5%	1,097
	2018	5.54	75.4	14%	43.6%	31.3%	21.3%	3.9%	1,109	4.8%	1,183
History	2014	4.96	71.4	2.4%	29.7%	45.4%	19.6%	5.3%	3,750	6.5%	4,015
	2015	4.98	71.5	2.0%	29.4%	45.6%	20.0%	5.0%	3,531	6.3%	3,770
	2016	5.09	72.1	3.4%	32.7%	42.4%	20.1%	4.8%	3,388	6.6%	3,631

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Humanities
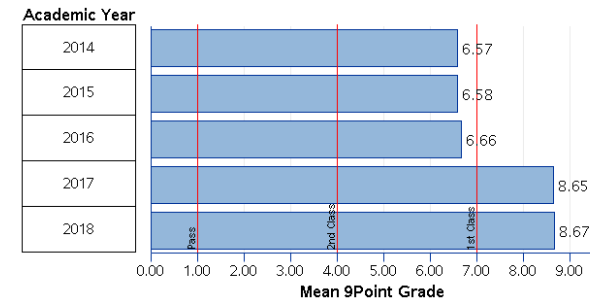
DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
History	2017	5.07	72.0	3.5%	32.2%	42.9%	19.6%	5.3%	3,447	6.4%	3,685
	2018	5.25	72.9	4.5%	34.6%	43.8%	16.7%	4.9%	3,308	5.3%	3,506
Humanities	2014	6.35	78.7	18%	57.9%	28.1%	11.0%	3.0%	473	2.5%	485
	2015	5.77	76.0	12%	46.9%	34.1%	16.1%	2.9%	311	5.2%	328
	2016	5.48	74.2	12%	42.3%	36.1%	17.3%	4.2%	404	5.1%	429
	2017	5.20	72.0	12%	38.1%	33.3%	22.9%	5.8%	415	7.7%	454
	2018	6.02	77.6	16%	54.1%	26.9%	16.2%	2.8%	680	4.3%	722
Linguistics	2014	5.78	76.6	18%	51.1%	25.9%	18.7%	4.3%	1,500	5.7%	1,616
	2015	5.90	77.0	18%	54.7%	23.1%	18.3%	4.0%	1,517	5.6%	1,655
	2016	5.61	75.6	13%	48.5%	27.4%	20.1%	4.1%	1,500	4.9%	1,600
	2017	5.90	76.7	14%	54.2%	25.0%	16.7%	4.1%	1,498	5.5%	1,669
	2018	6.04	77.3	17%	54.2%	27.4%	14.9%	3.5%	1,582	4.1%	1,674
Medieval Studies	2014	6.32	78.7	14%	56.4%	32.7%	9.0%	1.9%	312	7.4%	337
	2015	5.92	77.6	8.2%	47.1%	40.0%	12.4%	0.6%	170	5.0%	179
	2016	6.07	76.3	6.5%	55.1%	31.8%	8.6%	4.5%	245	6.5%	262
	2017	4.94	69.7	3.2%	34.0%	38.8%	18.1%	9.0%	188	7.4%	204
	2018	5.22	71.6	4.3%	37.6%	39.3%	16.2%	6.8%	117	7.1%	126
Pacific & Asian Studies	2014	6.33	79.2	16%	56.4%	31.7%	10.0%	1.8%	1,682	4.9%	1,771
	2015	6.27	79.1	16%	55.7%	31.5%	11.4%	1.4%	2,008	4.1%	2,098
	2016	5.92	77.2	13%	50.5%	32.1%	14.9%	2.5%	2,171	3.1%	2,242
	2017	5.92	77.3	13%	48.8%	34.5%	14.8%	1.9%	2,240	4.2%	2,337
	2018	6.04	77.6	16%	53.4%	29.1%	14.2%	3.2%	1,850	4.2%	1,935
Philosophy	2014	5.03	72.2	6.9%	35.2%	35.2%	24.3%	5.2%	3,023	9.4%	3,343
	2015	5.19	73.0	8.3%	37.6%	35.1%	22.6%	4.6%	3,020	8.6%	3,317
	2016	5.18	72.7	7.7%	38.0%	35.6%	20.6%	5.8%	2,989	9.2%	3,296
	2017	4.91	71.7	7.1%	34.2%	35.8%	24.3%	5.8%	2,893	9.0%	3,181
	2018	5.18	72.7	6.4%	37.3%	36.4%	21.7%	4.7%	3,099	8.8%	3,409
Religious Studies	2014	5.02	71.8	5.4%	34.3%	36.8%	23.2%	5.7%	353	4.9%	371
	2015	5.79	76.0	6.1%	45.5%	39.4%	12.1%	3.0%	33	.	33
	2016	9.00	92.0	100%	100%	.	.	.	2	33.3%	3
	2018	6.35	80.1	10%	52.1%	41.7%	6.3%	.	48	9.4%	53

Note:

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

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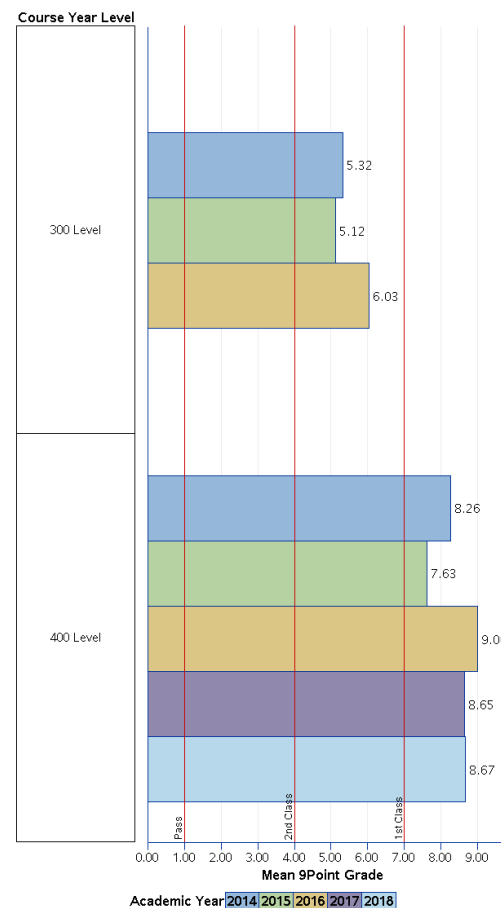* **Official Reporting**: Please verify with Institutional Planning & Analysis.

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Section Grading Patterns by Faculty

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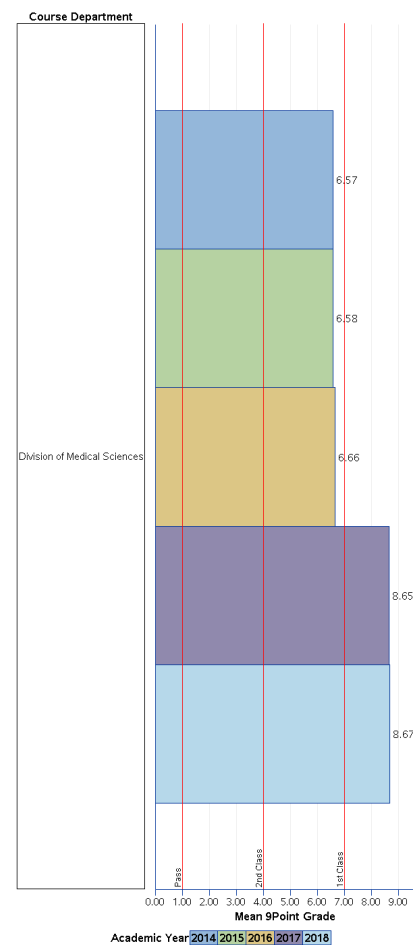
Course Faculty.COURSE_FACULTY_1: Medical Sciences

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

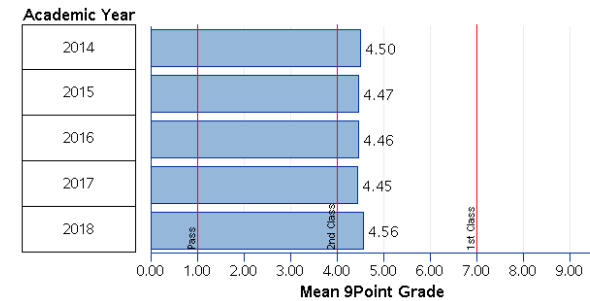|	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Academic Year										
2014	6.57	81.8	37%	61.1%	20.4%	16.7%	1.9%	54	.	55
2015	6.58	81.3	30%	65.0%	21.7%	13.3%	.	60	3.2%	62
2016	6.66	81.9	26%	63.2%	23.7%	13.2%	.	38	2.6%	39
2017	8.65	92.1	71%	100%	.	.	.	31	6.1%	33
2018	8.67	91.6	78%	100%	.	.	.	51	1.9%	52

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2018)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	**2014**	5.32	75.9	13%	38.7%	32.3%	25.8%	3.2%	31	.	32
	2015	5.12	74.8	8.0%	36.0%	40.0%	24.0%	.	25	3.8%	26
	2016	6.03	78.8	6.7%	53.3%	30.0%	16.7%	.	30	3.2%	31
400 Level	**2014**	8.26	89.7	70%	91.3%	4.3%	4.3%	.	23	.	23
	2015	7.63	86.0	46%	85.7%	8.6%	5.7%	.	35	2.8%	36
	2016	9.00	93.8	100%	100%	.	.	.	8	.	8
	2017	8.65	92.1	71%	100%	.	.	.	31	6.1%	33
	2018	8.67	91.6	78%	100%	.	.	.	51	1.9%	52

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

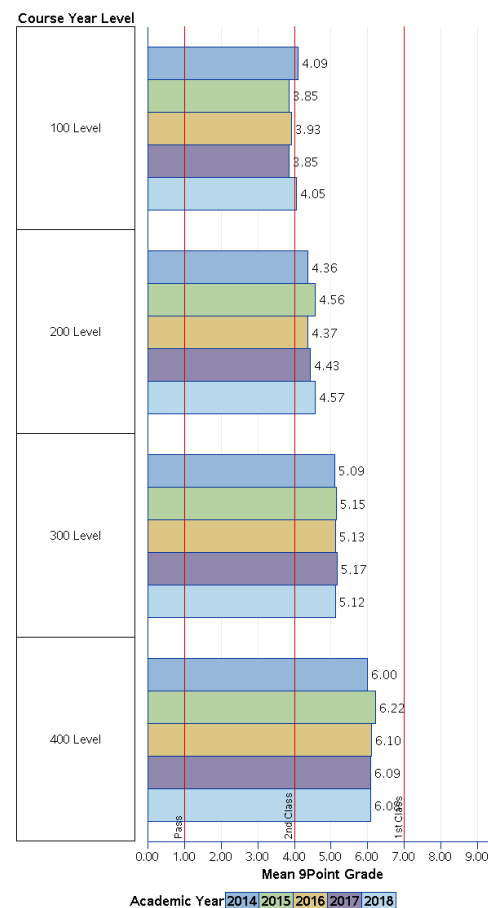**Course Faculty.COURSE_FACULTY_1: Medical Sciences**

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2018)

Course Year Level

300 Level	Pass	2nd Class	1st Class

300 Level: 5.32, 5.12, 6.03

400 Level: 8.26, 7.63, 9.00, 8.65, 8.67

Mean 9Point Grade

Academic Year 2014 2015 2016 2017 2018

Note:

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

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

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

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

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

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

27

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Medical Sciences

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Division of Medical Sciences	2014	6.57	81.8	37%	61.1%	20.4%	16.7%	1.9%	54	.	55
	2015	6.58	81.3	30%	65.0%	21.7%	13.3%	.	60	3.2%	62
	2016	6.66	81.9	26%	63.2%	23.7%	13.2%	.	38	2.6%	39
	2017	8.65	92.1	71%	100%	.	.	.	31	6.1%	33
	2018	8.67	91.6	78%	100%	.	.	.	51	1.9%	52

Note:

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

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

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Science

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2014	4.50	70.0	8.9%	31.8%	27.3%	31.2%	9.7%	28,609	6.6%	30,732
2015	4.47	69.7	9.6%	32.1%	25.8%	31.8%	10.3%	28,639	6.8%	30,865
2016	4.46	69.9	10%	31.7%	26.2%	32.1%	10.0%	28,369	6.8%	30,566
2017	4.45	69.8	11%	31.8%	25.3%	32.7%	10.2%	28,601	6.7%	30,836
2018	4.56	70.5	11%	33.2%	25.8%	31.9%	9.2%	28,874	6.1%	31,006

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2018)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2014	4.09	67.6	7.1%	26.5%	26.7%	34.1%	12.7%	13,672	7.7%	14,820
	2015	3.85	66.0	6.3%	24.3%	24.6%	36.5%	14.5%	13,265	8.1%	14,450
	2016	3.93	66.8	6.9%	24.4%	26.3%	35.8%	13.5%	12,836	8.1%	13,974
	2017	3.85	66.6	6.8%	23.6%	25.5%	37.2%	13.7%	12,968	7.9%	14,092
	2018	4.05	67.8	7.0%	26.6%	25.4%	36.0%	12.0%	13,362	6.9%	14,392
200 Level	2014	4.36	69.4	9.5%	30.6%	25.3%	33.6%	10.4%	7,797	6.2%	8,341
	2015	4.56	70.6	11%	33.2%	25.7%	31.8%	9.3%	8,241	5.9%	8,788
	2016	4.37	69.3	11%	31.3%	23.6%	34.6%	10.6%	7,992	6.4%	8,554
	2017	4.43	69.7	12%	32.2%	23.7%	33.8%	10.3%	8,172	6.3%	8,752
	2018	4.57	70.5	12%	33.0%	25.3%	32.4%	9.2%	8,086	6.0%	8,669
300 Level	2014	5.09	73.6	8.0%	37.3%	32.1%	26.5%	4.0%	4,452	5.4%	4,748
	2015	5.15	74.0	12%	39.2%	29.3%	27.1%	4.5%	4,782	6.0%	5,131

Note:

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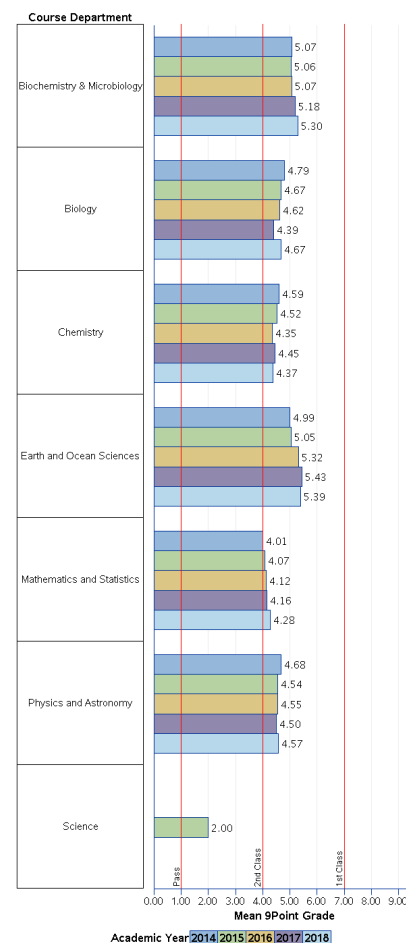* **Pass**: Includes grades C+, C, and D

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Science

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2018)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2016	5.13	74.0	10%	38.6%	30.9%	26.3%	4.1%	4,835	5.3%	5,170
	2017	5.17	74.0	13%	40.3%	28.2%	26.7%	4.7%	4,769	5.3%	5,099
	2018	5.12	73.6	13%	39.9%	28.1%	26.7%	5.3%	4,759	5.2%	5,092
400 Level	2014	6.00	78.1	18%	52.8%	27.6%	17.6%	2.1%	2,688	3.6%	2,823
	2015	6.22	79.0	20%	57.3%	25.2%	15.4%	2.1%	2,351	3.6%	2,496
	2016	6.10	78.4	21%	55.0%	25.3%	17.1%	2.7%	2,706	4.0%	2,868
	2017	6.09	78.4	21%	55.0%	24.6%	18.0%	2.4%	2,692	4.6%	2,893
	2018	6.08	78.4	21%	54.5%	25.0%	18.3%	2.1%	2,667	3.9%	2,853

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2018)

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Science
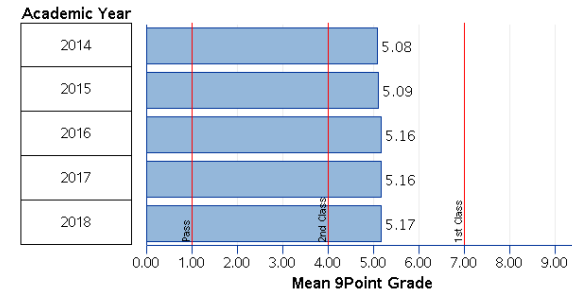
DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Biochemistry & Microbiology	2014	5.07	73.8	7.5%	37.5%	31.0%	28.1%	3.4%	2,059	5.1%	2,190
	2015	5.06	74.0	8.5%	39.0%	27.5%	30.7%	2.7%	2,298	5.3%	2,450
	2016	5.07	74.0	8.9%	37.3%	30.5%	29.6%	2.7%	2,348	3.9%	2,481
	2017	5.18	74.6	11%	39.3%	30.2%	27.7%	2.8%	2,186	3.8%	2,308
	2018	5.30	75.1	13%	42.4%	28.2%	26.3%	3.2%	2,162	3.8%	2,305
Biology	2014	4.79	71.8	8.7%	33.3%	30.2%	31.6%	4.9%	6,540	3.8%	6,815
	2015	4.67	71.4	8.0%	31.8%	29.6%	33.9%	4.8%	6,398	4.5%	6,720
	2016	4.62	71.7	8.6%	31.3%	29.0%	34.6%	5.1%	6,098	5.0%	6,433
	2017	4.39	70.3	8.3%	29.3%	27.0%	37.3%	6.4%	6,174	4.6%	6,495
	2018	4.67	71.8	8.9%	32.6%	28.5%	33.6%	5.3%	6,321	3.7%	6,602
Chemistry	2014	4.59	71.4	8.3%	32.0%	28.9%	29.8%	9.3%	4,495	5.1%	4,792
	2015	4.52	70.7	10%	32.1%	26.6%	30.4%	10.9%	4,472	6.1%	4,825
	2016	4.35	70.2	10%	30.1%	25.7%	33.5%	10.7%	4,239	5.8%	4,556
	2017	4.45	70.6	12%	31.9%	24.0%	34.5%	9.6%	4,298	5.5%	4,598
	2018	4.37	70.3	9.2%	31.1%	24.4%	34.2%	10.3%	4,270	5.2%	4,573
Earth and Ocean Sciences	2014	4.99	73.2	6.0%	33.9%	35.3%	26.1%	4.7%	1,781	3.5%	1,845
	2015	5.05	73.2	7.4%	35.8%	33.9%	25.9%	4.4%	1,739	3.0%	1,793
	2016	5.32	74.9	7.1%	40.1%	34.4%	21.8%	3.6%	1,704	4.2%	1,779
	2017	5.43	75.6	9.8%	42.2%	32.6%	21.3%	3.9%	1,671	4.4%	1,750
	2018	5.39	75.3	12%	41.0%	32.7%	22.3%	3.9%	1,697	3.6%	1,762
Mathematics and Statistics	2014	4.01	66.5	10%	29.0%	21.3%	33.6%	16.1%	10,217	9.6%	11,307
	2015	4.07	66.5	11%	30.6%	20.1%	32.4%	17.0%	10,399	9.1%	11,445
	2016	4.12	66.8	12%	30.5%	21.0%	32.5%	16.0%	10,762	8.5%	11,773
	2017	4.16	67.2	12%	31.0%	21.0%	32.1%	15.9%	10,708	9.0%	11,781
	2018	4.28	68.0	13%	32.2%	21.4%	32.5%	13.9%	10,761	8.1%	11,761
Physics and Astronomy	2014	4.68	71.3	9.4%	32.2%	30.9%	29.8%	7.0%	3,517	6.6%	3,783
	2015	4.54	70.4	9.5%	30.3%	29.6%	32.2%	7.7%	3,332	7.4%	3,631
	2016	4.55	70.6	8.0%	29.7%	31.8%	31.2%	7.3%	3,218	8.7%	3,534
	2017	4.50	70.4	8.7%	29.0%	30.8%	32.7%	7.5%	3,564	7.5%	3,893
	2018	4.57	70.9	8.1%	30.3%	31.0%	32.1%	6.6%	3,663	7.7%	3,996
Science	2015	2.00	60.0	.	.	.	100%	.	1	.	1
	2016	.	.	.	.	.	.	.	0	.	10
	2017	.	.	.	.	.	.	.	0	.	11

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Note:

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

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Section Grading Patterns by Faculty

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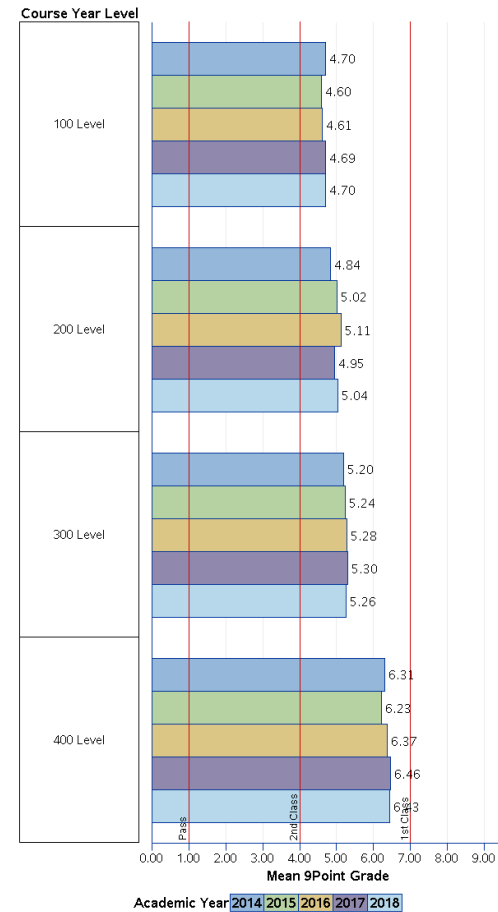
    Course Faculty.COURSE_FACULTY_1: Faculty of Science

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Science	2018	.	.	.	.	.	.	.	0	.	7

Note:

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

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

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Social Sciences

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Academic Year										
2014	5.08	73.3	8.0%	36.1%	34.4%	25.3%	4.3%	31,197	4.7%	32,781
2015	5.09	73.4	8.8%	37.3%	32.6%	26.0%	4.2%	32,248	4.7%	33,895
2016	5.16	73.6	9.0%	38.1%	32.8%	24.9%	4.3%	32,771	4.4%	34,331
2017	5.16	73.6	9.3%	38.5%	32.2%	25.2%	4.2%	32,945	4.3%	34,499
2018	5.17	73.8	9.2%	38.3%	32.7%	25.3%	3.8%	33,488	4.4%	35,145

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2018)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	**2014**	4.70	71.5	7.4%	31.0%	33.3%	29.6%	6.1%	8,158	4.6%	8,556
	2015	4.60	70.9	7.6%	30.0%	31.5%	32.5%	6.1%	8,357	4.7%	8,775
	2016	4.61	71.0	6.9%	29.9%	32.3%	32.1%	5.7%	7,987	3.9%	8,312
	2017	4.69	71.3	8.5%	31.0%	32.3%	30.9%	5.8%	7,793	4.3%	8,147
	2018	4.70	71.6	8.1%	31.3%	31.9%	32.1%	4.7%	7,904	4.0%	8,246
200 Level	**2014**	4.84	72.3	6.9%	32.4%	34.4%	29.0%	4.2%	6,938	4.7%	7,288
	2015	5.02	73.0	8.9%	36.1%	32.4%	27.2%	4.3%	8,051	4.5%	8,437
	2016	5.11	73.3	9.1%	36.8%	33.3%	25.5%	4.4%	8,823	4.7%	9,265
	2017	4.95	72.6	8.4%	35.1%	32.7%	27.7%	4.6%	8,769	4.6%	9,195
	2018	5.04	73.2	8.6%	35.5%	34.0%	26.5%	4.0%	9,163	4.2%	9,595
300 Level	**2014**	5.20	73.9	8.3%	37.3%	35.5%	23.6%	3.7%	13,663	4.9%	14,398
	2015	5.24	74.1	8.3%	38.6%	34.4%	23.7%	3.3%	13,292	5.1%	14,023
	2016	5.28	74.1	9.0%	39.5%	33.8%	22.9%	3.7%	13,290	4.6%	13,957
	2017	5.30	74.4	9.1%	40.4%	33.0%	23.2%	3.4%	13,738	4.5%	14,419

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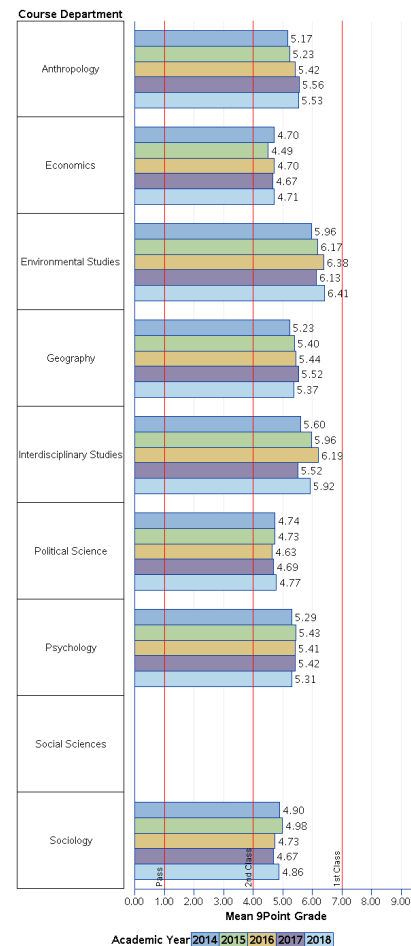
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33

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Social Sciences

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2018)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2018	5.26	74.3	8.9%	39.5%	33.5%	23.5%	3.5%	13,596	4.9%	14,350
	2014	6.31	79.1	12%	56.5%	32.3%	9.8%	1.4%	2,438	3.3%	2,539
	2015	6.23	78.5	15%	58.1%	26.8%	12.8%	2.3%	2,548	3.3%	2,660
400 Level	2016	6.37	79.3	15%	59.5%	27.6%	10.9%	2.1%	2,671	3.4%	2,797
	2017	6.46	79.7	16%	62.1%	25.6%	10.5%	1.7%	2,645	2.5%	2,738
	2018	6.43	79.7	15%	61.5%	26.5%	10.6%	1.4%	2,825	3.3%	2,954

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2018)

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

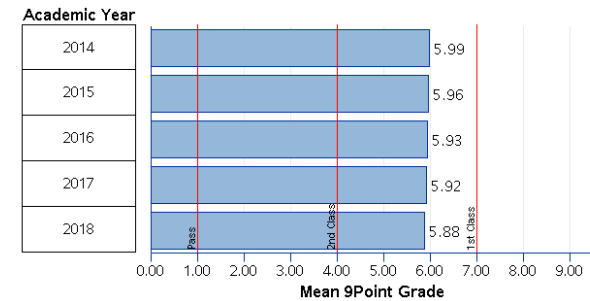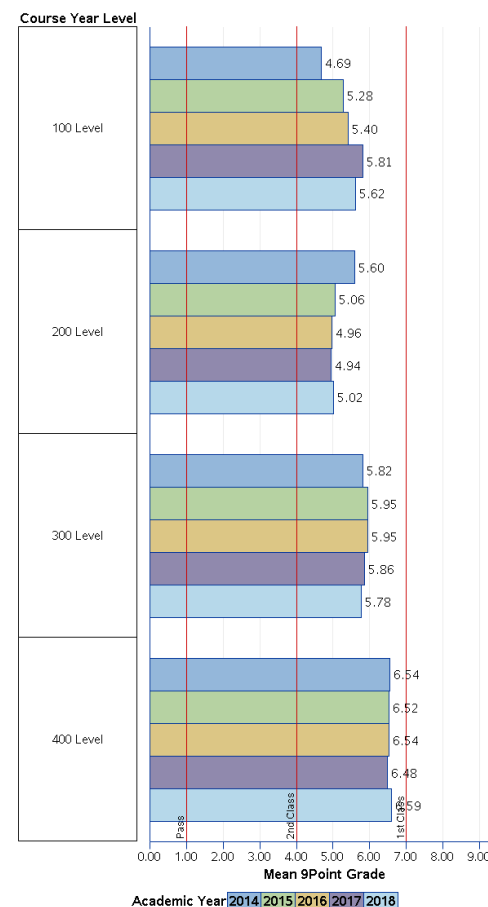 **Course Faculty.COURSE_FACULTY_1: Faculty of Social Sciences**

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Anthropology	2014	5.17	73.7	8.5%	38.5%	32.5%	24.6%	4.3%	2,611	4.7%	2,741
	2015	5.23	73.4	7.7%	40.4%	32.0%	23.4%	4.2%	2,517	4.8%	2,646
	2016	5.42	74.7	9.4%	42.4%	32.7%	21.0%	3.9%	2,547	4.4%	2,665
	2017	5.56	75.2	10%	46.0%	31.1%	19.3%	3.7%	2,602	4.5%	2,727
	2018	5.53	75.7	7.5%	43.7%	34.3%	19.6%	2.5%	2,689	4.8%	2,835
Economics	2014	4.70	71.9	9.0%	33.2%	28.7%	32.5%	5.5%	7,539	4.3%	7,880
	2015	4.49	70.8	8.9%	30.2%	28.3%	35.5%	6.0%	8,386	4.5%	8,784
	2016	4.70	71.7	9.5%	33.6%	28.1%	32.7%	5.6%	8,072	4.5%	8,451
	2017	4.67	71.5	10%	32.3%	28.7%	33.6%	5.3%	8,049	3.9%	8,379
	2018	4.71	71.8	9.9%	32.7%	29.3%	33.0%	5.1%	7,873	4.2%	8,240
Environmental Studies	2014	5.96	77.5	7.2%	49.0%	37.6%	11.6%	1.7%	1,825	3.7%	1,912
	2015	6.17	78.4	11%	55.2%	32.0%	11.1%	1.7%	1,765	3.3%	1,842
	2016	6.38	79.4	14%	59.3%	29.2%	10.0%	1.5%	1,932	3.1%	2,016
	2017	6.13	77.9	11%	55.9%	31.0%	10.6%	2.4%	1,892	3.6%	1,978
	2018	6.41	79.5	13%	61.1%	28.5%	8.7%	1.6%	1,951	3.5%	2,041
Geography	2014	5.23	74.3	5.6%	37.7%	36.6%	23.0%	2.7%	3,777	3.9%	3,930
	2015	5.40	75.2	7.3%	41.2%	34.3%	22.4%	2.1%	3,629	4.5%	3,799
	2016	5.44	75.4	6.8%	41.3%	35.4%	21.2%	2.1%	3,814	3.6%	3,958
	2017	5.52	75.8	7.5%	43.7%	33.7%	20.4%	2.3%	4,127	3.1%	4,263
	2018	5.37	74.6	7.3%	41.8%	33.6%	21.7%	2.8%	4,354	3.1%	4,504
Interdisciplinary Studies	2014	5.60	74.4	6.6%	47.7%	32.1%	14.6%	5.6%	302	5.9%	322
	2015	5.96	76.3	7.1%	50.9%	34.5%	10.1%	4.5%	397	6.1%	423
	2016	6.19	77.9	12%	54.4%	34.6%	7.8%	3.2%	529	3.5%	549
	2017	5.52	74.2	4.0%	37.2%	45.7%	12.6%	4.5%	199	2.9%	206
	2018	5.92	76.8	7.5%	41.9%	49.3%	6.6%	2.2%	227	2.6%	234
Political Science	2014	4.74	70.6	1.2%	23.9%	48.6%	22.0%	5.5%	3,266	6.7%	3,510
	2015	4.73	70.4	1.1%	24.6%	47.5%	22.2%	5.7%	3,262	5.5%	3,459
	2016	4.63	68.8	1.0%	25.1%	45.1%	21.8%	8.0%	3,187	5.8%	3,395
	2017	4.69	68.8	1.7%	26.8%	44.0%	20.7%	8.4%	3,092	6.6%	3,324
	2018	4.77	70.4	1.9%	26.9%	44.1%	22.9%	6.2%	2,960	6.2%	3,187
Psychology	2014	5.29	74.7	12%	40.5%	30.5%	25.3%	3.7%	8,743	4.8%	9,203
	2015	5.43	75.5	14%	43.4%	28.6%	25.3%	2.7%	8,722	4.7%	9,167
	2016	5.41	75.3	13%	43.1%	28.6%	25.2%	3.2%	9,047	4.1%	9,452
	2017	5.42	75.6	14%	43.8%	27.9%	25.5%	2.8%	9,512	4.2%	9,948
	2018	5.31	74.9	13%	41.6%	28.6%	26.4%	3.4%	9,805	4.6%	10,304

Note:

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

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

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

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

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

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

35

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

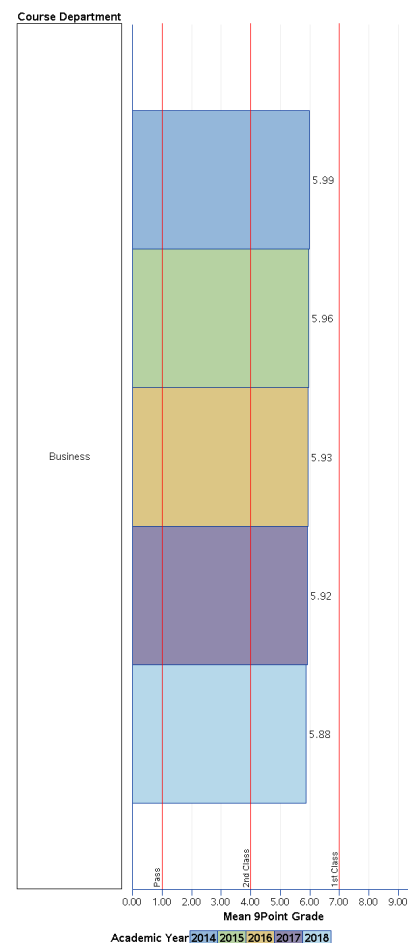**Course Faculty.COURSE_FACULTY_1: Faculty of Social Sciences**

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Social Sciences	2017	.	.	.	.	.	.	.	0	.	14
	2018	.	.	.	.	.	.	.	0	.	6
Sociology	2014	4.90	71.8	3.4%	30.5%	41.3%	23.6%	4.6%	3,134	4.4%	3,283
	2015	4.98	72.0	4.9%	33.9%	37.5%	23.4%	5.2%	3,570	5.4%	3,775
	2016	4.73	71.1	3.3%	26.8%	42.1%	26.4%	4.7%	3,643	5.3%	3,845
	2017	4.67	71.0	2.9%	27.3%	40.3%	27.7%	4.7%	3,472	5.1%	3,660
	2018	4.86	72.4	3.5%	30.1%	40.8%	25.9%	3.2%	3,629	4.1%	3,794

Note:

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

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

* **Pass**: Includes grades C+, C, and D
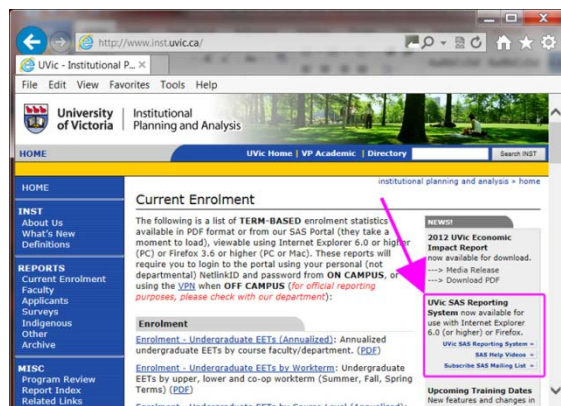
* **Fail**: Includes grades E, F, and N

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

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

University of Victoria | British Columbia Canada

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: PB Gustavson Schl of Business

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2014	5.99	77.9	6.7%	48.8%	38.2%	11.9%	1.1%	7,239	0.9%	8,707
2015	5.96	77.9	6.5%	48.5%	38.1%	12.3%	1.2%	7,736	1.0%	9,383
2016	5.93	77.7	6.6%	47.7%	38.7%	12.5%	1.1%	8,022	0.8%	9,694
2017	5.92	77.5	6.6%	47.9%	38.2%	12.3%	1.6%	8,172	1.4%	9,692
2018	5.88	77.0	6.8%	47.6%	37.5%	13.0%	1.8%	8,725	1.0%	10,151

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2018)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2014	4.69	71.4	3.3%	31.3%	32.1%	31.7%	4.9%	489	1.3%	720
	2015	5.28	74.3	3.2%	39.9%	36.8%	19.6%	3.7%	378	1.3%	707
	2016	5.40	75.2	3.1%	33.8%	48.6%	16.1%	1.6%	554	1.3%	861
	2017	5.81	76.3	7.3%	48.0%	37.3%	10.9%	3.8%	579	2.2%	916
	2018	5.62	75.2	4.8%	44.2%	38.8%	13.3%	3.8%	693	1.3%	987
200 Level	2014	5.60	75.9	8.6%	43.9%	33.3%	21.1%	1.8%	1,251	3.5%	1,805
	2015	5.06	73.7	8.5%	35.2%	34.1%	28.0%	2.7%	1,470	3.0%	2,098
	2016	4.96	72.9	5.8%	35.5%	32.2%	28.6%	3.7%	1,552	2.4%	2,149
	2017	4.94	72.6	6.8%	34.4%	32.9%	28.4%	4.2%	1,507	3.5%	2,122
	2018	5.02	72.0	7.8%	35.3%	34.1%	25.3%	5.3%	1,815	2.8%	2,383
300 Level	2014	5.82	77.5	4.8%	42.2%	45.1%	12.2%	0.4%	2,683	0.0%	2,684
	2015	5.95	78.1	5.4%	45.5%	42.8%	11.4%	0.3%	3,031	0.1%	3,034

Note:

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

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

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

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

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

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

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

    Course Faculty.COURSE_FACULTY_1: PB Gustavson Schl of Business

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2018)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2016	5.95	78.1	5.9%	45.3%	43.4%	11.1%	0.2%	3,045	0.1%	3,048
	2017	5.86	77.6	6.1%	44.2%	42.5%	12.7%	0.5%	2,964	0.5%	2,979
	2018	5.78	77.1	6.4%	42.8%	42.4%	13.8%	0.8%	3,275	0.3%	3,286
400 Level	2014	6.54	80.3	8.3%	60.4%	34.8%	4.0%	0.8%	2,816	0.2%	3,498
	2015	6.52	80.5	7.1%	59.6%	35.2%	4.1%	1.1%	2,857	0.6%	3,544
	2016	6.54	80.3	8.4%	59.4%	35.4%	4.6%	0.6%	2,871	0.4%	3,636
	2017	6.48	80.0	6.8%	57.8%	36.8%	4.5%	0.9%	3,122	0.8%	3,675
	2018	6.59	80.5	7.0%	61.4%	33.8%	4.4%	0.4%	2,942	0.3%	3,495

Note:

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

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

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

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

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

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

University of Victoria | British Columbia Canada

Section Grading Patterns by Faculty

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2018) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
	2014	5.99	77.9	6.7%	48.8%	38.2%	11.9%	1.1%	7,239	0.9%	8,707
	2015	5.96	77.9	6.5%	48.5%	38.1%	12.3%	1.2%	7,736	1.0%	9,383
Business	2016	5.93	77.7	6.6%	47.7%	38.7%	12.5%	1.1%	8,022	0.8%	9,694
	2017	5.92	77.5	6.6%	47.9%	38.2%	12.3%	1.6%	8,172	1.4%	9,692
	2018	5.88	77.0	6.8%	47.6%	37.5%	13.0%	1.8%	8,725	1.0%	10,151

DEPARTMENT LEVEL

Note:

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

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

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

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

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

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

Appendix B: Accessing the SAS Portal

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

1.1 Supported Browsers

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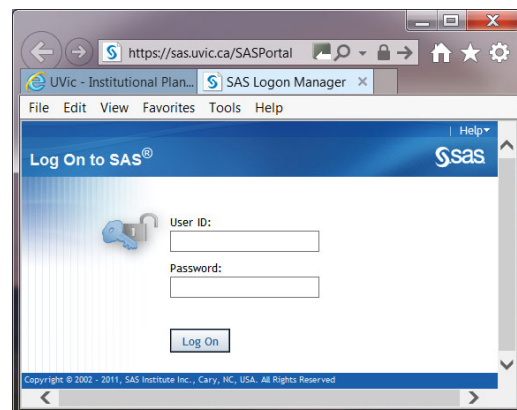
Logging into the Portal

NOTE: If you are accessing the portal from off campus, you will need to use our Virtual Private Network client software (http://www.uvic.ca/systems/services/internettelephone/remoteaccess/).
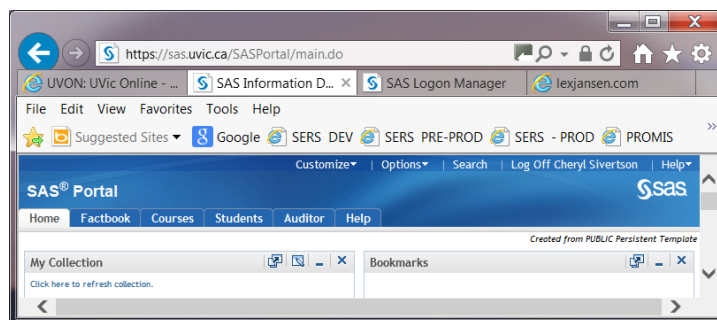
If you are on campus, or have started the VPN client, navigate to the following URL using Internet Explorer (for the PC) or using Firefox (for the Mac):
https://sas.uvic.ca/

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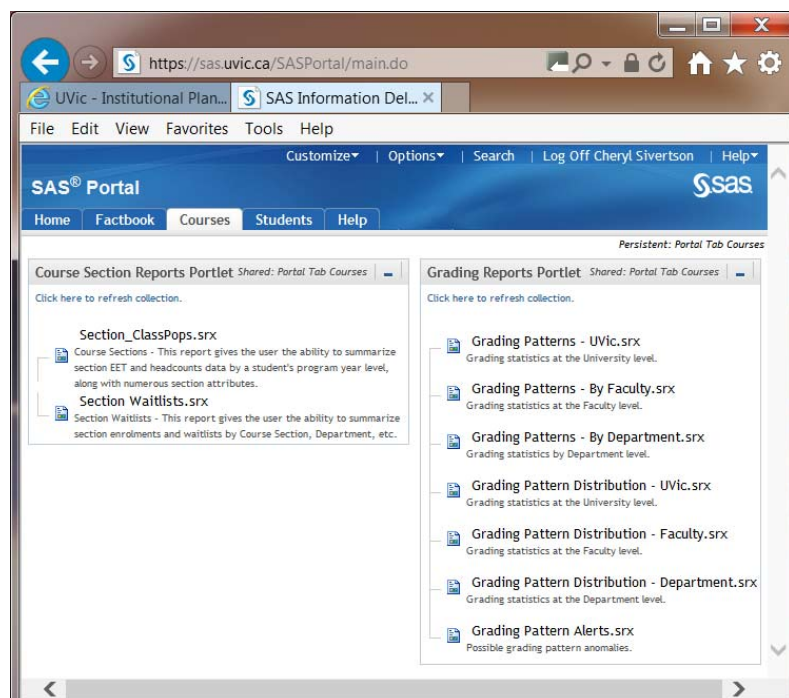
Once you have successfully logged into the Portal you will see something like the following:

Locating the Grading Reports

From your "Home" tab, you will need to click on the "Courses" tab:

Viewing Each Grading Report

The UVic SAS Reporting System currently contains seven grading reports:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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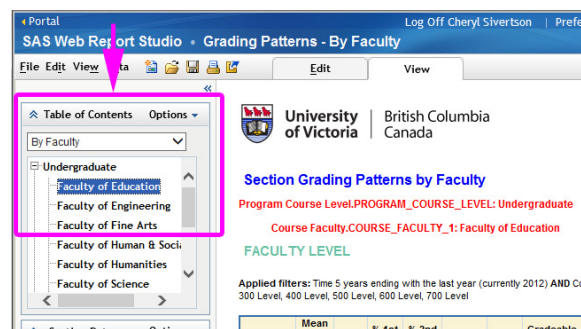
Navigating the Reports

All reports have some common navigation methods:

Table of Contents

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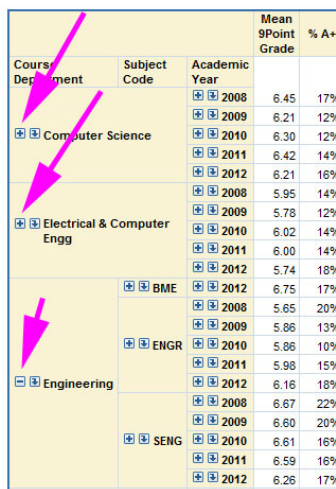
For example, in the report "Grading Patterns – By Faculty" the Table of Contents reveals that the data is first subdivided into "Undergraduate", "Law," and "Graduate" courses. Then the data is further sub-divided by faculty. Thus, in the example to the right, the data currently selected shows "*Undergraduate*"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

Reveal More Detailed Data

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

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

Course Department	Subject Code	Academic Year	Mean 9Point Grade	% A+
Computer Science		2008	6.45	17%
		2009	6.21	12%
		2010	6.30	12%
		2011	6.42	14%
		2012	6.21	16%
Electrical & Computer Engg		2008	5.95	14%
		2009	5.78	12%
		2010	6.02	14%
		2011	6.00	14%
		2012	5.74	18%
Engineering	BME	2012	6.75	17%
		2008	5.65	20%
	ENGR	2009	5.86	13%
		2010	5.86	10%
		2011	5.98	15%
		2012	6.16	18%
		2008	6.67	22%
		2009	6.60	20%
	SENG	2010	6.61	16%
		2011	6.59	16%
		2012	6.26	17%

View a Subsection of Data (Drill Down)

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

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

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

COURSE LEVEL

Applied filters: Time 5 years ending with the last year (300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Subject Code	Academic Year	Mean 9Point Grade	% A+	% 1st Class	%
AE	2008	6.28	5.9%	48.0%	4
	2009	6.18	7.4%	46.2%	4
	2010	6.37	6.9%	54.0%	3
	2011	5.93	1.9%	38.4%	5
	2012	6.25	6.5%	52.1%	3
ED–P	2008	1.33	.	12.5%	
	2009	0.00	.	.	
EDCI	2008	6.87	5.1%	66.3%	3
	2009	6.82	6.0%	66.0%	3
	2010	6.93	7.1%	69.2%	2
	2011	6.96	6.1%	66.5%	3

COURSE LEVEL

Applied filters: Time 5 years ending with the last year (currently 2012 300 Level, 400 Level, 500 L... 600 Level, 700 Level

Subject Org > AE

Course Number	Academic Year	Mean 9Point Grade	% A+	% 1st Class	% 2nd Class	% Pass
103	2008	6.52	.	66.7%	23.8%	9.5%
	2009	6.46	4.2%	66.7%	25.0%	
	2010	6.53	5.9%	70.6%	11.8%	17.6%
	2011	6.50	.	68.2%	27.3%	
103A	2012	6.97	3.3%	83.3%	13.3%	
200	2008	5.54	.	23.9%	71.7%	2.2%
	2009	5.65	.	28.2%	64.1%	2.6%
	2010	5.75	1.6%	40.6%	50.0%	3.1%
	2011	5.62	.	30.4%	58.9%	8.9%
	2012	6.05	2.2%	44.4%	46.7%	6.7%
201	2008	5.84	5.3%	47.4%	36.8%	15.8%
	2009	6.21	16%	57.9%	31.6%	
	2010	7.59	23%	81.8%	18.2%	
	2011	6.27	9.1%	36.4%	54.5%	9.1%
	2008	6.15	5.4%	40.5%	51.4%	8.1%

Export Data

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

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

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

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

SAS Training

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

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

| University of Victoria | Senate Committee on Academic Standards | **MEMO** |

Date: November 20, 2019

To: Senate

From: Senate Committee on Academic Standards

Re: **Proposed Revision to Grading within the Post-Degree Professional Elementary program**

At its meetings on September 17, 2019 and October 23, 2019, the Senate Committee on Academic Standards reviewed the attached proposed revision to grading within the Post-Degree Professional Elementary program. At the October 23, 2019 meeting, the committee approved the proposal.

Recommended Motion

That Senate approve the proposed revision to grading within the Post-Degree Professional Elementary program, effective September 1, 2020.

/attachments

Respectfully submitted,
2019/2020 Senate Committee on Academic Standards
Neil Burford, Chair, Faculty of Science
Janni Aragon, Faculty of Social Sciences
Laurie Barnas, Associate Registrar
Gillian Calder, Faculty of Law
Alexandra D'Arcy, Faculty of Humanities
Sarina de Havelyn, Student Senator
Stephen Evans, Faculty of Graduate Studies (VPAC's designate)
Kathy Gaul, Faculty of Education
Andrea Giles, Acting Executive Director, Coop Education & Career Services
Sima Hajiaghaei Shanjani, GSS representative
Robert Hancock, Convocation Senator
Cindy Holder, Associate Dean, Academic Advising (Faculties of SCIE, SOSC and HUM)
Sabrina Jackson, Acting Director, Graduate Administration and Records
Yasmine Kandil, Faculty of Fine Arts
Caoimhe Laird, Student Senator
Susan Lewis, Acting Associate Vice-President Academic Planning (President's nominee)
Michele Martin, Division of Medical Sciences
Martha McGinnis, Faculty of Graduate Studies
Tanya Muir, Division of Continuing Studies
Esther Sangster-Gormley, Faculty of Human and Social Development
Henning Struchtrup, Faculty of Engineering
Wendy Taylor, Acting Registrar
Ken Thornicroft, Peter B Gustavson School of Business
Dalal Tubeishat, UVSS representative
Ada Saab, Associate University Secretary

University of Victoria

MEMO

FACULTY OF EDUCATION

MacLaurin Building Room A243
PO Box 1700 STN CSC
T 250-721-7757 | F 250-471-5063
educdean@uvic.ca | uvic.ca/education

DATE: September 9, 2019

TO: Dr. Neil Burford, Chair of the Senate Committee on Academic Standards

FROM: Dr. Ralf St. Clair, Dean

RE: Proposed Revision to Grading within the Post-Degree Professional Elementary
program (PDP Elementary)

We propose changes to the grading assessment structure of the courses within the PDP
Elementary program. These changes are being created to allow for COM, N, F assessment
in several of the current course offerings. The changes outlined and discussed below
originate from 3 of the 4 departments providing courses in the PDP Elementary program,
however these proposed calendar changes do not reflect a full program change.

> 1. The Faculty of Education has offered a PDP Elementary program since
> UVic's establishment in 1963.
>
> 2. Since its inception, the practicum courses and several content courses in the
> PDP Elementary program have been offered as COM, N, F; in total, 6 of 19
> courses. With these proposed changes, the total would rise to 14 of 19 courses.
>
> 3. These calendar changes are consistent within the BC context of Teacher
> Education programs. Of the 9 Teacher Education programs in BC, 7
> include non-graded assessment (Complete/Fail, Pass/Fail) in practica
> and/or content courses, and 3 programs have moved to become fully
> non-graded (UBC, UFV, UBC-O).
>
> 4. These proposed calendar changes are consistent within the BC K-12
> context, wherein Teacher Education programs are apprised of recent
> moves to holistic assessment, and especially for teachers in the

elementary classroom context, non-graded assessment is an accepted, and in some districts a mandated practice.

5. No provisions for current students in the PDP Elementary program are necessary as these changes relate only to students admitted for September 2020.

6. We propose these calendar changes to take effect for September 1, 2020.

No other academic units have students that will be affected by these calendar changes.

These proposed calendar changes were approved at a Department of Curriculum & Instruction department meeting on December 12, 2018 and at the Faculty Council meeting on September 6, 2019.

Motion: "That the Senate Committee on Academic Standards approves and recommends that the Senate approve the proposed revision to the requirements for the Faculty of Education, program effective September 2020".

Thank you,

Ralf St. Clair,
Dean of Education

![University of Victoria logo] **University of Victoria** | Senate Committee on Academic Standards | **MEMO**

Date: September 20, 2019

To: Ralf St. Clair; Deborah Begoray; Wanda Hurren

From: Senate Committee on Academic Standards

Re: **Proposed Revision to Grading within the Post-Degree Professional Elementary program (PDP Elementary)**

At the September 17th, 2019 meeting of the Senate Committee on Academic Standards, a proposal was presented on a revision to grading within the Post-Degree Professional Elementary program (PDP Elementary). This proposal entailed a change to the grading structure of the courses to allow COM, N, F assessment in several of the current course offering. The practicum courses and several content courses already incorporate a COM, N, F grading assessment with 6 of 19 courses. The proposed change would mean the total would rise to 14 of 19 courses leaving five courses continuing their assessment using letter grades.

Several questions arose during the discussion, including a general approval of the proposal for holistic assessment within the program. However, there was a concern raised as to how the program intends to handle issues of academic standing. Although consultation had occurred with Graduate Admissions and Records as well as the implications for student awards, there was no mention of consultation regarding academic standing. Situations in which students have received a low or failing grade among a term of holistically assessed courses will result in consequences that would not occur in circumstances where a student may combine a letter grade assessment with other courses. The result may mean that a student's grade point average is disproportionally weighted to the letter grade assessment. In extreme situations, students who achieve a low or failing grade may be removed from the PDP program. Students who have left the program and are placed outside of the Faculty of Education could then be placed on academic probation or be required to withdraw from the university. As a result, the consequence of combining graded and holistically assessed courses with a resulting disproportionate letter grade assessment could produce unintended stress for students.

At the meeting, the committee decided to table the motion for approval until the program has built a plan to handle issues of academic standing and the calculation of grade point averages into their proposal. In this regard, the program is strongly encouraged to contact the Office of the Registrar. The next Senate Committee on Academic Standards meeting is scheduled for October 10, 2019 with the deadline for materials being October 3, 2019.

If you have further questions or concerns, please do not hesitate to contact the secretary of the committee, Ada Saab.

MEMO

Department of Curriculum & Instruction
Faculty of Education
PO BOX 1700 STN CSC
Victoria, British Columbia V8W 2Y2 Canada
T: (250) 721-7886 | F: (250) 721-7598
cichair@uvic.ca
http://www.uvic.ca/edci

University of Victoria
Curriculum & Instruction

Date: October 3, 2019

To: Ada Saab, Secretary of Senate Committee on Academic Standards

From: Dr. Deborah Begoray, Chair of the Department of Curriculum & Instruction

---

Response from Teacher Education Program to SCAS memo of September 20, 2019

Ralf St. Clair; Deborah Begoray; Wanda Hurren
(Department of Curriculum and Instruction, Faculty of Education)

October 1, 2019

Thank you for your query about academic standing within our *Proposed Revision to Grading within the Post-Degree Professional Elementary Program (PDP Elementary).* We understand the primary concerns to be:

Although consultation had occurred with Graduate Admissions and Records as well as the implications for student awards, there was no mention of consultation regarding academic standing:

Situations in which students have received a low or failing grade among a term of holistically assessed courses will result in consequences that would not occur in circumstances where a student may combine a letter grade assessment with other courses.

We have since consulted with Trish Birney and Pat Cretney in the Office of the Registrar, and are glad to offer more details on this matter.

Please understand that expectations for the programs, and grades within them, are strongly shaped by the requirements of BC teacher certification, which already set quite a high bar that is, in effect, binary (achieved or not achieved). We believe this model of course evaluation, in addition to the pedagogical benefits in this case, also reflects the external professional expectations more closely.

1) low grades: If a student receives a low grade among a term of holistically assessed courses, the following would apply.

The undergraduate calendar 7.5.2 currently states:

"Students registered in 3.0 units or more whose sessional grade-point average is 2.00 to 2.99 will be placed on faculty probation for the next session attended. Students who are on faculty probation and achieve a sessional grade-point average of 3.0 or better on a minimum of 6.0 units will clear their

probation status at the end of the session. Students who fail to obtain a sessional grade-point average of at least 3.0 on a minimum of 6 units during the probationary session will be required to withdraw from the Faculty."

We would propose a change to minimum units from 6 to 3 so that very few students would find themselves on probation:

New – 7.5.2 Teacher Education Programs Probationary Status: Students registered in 3.0 units or more whose sessional grade-point average is 2.00 to 2.99 will be placed on faculty probation for the next session attended. Students who are on faculty probation and achieve a sessional grade point average of 3.0 or better on a minimum of 3 units will clear their probation status at the end of the session. We would make these changes above at the next available cycle (2) of calendar changes with the approval of Faculty.

The question of low averages (D, C, C+) was another concern expressed by the committee. First, this situation is very rare. As we stated in our initial memo to SCAS, all the students in this program enter with degrees and very high GPAs. A look back at means for the Ed-D 400 level courses for the past five years were: 7.61, 7.60, 7.66, 7.60, 7.86. The percentage of students with low averages in this group range from a low of 0.1% to a high of 1.3%.

2) failing grades:

Within the Teacher Education Program (TEP), any failing grade in any course results in the student being denied practicum:

20.3.5 Practicum Denial and Withdrawal

a) Practicum Denial
    Students will be denied the practicum experience if
    • they violate the faculty's Code of Professional Conduct (Section 19.1), or
    • any course work is deemed unsatisfactory by their instructor(s), or
    • their practicum preparation is considered unsatisfactory by the mentor teacher, university supervisor, manager of teacher education.

This applies whether the course is 'holistically assessed' (e.g. COM/N/F) or graded. If a student wishes to proceed to practicum, they are required to repeat the course and attain a passing grade/COM. This approach would continue under the revision currently proposed.

If a student decides that they do not wish to proceed to practicum, they would not continue in TEP and would be on probation. The committee should note, however, that they still have a UVic degree.

If a student receives a failing grade in any course in a teacher education program, they must repeat that course successfully prior to progressing in the program. This would occur regardless of whether the course was letter graded or holistically graded. There is no change to practice required for this situation.

For example, currently the students in PDP Elementary are taking, in one term: Ed-D 410 and Ed-P 782, neither of which are graded. These are the only courses taken at present. As explained above, students who fail 410 or 782 must repeat to stay in TEP or if they leave they will be on university probation.

The Calendar 7.5.2 further goes on to state:

"Students who complete a minimum of 6 units of coursework with a grade-point average of 3.0 or better while outside the faculty may be readmitted to the faculty." We propose a change:

New--Students who fail to obtain a sessional grade-point average of at least 3.0 on a minimum of 3 units during the probationary session will be required to withdraw from the faculty.

We would make this change at the next available cycle (2) of calendar changes with the approval of Faculty.

We believe this allows for students to have another opportunity to complete their teacher education program with less stress.

The result may mean that a student's grade point average is disproportionally weighted to the letter grade assessment. We acknowledge that there may indeed be instances where this occurs. However, as discussed above, the cases will be very few in number due to overall high means in these courses. Indeed, we believe that, for example, a student finishing the summer session with a Requirement to Withdraw seems completely reasonable. In a 16 month program (14 months of coursework), it would mean they would have spent 11 of the 14 months earning grades below a 1.99 (over five courses). This assumes they receive a COM on all their other coursework (including practicum), and, in our view would need to withdraw. As a final failsafe of course, they have the right to appeal to SCART after the Summer Term, which gives all students the opportunity to be heard on appeal. We once again emphasis the small numbers of students who might find themselves in this situation.

In extreme situations, students who achieve a low or failing grade may be removed from the PDP program. We acknowledge the possibility of this occurrence, however, as noted above, they can be placed on probation and may re-join the program if they are successful.

Students who have left the program and are placed outside of the Faculty of Education could then be placed on academic probation or be required to withdraw from the university. Yes, however, they already have a degree so would not be leaving the university without a degree.

As a result, the consequence of combining graded and holistically assessed courses with a resulting disproportionate letter grade assessment could produce unintended stress for students. While very unlikely due to reasons discussed above, we acknowledge this stress is possible.

As members of the committee will no doubt appreciate, it is impossible to anticipate every eventuality. Please be assured that in addition to the information above, we work very closely with the instructors in this program. When a student begins to encounter difficulties, instructors report to the Manager of Teacher Education who, in consultation with the Chair, investigates further and seeks to remedy the situation.

University of Victoria | Senate Committee on Academic Standards

MEMO

Date: November 20, 2019

To: Senate

From: Senate Committee on Academic Standards

Re: **Proposed Revision to Academic Standing within the Health Information Science Program**

At its meeting on October 23, 2019, the Senate Committee on Academic Standards reviewed and approved the attached proposed revision to academic standing within the Health Information Science Program.

Recommended Motion

That Senate approve the proposed revision to academic standing within the Health Information Science Program, effective May 1, 2020.

/attachment

Respectfully submitted,
2019/2020 Senate Committee on Academic Standards
Neil Burford, Chair, Faculty of Science
Janni Aragon, Faculty of Social Sciences
Laurie Barnas, Associate Registrar
Gillian Calder, Faculty of Law
Alexandra D'Arcy, Faculty of Humanities
Sarina de Havelyn, Student Senator
Stephen Evans, Faculty of Graduate Studies (VPAC's designate)
Kathy Gaul, Faculty of Education
Andrea Giles, Acting Executive Director, Coop Education & Career Services
Sima Hajiaghaei Shanjani, GSS representative
Robert Hancock, Convocation Senator
Cindy Holder, Associate Dean, Academic Advising (Faculties of SCIE, SOSC and HUM)
Sabrina Jackson, Acting Director, Graduate Administration and Records
Yasmine Kandil, Faculty of Fine Arts
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Michele Martin, Division of Medical Sciences
Martha McGinnis, Faculty of Graduate Studies
Tanya Muir, Division of Continuing Studies
Esther Sangster-Gormley, Faculty of Human and Social Development
Henning Struchtrup, Faculty of Engineering
Wendy Taylor, Acting Registrar
Ken Thornicroft, Peter B Gustavson School of Business
Dalal Tubeishat, UVSS representative
Ada Saab, Associate University Secretary

University
of Victoria

MEMO

FACULTY OF HUMAN & SOCIAL DEVELOPMENT

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Phone (250) 721-6441| Fax (250) 721-7067
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DATE: Date: October 2, 2019

To: Dr. Neil Burford, Senate Committee on Academic Standards

From: Dr. Esther Sangster-Gormley, Associate Dean Academic, Faculty of Human and Social
Development

Re: Cycle 1 Curriculum Change to UG-HINF-REQ

The School of Health Information Science (HINF) is proposing the following wording change (as
underlined below) to HINF's Academic Regulations in the calendar for Cycle 1:

"**Academic Regulations**
Course Regulations
Health Information Science students must normally have successfully completed all first,
second and third year HINF requirements, <u>and be in good standing</u>, prior to taking 400-level
HINF courses.

Students from other…"

The rationale for this change is to ensure that students are in good standing before
registering in 400-level courses. This is essential to ensure consistency in the level and
quality of the discussions and classwork at the senior final year of the program.

![University of Victoria logo] **University of Victoria** | Senate Committee on Academic Standards

MEMO

Date: November 20, 2019

To: Senate

From: Senate Committee on Academic Standards

Re: **Proposed Revision to Transfer Requirements for the Computer Science program**

At its meeting on October 23, 2019, the Senate Committee on Academic Standards reviewed and approved the attached proposed revisions to transfer requirements for the Computer Science program, Faculty of Engineering.

Recommended Motion

That Senate approve the proposed changes to the transfer requirements for the Computer Science program, Faculty of Engineering.

/attachment

Respectfully submitted,
2019/2020 Senate Committee on Academic Standards
Neil Burford, Chair, Faculty of Science
Janni Aragon, Faculty of Social Sciences
Laurie Barnas, Associate Registrar
Gillian Calder, Faculty of Law
Alexandra D'Arcy, Faculty of Humanities
Sarina de Havelyn, Student Senator
Stephen Evans, Faculty of Graduate Studies (VPAC's designate)
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Henning Struchtrup, Faculty of Engineering
Wendy Taylor, Acting Registrar
Ken Thornicroft, Peter B Gustavson School of Business
Dalal Tubeishat, UVSS representative
Ada Saab, Associate University Secretary

![University of Victoria logo]

MEMO

Faculty of Engineering
Engineering Undergraduate Office
Engineering Office Wing, Room 206
engr@uvic.ca | 250-721-6023

DATE: October 7th, 2019
TO: Senate Committee on Academic Standards
FROM: Dr. LillAnne Jackson, Associate Dean Undergraduate Programs, Faculty of Engineering
RE: Changes to standards about CSC Major and Honours Program

This proposal is an update to the language surrounding the wording for admission to and remaining in the Computer Science Honours program.

Major and Honours Programs (Proposed calendar wording below this list).
- Changed wording "second year" to "Year 2" and "third year" to "Year 3"
  - This is to clarify for students that all Year 1 and Year 2 courses must be completed before they can apply to the Honours Program. Additionally, this explicitly states that all required courses in that year will be used in the calculation of their application GPA.
- Changed the existing GPA requirement to remain in the Honours Program to take into account only Year 3 CSC and SENG courses
  - This change is to ensure students are maintaining strong grades in Computer Science Honours Program required courses and are not relying on elective courses to boost a GPA to remain in the program.
- Added a section to require a minimum GPA for graduation from the Computer Science Honours Program
  - This change is to ensure that students who graduate with a Computer Science Honours designation have maintained a 6.0 GPA in Year 4

UG-EN-CSC-REQ | Computer Science (Undergraduate) - Requirements

Admission to the Honours Program

Students who wish to be admitted to the Honours Program should apply to the Honours Adviser on completion of ~~their~~Year ~~second year~~2. Entry requires a GPA of at least 6.0 calculated over all required ~~second year~~Year 2 CSC, SENG, MATH and STAT courses, according to the specific Honours program.

Students may be admitted to the Honours Program upon completion of their third year provided they have a GPA of at least 6.0 calculated over all required Year 3 CSC and SENG courses, ~~taken in their third year~~ based on a minimum of 12 units of course work for that year.

A GPA of 6.0 ~~in~~over ~~third~~all ~~year~~required Year 3 CSC and SENG courses is needed to progress to fourth year in the Honours Program. Students who do not achieve this GPA will be required to transfer to the Major Program.

Graduating GPA for Honours Degree

An Honours degree will be awarded to students in an Honours program who obtain a graduating GPA of at least 6.0. Students who do not achieve this GPA will be required to transfer to the Major Program.

University of Victoria

MEMO

Faculty of Engineering
Engineering Undergraduate Office
Engineering Office Wing, Room 206
engr@uvic.ca | 250-721-6023

This is a request, on behalf of the Faculty of Engineering, that the SCAS pass the following motion:

MOTION: *That the Senate Committee on Academic Standards approve, and recommend that the Senate approve the proposed changes to the progression requirements in Computer Science, Faculty of Engineering.*

Sincerely,

Dr. L. Jackson, EngL
Associate Dean Undergraduate Programs

![University of Victoria logo] **University of Victoria** | Senate Committee on Admission, Re-Registration and Transfer

MEMO

Date: October 15, 2019

To: Senate

From: Senate Committee on Admission, Re-Registration & Transfer

Re: **2018-2019 Annual Report**

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

As per the Terms of Reference, the Faculty of Graduate Studies will provide the committee with an annual report. This report is provided in Appendix 1.

The Senate Committee on Admission, Re-Registration and Transfer met nine times during 2018-2019: July 13, 2018, August 22, 2018, September 11, 2018, November 13, 2018, December 6, 2018, February 7, 2019, March 21, 2019, May 2, 2019, June 19, 2019. There were six meetings cancelled due to no cases. A total of 34 student appeals and 8 proposals to establish or revise admission requirements were considered within this timeframe. Additionally, the committee recommended revisions to the committees' Terms of Reference.

Appeals considered:

There were 16 appeals from Undergraduate Admissions, of which 8 were allowed and 8 were dismissed. Of the Undergraduate Admissions appeals, the categories of appeal were as follows: 2 were from applicants who did not pass the English 12 provincial exam; 5 were below the high school admission cut-off; 6 were below the post-secondary admission cut-off; 2 were homeschooled and 1 was considered under the Special Access Aboriginal category. Most appeals were submitted under the SCART Terms of Reference specified grounds for "significant physical affliction or psychological distress."

There were 18 appeals from Undergraduate Records, of which 12 were allowed, 6 were dismissed and 1 was deferred (later withdrawn). Of the Undergraduate Records appeals, 8 were from students who had been Required to Withdraw once from the university and 9 were from students who had been Required to Withdraw twice. One appeal was related to a transfer credit matter. Most appeals were submitted under the SCART Terms of Reference specified grounds for "significant physical affliction or psychological distress."

To summarize, the appeal results for this timeframe were as follows: 20 were allowed; 14 were dismissed. 10 of the 34 appeals were from international students and 1 appeal was from an indigenous applicant.

Proposals considered:

The Senate Committee on Admission, Re-Registration and Transfer (SCART) also considered eight proposals to establish or revise admission requirements. The Senate Committee on Admission, Re-Registration and Transfer consults with the Senate Committee on Academic Standards on all approved policy recommendations before a further recommendation is made to Senate. These are as follows:

- **K-12 Curriculum Modernizations Working Group Recommendations**
- **School of Business, to establish a minimum grade for Pre-Calculus 12**
- **School of Social Work, to alter the admission GPA for the Bachelor of Social Work program**
- **Faculty of Graduate Studies, to discontinue the Qualifying Year entry option**
- **Faculty of Fine Arts, to establish Year 1 admission requirements for the Combined Program in Visual Arts and Computer Science**
- **Faculty of Engineering, to revise Year 1 admission requirements for the Bachelor of Engineering/Bachelor of Software Engineering programs**
- **Faculty of Education, School of Exercise Sciences, Physical and Health Education to revise Year 1 admission requirements for the Kinesiology program**
- **Faculty of Education, School of Exercise Sciences, Physical and Health Education to revise Year 2 admission requirements for the Kinesiology program**

Additionally, the committee recommended revisions to the committees' Terms of Reference to the Senate Committee on Agenda and Governance.

Recommendations to Senate:

To approve recommendations to establish a minimum final grade of 67% for English Studies 12/English 12 First Peoples for admission to all Year 1 programs, as well as to revise the "Admission requirements" and "Applicants from Secondary School: British Columbia/Yukon" paragraphs in the undergraduate academic calendar.

At the July 2018 meeting, the committee considered a proposal from the K-12 Curriculum Modernizations Working Group that detailed a recommendation to revise university admission requirements in response to the redesigned BC high school curriculum, as well as a recommendation to revise wording in the preamble paragraphs. The evaluation of the K-12 curriculum was undertaken with a goal of supporting students' success and providing clear advice for applicants who plan to transition to postsecondary studies at UVic. Both recommendations were approved by Senate at its October 2018 meeting.

To approve recommendations to revise the admission requirements for the School of Business to include a minimum final grade of 67% for Pre-Calculus 12.

At the December 2018 meeting, the committee considered a proposal from the School of Business to establish a minimum grade of 67% for Pre-Calculus 12. The goal is to ensure students coming into the program are able to succeed. Students who do not have the minimum of 67% in Pre-Calculus 12 may still gain admission to UVic through another faculty and complete MATH151 (C+ or higher) during their first year. The recommendation was approved by Senate at its February 2019 meeting.

To approve recommendations from the School of Social Work to revise the admission GPA requirement for the Bachelor of Social Work from a 4.0 to a 3.5.

At the December 2018 meeting, the committee considered a proposal to revise the admission requirement for the School of Social Work from a 4.0 to a 3.5. The goal is to give more weight to applicants' personal experience as detailed in other application materials. The recommendation was approved by Senate at its February 2019 meeting.

To approve recommendations from the Faculty of Graduate Studies to discontinue the Qualifying Year entry option.

At the February 2019 meeting, the committee considered a proposal to discontinue the Qualifying Year entry option. The goal is to eliminate a seldom-utilized pathway that was administratively complex and resulted in a lack of update from academic units. The recommendation was approved by Senate at its April 2019 meeting.

To approve recommendations from the Faculty of Fine Arts to establish Year 1 admission requirements for the Combined Program in Visual Arts and Computer Science.

At the February 2019 meeting, the committee considered a proposal to establish Year 1 admission requirements for the Combined Program in Visual Arts and Computer Science. The goal is to allow high school students to streamline admission processes and allow students to begin the program in their first year of study. The recommendation was approved by Senate at its April 2019 meeting.

To approve recommendations from the Faculty of Engineering to revise Year 1 admission requirements for the Bachelor of Engineering/Bachelor of Software Engineering programs.

At the March 2019 meeting, the committee considered a proposal to revise Year 1 admission requirements for the Bachelor of Engineering/Bachelor of Software Engineering programs. The goal is to allow high school applicants the option of

3

using either Physics 12 or Chemistry 12 in the admission requirement criteria. The recommendation was approved by Senate at its May 2019 meeting.

To approve recommendations from the Faculty of Education, School of Exercise Science, Physical and Health Education to revise Year 1 admission requirements for the Kinesiology program.

At the March 2019 meeting, the committee considered a proposal to revise Year 1 admission requirements for the Kinesiology program. The goal is to respond to changes in the redesigned BC high school curriculum, as well as respond to changes to the UVic Kinesiology program curriculum. The recommendation was approved by Senate at its May 2019 meeting.

To approve recommendations from the Faculty of Education, School of Exercise Science, Physical and Health Education to revise Year 2 admission requirements for the Kinesiology program.

At the March 2019 meeting, the committee considered a proposal to revise Year 2 admission requirements for the Kinesiology program. The goal is to better prepare students for success and retention in the program, as well as engage students with course content earlier in their academic experience. The recommendation was approved by Senate at its May 2019 meeting.

Senate Committee on Admission, Re-Registration and Transfer, revisions to the Terms of Reference:

At the November and December 2018 meetings, the committee considered a proposal to revise the membership of the committee to increase the number of voting faculty members in an effort to address quorum challenges. In addition, the proposal sought to formalize the 'Director (or designate) of International Student Services' position, a role that has been trialed for the last two years.The proposal was later approved by Senate at its January 2019 meeting.

Continued Projects for the Upcoming Year

At the November 2018 meeting, the committee members offered several longer-term suggestions related to the committees procedures and the Terms of Reference. It is anticipated that further recommendations will be presented to the committee for its consideration in 2019/2020.

Respectfully submitted,

2018/2019 Senate Committee on Admission, Re-Registration and Transfer
Dr. Sandra Hundza, Chair, Faculty of Education
Ms. Tricia Best, International Student Services
Ms. Susan Butler, Computer Science Academic Advising
Ms. Adrienne Graham, Student Senator
Dr. Garry Gray, Faculty of Social Sciences
Dr. Cindy Holder, Associate Dean, Academic Advising, Faculties of Science, Social Sciences and Humanities
Mr. Cameron Leckenby, Student Senator
Mr. Joel Lynn, Executive Director, Student Services
Ms. Emma Mason, Counselling Services
Dr. Stephen Tax, Peter B. Gustavson School of Business
Ms. Wendy Taylor, Acting Registrar
Dr. Diana Varela, Faculty of Science
Dr. Scott Woodcock, Faculty of Humanities
Mr. Patrick Woo, UVSS Representative
Mr. Pierre-Paul Angelblazer, UVSS Representative
Mr. Jonathan Granirer, UVSS Representative
Ms. Laurie Barnas, Associate Registrar, Secretary
Ms. Pat Konkin, Recording Secretary

2019/2020 Senate Committee on Admission, Re-registration and Transfer
Dr. Sandra Hundza, Chair, Faculty of Education
Dr. Anne Bruce, Vice-Chair, Faculty of Human & Social Development
Ms. Susan Butler, Computer Science Academic Advising
Ms. Tricia Best, International Student Services
Dr. Dale Ganley, Peter B. Gustavson School of Business
Dr. Fraser Hof, Faculty of Science
Dr. Cindy Holder, Associate Dean, Academic Advising, Faculties of Science, Social Sciences and Humanities
Dr. LillAnne Jackson, Representative to the BC Council on Transfer Credit
Mr. Joel Lynn, Executive Director, Student Services
Dr. Stuart MacDonald, Faculty of Social Sciences
Ms. Emma Mason, Counselling Services
Dr. Phalguni Mukhopadhyaya, Faculty of Engineering
Mr. Jack Ni, Student Senator
Dr. Kathy Sanford, Faculty of Education
Mr. Marshall Scott-Bigsby, Student Senator
Ms. Wendy Taylor, Acting Registrar
Mr. Efe Turker, UVSS Representative
Ms. Laurie Barnas, Associate Registrar, Secretary
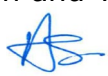Ms. Patricia Konkin, Recording Secretary

APPENDIX 1

![University of Victoria logo]

Date:	September 27, 2019
To:	Senate Committee on Admission, Re-registration and Transfer
From:	David Capson, Dean, Faculty of Graduate Studies
Re:	**Faculty of Graduate Studies Annual Report 2018/2019**

The Faculty of Graduate Studies received 66 admission appeals and 15 re-registration requests for 2018-2019. In each case, the academic unit wishing to admit the student was required to submit a compelling justification for consideration by one of the Associate Deans of Graduate Studies.   Many of the appeals met the established Faculty of Graduate Studies policy for Admission as a Mature Student or Admission without a Baccalaureate. The remaining admission appeals were for waivers of either the English Language Proficiency requirement or the minimum GPA requirement.   The categories and results of the appeals are outlined below:

Category	Accepted	Denied
Admission as a Mature Student	27	0
Admission without a Baccalaureate	6	0
Waiver of the English Language Proficiency requirement	17	5
Waiver of the minimum gpa requirement	11	0
Re-registration	15	0

![University of Victoria logo] Senate Committee
Admission, Re-registration
and Transfer

MEMO

Date: October 31, 2019

To: Members of Senate

From: Dr. Sandra Hundza
              Chair, Senate Committee on Admission, Re-registration and Transfer

Re: **Year 2 Admission requirements for the Kinesiology program,
              Faculty of Education**

___

At its meeting of October 8th, 2019, the Senate Committee on Admission, Re-registration and Transfer (SCART) considered a proposal from Dr. John Meldrum, Director of the School of Exercise Science, Physical and Health Education, Faculty of Education.

SCART recommended some minor changes for clarity around the requirements for the required 1.5 units of English, which have been addressed on the proposal dated October 9th, 2019. With these revisions complete, SCART supports the attached proposal and has voted to endorse the proposed revised Year 2 admission requirements.

The proposal was then referred to the Senate Committee on Academic Standards (SCAS) for further consultation. Although the committee had no academic standards concerns related to the rational of the proposal, members noticed a confusion between the proposed intention and the final revision. The Faculty of Education have confirmed that this was a typographical error in course number, which has now been corrected. The attached proposal dated October 25th, 2019 is now presented to Senate for approval.

Recommended Motion:

That Senate approve the enclosed revised Year 2 admission requirements for the Faculty of Education, Bachelor of Science (BSc) Kinesiology program and that these requirements be published in the May 2020 edition of the undergraduate academic calendar.

Respectfully submitted,
2019/2020 Senate Committee on Admission, Re-registration and Transfer
Dr. Sandra Hundza (Chair), Faculty of Education
Dr. Anne Bruce (Vice-Chair), Faculty of Human & Social Development
Ms. Tricia Best, International Student Services

Dr. Dale Ganley, Peter B. Gustavson School of Business
Dr. Fraser Hof, Faculty of Science
Dr. Cindy Holder, Associate Dean, Academic Advising, Faculties of Science, Social Sciences and Humanities
Dr. LillAnne Jackson, Representative to the BC Council on Transfer Credit
Mr. Joel Lynn, Executive Director, Student Services
Dr. Stuart MacDonald, Faculty of Social Sciences
Ms. Emma Mason, Counselling Services
Dr. Phalguni Mukhopadhyaya, Faculty of Engineering
Mr. Jack Ni, Student Senator
Ms. Shauna Underwood, Indigenous Student Support Centre
Dr. Kathy Sanford, Faculty of Education
Mr. Marshall Scott-Bigsby, Student Senator
Ms. Wendy Taylor, Acting Registrar
Mr. Efe Turker, UVSS Representative
Ms. Laurie Barnas, Associate Registrar (Secretary)
Ms. Patricia Konkin (Recording Secretary)

University of Victoria | Senate Committee on Academic Standards | **MEMO**

Date: October 25, 2019

To: Sandra Hundza, Chair, Senate Committee on Admission, Re-registration and Transfer

From: Ada Saab
Associate University Secretary

Re: **Year 2 Admission requirements for the Kinesiology program, Faculty of Education**

At its meeting on October 23, 2019 the Senate Committee on Academic Standards considered a proposal to the Senate Committee on Admission, Re-registration and Transfer (SCART) regarding a proposal from the Director of the School of Exercise Science, Physical and Health Education regarding changes to Year 2 admission requirements for the Faculty of Education, Bachelor of Science (BSc) Kinesiology Program.

Although the committee had no academic standards concerns related to the rational of the proposal, members noticed a confusion between the proposed intention and the final revision.

While EPHE 242 was proposed to be removed from the Year 2 admission requirements, the insertion of EPHE 241 in the bulleted list of required courses created the replacement course, EPHE 241, to be counted twice; once in the list of required courses and once again in the additional 3.0 units of science. Understanding that although EPHE 242 is difficult to achieve by those applicants outside of the University of Victoria, it was suggested that this should be included in the list of 3.0 units of science courses for those who are able to enroll in this course, or one that directly transfers.

![University of Victoria logo] Faculty of Education | School of Exercise Science, Physical and Health Education
McKinnon 120 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-8373 | F 250-721-6601 | uvic.ca/education/exercise/

MEMO

Date: October 25th, 2019

To: The Senate Committee on Admission, Re-registration and Transfer

From: Dr. John Meldrum, Director of the School of Exercise Science, Physical and Health Education
Re: Proposed changes to Year 2 admission requirements for the Faculty of Education, Bachelor of Science (BSc) Kinesiology Program

Background

In September 2019, the School of Exercise Science, Physical and Health Education Bachelor of Science (BSc) Kinesiology program admitted their first Year 1 cohort. Entry at Year 2 or higher is still available to postsecondary students, however. Applicants wishing to enter this program after Year 1 must first complete 12 or more units of prescribed courses while registered in another faculty or while attending another postsecondary institution. The current admission requirements are as follows:

Entry to Year 2
The requirements for admission to Year 2 or higher of the BSc Kinesiology program are:

1. At least 12 units of credit, including:
    - 1.5 units each of
        - EPHE 141
        - EPHE 242
        - EPHE 143
        - Math 100 or 102 or 109
    - Additional 3.0 units of science (from BIOL, CHEM, MATH, PHYS, STAT 255, EPHE 241)
    - 1.5 units of ENGL 135 or ENGR 110 or any ACWR-designated 10L course that meets the AWR requirement
    - units of additional course work
2. a minimum grade point average of 5.0 ("B" average) on the most recent 12 units. Achieving the minimum course grades or GPA for the program does not ensure acceptance.
3. all requirements for admission must be complete by April 30.

Proposed Changes and Rationale

Proposed changes to 2nd year or higher level admission requirements and the rationale include:

- **EPHE 242 be removed as an admission requirement** – There is poor transfer articulation for this Cellular Physiology course which will create barriers for transfer students from other post secondary institutions in applying for Year 2 or higher entry into the BSc Kinesiology program.
- **EPHE 241 be added as an admission requirement** – Systemic Physiology course has good transfer articulation from other post secondary instituions allowing for students from other post secondary institutions to apply for Year 2 or higher entry into the BSc Kinesiology program

In summary, these proposed changes to the admission requirements will:

- Reduce barriers to admission to the BSc Kinesiolgy program from other post secondary instituions.
- Maintain appropriate program flow

Recommended Motion

That Senate approve new Year 2 or higher admission requirements for the Faculty of Education, BSc Kinesiology program effective for September 2021 entry, to be published in the May 2020 edition of the undergraduate academic calendar.

Year 2 Entry

The requirements for admission to Year 2 or higher of the BSc Kinesiology program are:

4. At least 12 units of credit, including:
   - 1.5 units each of
     - EPHE 141
     - EPHE 143
     - EPHE 241
     - Math 100 or 102 or 109
   - Additional 3.0 units of science (from BIOL, CHEM, MATH, PHYS, STAT 255, EPHE 242)
   - ENGL 135, ENGR 110 or any other 1.5 unit course that meets the Academic Writing Requirement
   - 1.5 units of additional course work
5. a minimum grade point average of 5.0 ("B" average) on the most recent 12 units. Achieving the minimum course grades or GPA for the program does not ensure acceptance.
6. all requirements for admission must be complete by April 30.

![University of Victoria logo]

Senate Committee
Admission, Re-registration
and Transfer

MEMO

Date: October 31, 2019

To: Members of Senate

From: Dr. Sandra Hundza
Chair, Senate Committee on Admission, Re-registration and Transfer

Re: **Transfer requirements for the Computer Science Program,
Faculty of Engineering**

At its meeting of October 8th, 2019, the Senate Committee on Admission, Re-registration and Transfer (SCART) considered a proposal from Dr. LillAnne Jackson, Associate Dean Undergraduate Programs, Faculty of Engineering.

SCART recommended some minor changes for clarity, which have been addressed on the proposal dated October 10th, 2019. With these revisions complete, SCART supports the attached proposal and has voted to endorse the proposed revised transfer requirements.

The proposal was then referred to the Senate Committee on Academic Standards (SCAS) for further consultation. SCAS considered the proposal at its meeting of October 23rd, 2019 and expresses no academic standards concerns.

Recommended Motion:

That Senate approve the enclosed revised transfer requirements for the Faculty of Engineering Computer Science program and that these requirements be published in the May 2020 edition of the undergraduate academic calendar.

Respectfully submitted,

2019/2020 Senate Committee on Admission, Re-registration and Transfer
Dr. Sandra Hundza (Chair), Faculty of Education
Dr. Anne Bruce (Vice-Chair), Faculty of Human & Social Development
Ms. Tricia Best, International Student Services
Dr. Dale Ganley, Peter B. Gustavson School of Business
Dr. Fraser Hof, Faculty of Science
Dr. Cindy Holder, Associate Dean, Academic Advising, Faculties of Science, Social Sciences and Humanities
Dr. LillAnne Jackson, Representative to the BC Council on Transfer Credit
Mr. Joel Lynn, Executive Director, Student Services
Dr. Stuart MacDonald, Faculty of Social Sciences

Ms. Emma Mason, Counselling Services
Dr. Phalguni Mukhopadhyaya, Faculty of Engineering
Mr. Jack Ni, Student Senator
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Mr. Marshall Scott-Bigsby, Student Senator
Ms. Wendy Taylor, Acting Registrar
Mr. Efe Turker, UVSS Representative
Ms. Laurie Barnas, Associate Registrar (Secretary)
Ms. Patricia Konkin (Recording Secretary)

University of Victoria | Senate Committee on
Academic Standards

MEMO

Date: October 25, 2019

To: Sandra Hundza, Chair, Senate Committee on Admission, Re-registration and Transfer

From: Ada Saab
Associate University Secretary

Re: **Transfer requirements for the Computer Science Program, Faculty of Engineering**

At its meeting on October 23, 2019 the Senate Committee on Academic Standards considered a proposal to the Senate Committee on Admission, Re-registration and Transfer (SCART) regarding a proposal from the Associate Dean, Undergraduate Programs, Faculty of Engineering, to change the transfer requirements into Computer Science. Committee members had no concerns related to the academic standards of the proposal.

University of Victoria

MEMO

Faculty of Engineering
Engineering Undergraduate Office
Engineering Office Wing, Room 206
engr@uvic.ca | 250-721-6023

DATE: October 10th, 2019

TO: Senate Committee on Admission, Re-registration & Transfer

COPY: Senate Committee on Academic Standards

FROM: Dr. LillAnne Jackson, Associate Dean Undergraduate Programs, Faculty of Engineering

RE: Changes to transfer requirements into Computer Science

This proposal is an update to the language surrounding to transfer requirements into Computer Science to make the Computer Science related course requirements explicit and to ensure the same admission standards are applied to those transferring from other institutions, faculties and departments.

Below is an overview of these changes including an itemized list of the wording changes made and the rationale behind these changes.

Transfers from Other Faculties and Transfers from Other Institutions (Proposed calendar wording below this bulleted list).

- Added transfer from other 'program/programs' in addition to 'other faculty/faculties'
  - This change is proposed to ensure the calendar explicitly states that students transferring to Computer Science from other programs within the Faculty of Engineering (BEng, BSEng) will be held to the same standards as those transferring from other faculties.
- Add CSC 111 as an acceptable substitute for CSC 110 as a transfer requirement.
  - This is currently our practice as CSC 110 and CSC 111 are considered equivalent courses. This change to the calendar will make this practice explicit and avoid any confusion.
- Expand the list of required courses to all Year 1 CSC and MATH courses and require that students meet the program's minimum grade requirement by earning a minimum grade of 'C' in all CSC, SENG and MATH courses undertaken.
  - The explicit list of required courses with a 'C' grade is intended to ensure transfer students have a grasp of the fundamental first year related Computer Science courses to increases their success rate as they progress towards a Bachelor of Science in Computer Science.
- Remove MATH 100 or MATH 109 as a specific course requirement for transfer
  - MATH 100 and 109 are pre-requisites for the newly added MATH 101. We are finding that students transferring from some international institutions (primarily in China) are granted transfer credit for MATH 101, but not MATH 100/109. The Math department

feels that the two courses build upon one another, so if a student has credit for MATH 101, it is understood that they have a good understanding of the concepts taught in MATH 100/109.

UG-EN-CSC-REQ | Computer Science (Undergraduate) - Requirements

Transfers from Other Faculties or Programs

A student in another faculty or program who wishes to transfer into a BSc program in the Faculty of Engineering must have completed 12 units of courses including CSC 110 or CSC 111; CSC 115 or CSC 116; and MATH ~~100~~101, and ~~or~~have obtained a minimum grade of C in all program required CSC, SENG and MATH ~~109~~courses taken. Transfer applicants must also have a minimum C+ average on the most recent 12 units of courses at the time of transfer. A student in another ~~faculty~~program who has completed one or more sessions at the University must also have satisfactory standing as defined by the University at the time of transfer.

Transfers from Other Institutions

To be eligible for admission to a BSc program in the Faculty of Engineering on the basis of work completed at another ~~postsecondary~~post-secondary institution, a student must be eligible for transfer credit for at least 12 units of courses and have at least a C+ average on their most recent 12 units of courses. Transfer students must also have completed the equivalent of CSC 110 or CSC 111; CSC 115 or CSC 116; and MATH ~~100~~101, ~~or~~and have obtained a minimum grade of C in all program required CSC-, SENG- and MATH-transferable ~~109~~courses.

Admission to Specific Computer Science Programs

~~On~~All ~~admission~~students admitted into the Computer Science program must declare into either a Major or Honours degree program once they have successfully completed CSC 226, ~~students~~CSC ~~are~~230 ~~normally~~and ~~placed~~SENG 265. In order to declare their degree program, a student must have a minimum grade of C in all required courses (according to the ~~BSc~~specific ~~Major~~program ~~Program~~requirements) at the time of declaration.

Applications for admission to Computer Science Co-op programs are normally completed at the end of the student's first term of studies but are accepted until the beginning of a student's third year. Application deadlines are September 15 and January 15. Detailed information is available at the Computer Science Co-op Office.

Applications for admission to the Honours Program in Computer Science are normally made at the end of ~~the~~Year ~~student's second year of studies~~2.

On admission to a Major or Honours Program in Computer Science, a student from outside the faculty must register in the Faculty of Engineering.

Sincerely,

Dr. L. Jackson, EngL
Associate Dean Undergraduate Programs

University of Victoria | Senate Committee on Agenda and Governance

MEMO

Date: November 22, 2019

To: Senate

From: Senate Committee on Agenda and Governance

Re: **Appointments to the Senate Committee on Appeals and the Joint Senate Board Retreat Committee**

The Senate Committee on Agenda and Governance nominations sub-committee met on November 22, 2019 to consider the appointments to the Senate Committee on Appeals and the Joint Senate-Board Retreat Committee.

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

The Senate Committee on Agenda and Governance recommends the appointments of JoAnne Clarke (Division of Continuing Studies), Brian Leacock (Peter B. Gustavson School of Business), and Sean Oliver (Student Senator) to join the Joint Board Senate Retreat committee for a term beginning January 1, 2020 and ending on December 31, 2020.

Motion

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

Motion

> *The Senate approve the appointments of Jo-Anne Clarke, Brian Leacock, and Sean Oliver to the Joint Board Senate Retreat Committee for a term beginning January 1, 2020 and ending on December 31, 2020.*

/attachment

Respectfully submitted,
2019/2020 Senate Committee on Agenda and Governance
Jamie Cassels, Chair, President and Vice-Chancellor*
Saul Klein, Vice-Chair, Peter B. Gustavson School of Business*
Carrie Andersen, Acting University Secretary
Chandra Beaveridge, Convocation Senator
Aaron Devor, Faculty of Social Sciences
Robin Hicks, Faculty of Science
Valerie Kuehne, Vice-President Academic and Provost
Helen Kurki, Faculty of Social Sciences
Annalee Lee, Faculty of Humanities*
Dean Seeman, Libraries*
(Alivia) Tianyi Wang, Student Senator*
Ada Saab, Secretary, Acting Associate University Secretary*

*members of the Nominations Sub-committee

2019- 2020 Senate Committees

Senate Committee on Appeals

Name	Faculty or Department	Term
Michelle Lawrence (Chair) (NS) (Mark Gillen replacing Michelle while she is on leave Jan 1 – Jun 30, 2020)	Law	2021 (2018)
Mauricio Garcia-Barrera (S) (Vice-Chair)	Graduate Studies	2021 (2018)
CindyAnn Rose-Redwood (S)	Social Sciences	2022 (2019)
Neil Burford (S)	Science	2021 (2018)
Dale Ganley (NS)	Business	2022 (2017)
Jillian Roberts (NS)	Education	2020 (2017)
Poman So (NS)	Engineering	2022 (2016)
Stephen Ross (NS)	Humanities	2021 (2015)
Susan Strega (S)	HSD	2022 (2019)
Carolyn Butler-Palmer (S)	Fine Arts	2021 (2015)
Caelen Cook (S)	Student Senator	2020 (2019)
Eslam Mehina (S)	Student Senator	2020 (2019)
Afnan Juma (S)	**Student Senator**	**2020 (2019)**
Maan Hani (NS)	Student Representative (GSS)	2020 (2018)
Ada Saab (Secretary)	Associate University Secretary	

2

University of Victoria | Senate Committee on Agenda and Governance

MEMO

Date: November 20, 2019

To: Senate

From: Senate Committee on Agenda and Governance

Re: **Proposal to Revise the 10-Year Sessional Calendar**

At the January 19, 2018 meeting of the Senate Committee on Agenda and Governance, the committee reviewed a request from the Chairs and Directors of the Faculties of Humanities and Social Sciences (Appendix A). This request proposed a revision to the current 10-Year Sessional Calendar (Appendix B). The suggestion was to increase to a five business day break between the last day of December exams and the start of the spring term to allow for greater planning and preparation. Following a discussion of the issue, a sub-committee was convened for further examination and to make a recommendation to the committee as a whole.

The sub-committee met regularly since October 2018 to review the suggested revision to the calendar by examining policies and practices at UVic. The committee was informed of the University Secretary's Principles of the 10-Year Sessional Calendar, which determined the process to assign the university's term dates. Consultations with the Office of the Registrar were conducted with a specific focus on the exam timetable.

During the research and preliminary consultation phase, it was found that a variety of restrictions must be considered. The start of each term must lie within the confines of a 365-day calendar of statutory holidays and weekends and also adhere to the Senate approved operational requirements of 59-62 instructional days per term. Consultation with the Senate Committee on Academic Standards was held to determine if there were any issues with a more consistent minimum 59-day term. It was concluded that as the term varies from 59-62 instructional days currently, curriculum planning has already accommodated this into the academic term.

As it was not possible to adjust to the requested five business day break between the first business day in January and the start of classes for the spring term, various alternatives were considered to recognize the work of teaching faculty required to work throughout the holiday to meet grading deadlines while preparing for the following term. In an attempt to include as much of a break as time would allow, several different scenarios were mapped out and are explained in this memo to recommend and explain the most optimal solution.

First, a three business day break was inserted using the existing calendar principles. Although this lengthened the break for an increased number of years, it left other years without any break between the last day of exams in April and the first day of classes for the summer term (Appendix C).

An adjustment was made to the principles to allow for classes to begin on the first Monday of the new year. Once again, this ran into issues with exams in April (Appendix D).

As a final point to the initial investigation, a solution was found using another adjusted principle for those classes currently scheduled to begin on Wednesday, Thursday, or Friday, to be moved to begin on the following Monday. After consultation with the Centre for Accessible Learning and the Faculty Association, the committee recommended to Senate at its meeting April 5, 2019 this solution (Appendix E). It was felt that this would allow enough

time for instructors to prepare for spring classes while maintaining a consistent set of principles for the preparation of the 10-Year Sessional Calendar.

Discussion among Senate members resulted in a request to investigate further scenarios to allow for less restriction due to the exam timetable. Senate members felt the length of the exam timetable was detrimental to the efforts to allow for a greater break between terms. The restrictions created were recognized as an important issue for investigation but are beyond the scope of the sub-committee.

Using the feedback received from Senate, a coordination with the K-12 calendar was investigated and resulted in a calendar that did not increase the number of days before classes began. This revision defeated the purpose of the adjustment (Appendix F).

A new proposed calendar revision incorporated a revision to the summer session classes with a revised start on the 1st Wednesday in May and the following revised calendar principles (Appendix G):

- In the current calendar, classes that currently begin on Wednesday, Thursday or Friday were moved to the following Monday; however, when the 1st business day starts on a Monday, classes will begin on Wednesday after the 1st business day of the year
- Total of 14 exams days for April exams (excluding Sundays)
- May/August (K) classes begin 1st Wednesday of May

It is this final calendar revision that the committee recommends to Senate as the proposal for revision to the 10-year Sessional Calendar.

> **Motion:**
> That Senate approve the revised principles for creating the Winter and Summer Sessions of the 10-Year Sessional Calendar and that these changes be implemented for the next iteration of the 10-Year Sessional Calendar.

/attachments

Respectfully submitted,
2019/2020 Senate Committee on Agenda and Governance
Jamie Cassels (Chair), President and Vice-Chancellor
Saul Klein (Vice-Chair), Dean, Peter B. Gustavson School of Business
Carrie Andersen, University Secretary
Chandra Beaveridge, Convocation Senator
Aaron Devor, Faculty of Social Sciences
Robin Hicks, Faculty of Science
Helen Kurki, Faculty of Social Sciences
Valerie Kuehne, Vice-President Academic and Provost
Annalee Lepp, Faculty of Humanities
Dean Seeman, Libraries
Alivia Wang, Student Senator
Ada Saab (Secretary), Associate University Secretary

APPENDIX A – REQUEST TO REVISE ANNUAL SESSIONAL CALENDAR

University of Victoria

Faculty of Social Sciences
Cornett Building Room B246b, PO Box 1700 STN CSC, Victoria BC V8W 2Y2 Canada
T 250-721-7057 | F 250-721-6215| uvic.ca/socialsciences/

SUBJECT: Request to Revise Annual Sessional Calendar

FROM: Faculty of Social Sciences and Faculty of Humanities Chairs and Directors

DATE: November 2017

We write to follow-up on a concern raised by the Faculty of Social Sciences Chairs and Director in October 2016 that seems to have gained no traction but has substantive implications for issues of "Quality" as articulated in UVic's Strategic Plan and Enhanced Planning processes. As the Chairs and Directors of the Social Sciences and Humanities Faculties, we write to ask that steps be taken to **review and revise the annual sessional calendar and exam schedule.** We are motivated to press for this review in light of the **unduly short turn-around time between the official end of the fall and the beginning of the winter term**. This places faculty under considerable pressure to complete marking and prepare course materials for the new term during the official holiday closure, particularly in those years when winter classes begin a day or two after New Year's Day. Faculty can be found working in unheated offices without access to library or computer staff (for reserve and CourseSpaces help) as they organise course materials for the new term and department. Office staff also have little time to prepare for the flurry of student activity that accompanies the term's beginning. A similar tight turnaround is confronted by teaching faculty with a summer obligation, though without the added difficulty of university closure.

We are particularly concerned about this unduly short turn-around time for the **well-being of Assistant and Associate Teaching Professors who are faced with heavier teaching loads and have little down-time between terms to recharge**. We can all point to instances when ATPs had their finals scheduled late in the exam period. As a result they were marking papers up to and beyond the holiday closure and were faced with preparing for several new courses after a break of only a few days. This is **a recipe for faculty burn-out that can be remediated through modest adjustments to the sessional calendar.** Finally, the high rate of student absenteeism in the first week of the winter term suggests that students are voting with their feet on this matter, and in the process compromising pedagogical aims as instructors cope with consequences of students first attending classes several days or a week into term. Both have substantive implications for our institution's aspirations to maintain and enhance quality.

We strongly urge the university to seek a solution that ensures that **faculty and staff have at least three and up to five working days after New Year's Day when the university is open and services are restored** to prepare for the start of the new teaching term. This could be achieved through some combination of the following possible solutions:

Reduce the length of the fall and spring exam periods. Though this may lead to the problem of conflicting finals for some students, other universities address this through clearly formulated policies.[1] Reducing the

length of both exam periods will 'buy' days that can be used to provide a more substantive winter break without affecting the length of either teaching term.

Reduce the length of exam sessions from three to two hours, enabling more exams to be scheduled in a shorter exam period.

Extend the end date of spring term if no accommodation can be reached through adjustments to the exam schedule in order to provide a slightly later start date to spring term.

We urge the Senate and its relevant committees, administrators and the Faculty Association to work together to address this issue which has central relevance to the issues of quality highlighted by our governing frameworks.

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[1] https://www.mcgill.ca/students/exams/conflicts; http://www.concordia.ca/students/exams/conflicts.html

APPENDIX B – CURRENT UNIVERSITY OF VICTORIA SESSIONAL CALENDAR

ACADEMIC YEAR	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027	2027/2028
SUMMER SESSION	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**	2027
May/Aug ("K") courses begin	May 7	May 6	May 4	May 3	May 2	May 1	May 6	May 5	May 4	May 3
May and May/June ("A"&"M") courses begin - May	14	13	11	10	9	15	13	12	11	10
Victoria Day-May	21	20	18	24	23	22	20	19	18	24
May ("A")courses end	June 6	June 5	June 3	June 2	June 1	June 7	June 5	June 4	June 3	June 2
June("J")courses begin-June	June 7	June 6	June 4	June 3	June 2	June 8	June 6	June 5	June 4	June 3
Spring Convocation-June	11,12,13,14,15	10,11,12,13,14	8,9,10,11,12	7,8,9,10,11	13,14,15,16,17	12,13,14,15,16	10,11,12,13,14	9,10,11,12,13	8,9,10,11,12	7, 8, 9, 10, 11
May/June and June ("M"& "J") courses end-June	29	28	26	25	24	30	28	27	26	25
Canada Day-July 1	Sun	Mon	Wed	Thur	Fri	Sat	Mon	Tue	Wed	Thur
May/Aug courses Read Break	Jul 2 - 3	Jul 1 - 2	Jul 1 - 2	Jul 1 -2	Jun 30 – Jul1	Jul 3 – 4	Jul 1 – 2	Jun 30 – Jul 1	Jul 1 – 2	Jul 1 – 2
July and July/August ("P"&"R") courses begin	4	3	6	5	4	5	3	3	6	5
July courses ("P")end-July	26	25	28	27	26	27	25	25	28	27
August("Q")courses begin-July	27	26	29	28	27	28	26	28	29	28
Last day of classes - May/August ("K") courses	Aug 3	Aug 2	July 31	July 30	July 29	July 28	Aug 2	Aug 1	July 31	July 30
B.C. Day - August	6	5	3	2	1	7	5	4	3	2
Examinations begin - May/August courses-August	7	6	4	3	2	8	6	5	4	3
Examinations end - May/August courses-August	17	16	17	19	17	18	17	16	17	16
July/August and August "R"&"Q") courses end-August	20	19	21	20	19	21	18	20	21	20
WINTER SESSION	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**	**2027**
Labour Day-September	3	2	7	6	5	4	2	1	7	6
Classes start	5	4	9	8	7	6	4	3	9	8
Thanksgiving-October	8	14	12	11	10	9	14	13	12	11
November 11	Sun	Mon	Wed	Thur	Fri	Sat	Mon	Tue	Wed	Thur
Reading Break-November	12 - 14	11 - 13	9 - 11	10 - 12	9 - 11	13 – 15	11 – 13	10 – 12	9 – 11	10 – 12
Fall Convocation-November	13 & 14	12 & 13	9 & 10	10 & 12	9 & 10	14 & 15	12 & 13	10 & 12	9 & 10	10 & 12
Classes end-December	5	4	4	3	2	1	4	3	4	3
Examinations-December	8 - 22	7 - 21	7 - 21	6 – 20	5 – 19	4 – 18	7 – 21	6 – 20	7 – 21	6 – 20
	2019	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**	**2027**	**2028**
Classes start-January	7	6	4	5	4	3	6	5	4	5
Family Day – February	18	17	15	21	20	19	17	16	15	21
Reading Break-February	18 - 22	17 - 21	15 - 19	21 - 25	20 - 24	19 - 23	17 - 21	16 - 20	15 - 19	21 – 25
Easter weekend	Apr 19 - 22	Apr 10 - 13	Apr 2 - 5	Apr 15 – 18	Apr 7 – 10	Mar 29 – Apr 1	Apr 18 - 21	Apr 3 – 6	Mar 26 - 29	14 – 17
Classes end-April	5	3	1	4	6	5	4	2	5	6
Examinations-April	8 - 27	6 - 24	6 - 22	6 – 25	11 – 26	8 – 23	7 – 25	7 – 22	8 – 23	10 – 28
Summer class days	62	62	62	62	62	62	62	62	62	62
Days lost	MMT	MMT	MWR	MTF	MRF	MMT	MMT	MMT	MWR	MRF
Fall class days	62	62	59	59	59	59	62	62	59	59
Days lost	MMTW	MMTW	MMTW	MWTF	MWRF	MMTW	MMTW	MMTW	MMTW	MWRF
Winter class days	60	60	59	59	62	61	60	59	59	62
Days lost	MTWRF	MTWRF	MTWRF	MTWTF	MTWRF	MTWRFFM	MTWRF	MTWRF	MTWRFFM	MTWRF

APPENDIX C: PROPOSED 10-YEAR SESSIONAL CALENDAR
WITH 3-DAY BREAK

PROPOSED CALENDAR DATES (3 additional business days between 1st business day and start of classes)	2021	2022	2023	2024 (LEAP YEAR)	2025	2026	2027	2028
WINTER SESSION								
1st business day in January	4 (Monday)	4 (Tuesday)	3 (Tuesday)	2 (Tuesday)	2 (Thursday)	2 (Friday)	4 (Monday)	4 (Tuesday)
Classes start-January	*7 (Thursday)*	*10 (Monday)*	*9 (Monday)*	*8 (Monday)*	*7 (Tuesday)*	*7 (Wednesday)*	*7 (Thursday)*	*7 (Friday)*
Classes end-April	*8 (Thursday)*	*7 (Thursday)*	6 (Thursday)	*8 (Monday)*	4 (Friday)	*8 (Wednesday)*	*8 (Thursday)*	6 (Thursday)
Easter weekend	Apr 2 – 5 (Friday – Monday)	Apr 15 – 18 (Friday – Monday)	Apr 7 – 10 (Friday – Monday)	Mar 29 – Apr 1 (Friday – Monday)	Apr 18 – 21 (Friday – Monday)	Apr 3 – 6 (Friday – Monday)	Mar 26 – 29 (Friday – Monday)	Apr 14 - 17
Examinations-April	*12 – 27 (Mon. – Tues.)*	*11 – 29 (Wed. – Fri.)*	11 – 26 (Tues. – Wed.)	*11 – 26 (Thur. – Fri.)*	7 – 25 (Mon. – Fri.)	*11 – 27 (Sat. – Mon.)*	*12 – 27 (Mon. – Tues.)*	10 – 28 (Mon – Fri)
Winter class days	59	59	*59*	*59*	*59*	59	59	*60*
SUMMER SESSION								
Number of days between end of April exams and beginning of May (K) courses	*3 (Wed. – Fri.)*	*0 days*	2 (Thur. – Fri.)	*5 (Mon. – Fri.)*	5 (Mon. – Fri.)	*4 (Tues. – Fri.)*	*3 (Wed. – Fri)*	Saturday and Sunday only
May/Aug ("K") courses begin	May 3 (Monday)	May 2 (Monday)	May 1 (Monday)	May 6 (Monday)	May 5 (Monday)	May 4 (Monday)	May 3 (Monday)	May 1
May and May/June ("A"&"M") courses begin - May	10 (Monday)	9 (Monday)	15 (Monday)	13 (Monday)	12 (Monday)	11 (Monday	10 (Monday)	May 8

APPENDIX D: PROPOSED 10-YEAR SESSIONAL CALENDAR
WITH CLASSES BEGINNING ON THE 1ST MONDAY IN JANUARY

** given that the 1st business day in January was Monday, classes where delayed by 1 week

PROPOSED CALENDAR DATES (start classes on 1st Monday in January)	2021	2022	2023	2024 (LEAP YEAR)	2025	2026	2027	2028
WINTER SESSION								
1st business day in January	4 (Monday)	4 (Tuesday)	3 (Tuesday)	2 (Tuesday)	2 (Thursday)	2 (Friday)	4 (Monday)	4 (Tuesday)
Number of business days before classes begin (plus weekend)	*4 days plus Sat and Sun*	*4 days plus Sat and Sun*	*4 days plus Sat and Sun*	*4 days plus Sat and Sun*	*2 days plus Sat and Sun*	*1 day plus Sat and Sun*	*0 days*	*3 plus Sat and Sun*
Classes start 1st Monday in January	*11***	*10***	*9*	*8*	6	5	4	*10*
Classes end-April	*12 (Monday)*	*7 (Thursday)*	6 (Thursday)	*8 (Monday)*	4 (Friday)	*8 (Wednesday)*	*8 (Thursday)*	6 (Thursday)
Easter weekend	Apr 2 – 5 (Friday – Monday)	Apr 15 – 18 (Friday – Monday)	Apr 7 – 10 (Friday – Monday)	Mar 29 – Apr 1 (Friday – Monday)	Apr 18 – 21 (Friday – Monday)	Apr 3 – 6 (Friday – Monday)	Mar 26 – 29 (Friday – Monday)	Apr 14 – 17 (Friday – Monday)
Examinations-April	*15 – 30 (Thur. – Fri.)*	*11 – 29 (Wed. – Fri.)*	11 – 26 (Tues. – Wed.)	*11 – 26 (Thur. – Fri.)*	7 – 25 (Mon. – Fri.)	*11 – 27 (Sat. – Mon.)*	*12 – 27 (Mon. – Tues.)*	10 – 28 (Mon. – Fri.)
Winter class days	59	59	*59*	*59*	60	59	59	*59*
SUMMER SESSION								
Number of days between end of April exams and beginning of May (K) courses	*0 days*	*0 days*	2 (Thur. – Fri.)	*5 (Mon. – Fri.)*	5 (Mon. – Fri.)	*4 (Tues. – Fri.)*	*3 (Wed. – Fri)*	0 days
May/Aug ("K") courses begin	May 3 (Monday)	May 2 (Monday)	May 1 (Monday)	May 6 (Monday)	May 5 (Monday)	May 4 (Monday)	May 3 (Monday)	May 1 (Monday)
May and May/June ("A"&"M") courses begin - May	10 (Monday)	9 (Monday)	15 (Monday)	13 (Monday)	12 (Monday)	11 (Monday	10 (Monday)	8 (Monday)

APPENDIX E: PROPOSED 10-YEAR SESSIONAL CALENDAR
CLASSES THAT CURRENTLY BEGIN ON WEDNESDAY, THURSDAY OR FRIDAY MOVE TO FOLLOWING MONDAY

PROPOSED CALENDAR DATES (If classes currently begin on Wednesday, Thursday or Friday, move to following Monday)		2021	2022	2023	2024 (LEAP YEAR)	2025	2026	2027	2028
WINTER SESSION									
1st business day in January		4 (Monday)	4 (Tuesday)	3 (Tuesday)	2 (Tuesday)	2 (Thursday)	2 (Friday)	4 (Monday)	4 (Tuesday)
Number of business days before classes begin (plus weekend)		*0 days*	*4 days plus Sat and Sun*	*4 days plus Sat and Sun*	*4 days plus Sat and Sun*	*2 days plus Sat and Sun*	*1 day plus Sat and Sun*	*0 days*	*3 plus Sat and Sun*
Classes start-January		4 (Monday)	*10 (Monday)*	*9 (Monday)*	*8 (Monday)*	6 (Monday)	5 (Monday)	4 (Monday)	*10 (Monday)*
Classes end-April		1 (Thursday)	*7 (Thursday)*	6 (Thursday)	*8 (Monday)*	4 (Friday)	2 (Thursday)	5 (Monday)	6 (Thursday)
Easter weekend		Apr 2 – 5 (Friday – Monday)	Apr 15 – 18 (Friday – Monday)	Apr 7 – 10 (Friday – Monday)	Mar 29 – Apr 1 (Friday – Monday)	Apr 18 – 21 (Friday – Monday)	Apr 3 – 6 (Friday – Monday)	Mar 26 – 29 (Friday – Monday)	Apr 14 – 17 (Friday – Monday)
Examinations-April		6 –22 (Tues. – Thurs.)	*11 – 29 (Wed. – Fri.)*	11 – 26 (Tues. – Wed.)	*11 – 26 (Thur. – Fri.)*	7 – 25 (Mon. – Fri.)	7 – 22 (Tues. – Wed.)	8 – 23 (Thur. – Fri.)	10 – 28 (Mon. – Fri.)
Winter class days		59	59	*59*	*59*	60	59	59	*59*
SUMMER SESSION									
Number of days between end of April exams and beginning of May (K) courses		6 (Fri. – Fri.)	*0 days*	2 (Thur. – Fri.)	*5 (Mon. – Fri.)*	5 (Mon. – Fri.)	7 (Thur. – Fri.)	5 (Mon. – Fri)	0 days
May/Aug ("K") courses begin		May 3 (Monday)	May 2 (Monday)	May 1 (Monday)	May 6 (Monday)	May 5 (Monday)	May 4 (Monday)	May 3 (Monday)	May 1 (Monday)
May and May/June ("A"&"M") courses begin - May		10 (Monday)	9 (Monday)	15 (Monday)	13 (Monday)	12 (Monday)	11 (Monday	10 (Monday)	8 (Monday)

APPENDIX F: PROPOSED 10-YEAR SESSIONAL CALENDAR WITH CLASSES STARTING SAME AS K-12

	2021	2022	2023	2024 LEAP YEAR	2025	2026	2027	2028
WINTER SESSION								
1st business day in January	4 (Mon)	4 (Tue)	3 (Tue)	2 (Tue)	2 (Thu)	2 (Fri)	4 (Mon)	4 (Tue)
Number of business days before classes begin (plus weekend)	*0 days*	*0 days*	*0 days*	*4 days*	*2 days plus Sat and Sun*	*0 days plus Sat and Sun*	*0 days*	*0 days*
Classes start-January	4 (Monday)	*4 (Tuesday)*	*3 (Tuesday)*	*8 (Monday)*	6 (Monday)	5 (Monday)	4 (Monday)	*4 (Tuesday)*
Classes end-April	*6 (Tuesday)*	4 (Monday)	*3 (Monday)*	*9 (Tuesday)*	4 (Friday)	*7 (Tuesday)*	*6 (Tuesday)*	*3 (Monday)*
Easter weekend (Friday – Monday)	Apr 2 – 5	Apr 15 – 18)	Apr 7 – 10	Mar 29 – Apr 1	Apr 18 – 21	Apr 3 – 6	Mar 26 – 29	Apr 14 - 17
Examinations - April 14 exam days	*9 – 24 (Fri – Sat)*	*7 – 26 (Thu – Tue)*	*6 – 25 (Thu – Tue)*	*12 – 27 (Fri – Sat)*	7 – 25 (Mon–Fri)	*10 – 25 (Fri – Sat)*	*9 – 24 (Fri – Sat)*	*6 – 25 (Thu – Tue)*
60 Winter class days	*60*	*60*	*60*	*60*	60	*60*	*60*	*60*
SUMMER SESSION								
Number of business days between end of April exams and beginning of May (K) courses	*5 days plus Sat and Sun*	*3 days plus Sat and Sun*	*3 days plus Sat and Sun*	*5 days plus Sat and Sun*	*5 days plus 2 weekends*	*5 days plus 1 ½ weekends*	*5 days plus 1 ½ weekends*	*3 days plus Sat and Sun*
May/Aug ("K") courses begin (Monday)	May 3	May 2	May 1	May 6	May 5	May 4	May 3	May 1
May and May/June ("A"&"M") courses begin (Monday)	May 10	May 9	May 15	May 13	May 12	May 11	May 10	May 8

APPENDIX G: PROPOSED 10-YEAR SESSIONAL CALENDAR

Revised Principles used

- In the current calendar, classes that currently begin on Wednesday, Thursday or Friday were moved to the following Monday, however, when the 1st business day starts on a Monday, classes will start on Wednesday after the 1st business day of the year
- Total of 14 exams days for April exams (excluding Sundays)
- May (K) classes begin 1st Wednesday of May

PROPOSED CALENDAR DATES	2021	2022	2023	2024 (LEAP YEAR)	2025	2026	2027	2028
WINTER SESSION								
1st business day in January	4 (Monday)	4 (Tuesday)	3 (Tuesday)	2 (Tuesday)	2 (Thursday)	2 (Friday)	4 (Monday)	4 (Tuesday)
Number of business days before classes begin (plus weekend)	*2 days*	*4 days plus Sat and Sun*	*4 days plus Sat and Sun*	*4 days plus Sat and Sun*	*2 days plus Sat and Sun*	*1 day plus Sat and Sun*	*2 days*	*4 days plus Sat and Sun*
Classes start-January	*6 (Wednesday)*	*10 (Monday)*	*9 (Monday)*	*8 (Monday)*	6 (Monday)	5 (Monday)	*6 (Wednesday)*	*10 (Monday)*
Classes end-April	*7 (Wednesday)*	*7 (Thursday)*	6 (Thursday)	*8 (Monday)*	4 (Friday)	2 (Thursday)	*7 (Wednesday)*	*7 (Friday)*
Easter weekend	Apr 2 – 5 (Friday – Monday)	Apr 15 – 18 (Friday – Monday)	Apr 7 – 10 (Friday – Monday)	Mar 29 – Apr 1 (Friday – Monday)	Apr 18 – 21 (Friday – Monday)	Apr 3 – 6 (Friday – Monday)	Mar 26 – 29 (Friday – Monday)	Apr 14 – 17 (Friday – Monday)
Examinations-April 14 exam days	*10 – 26 (Sat. – Mon.)*	*11 – 29 (Wed. – Fri.)*	11 – 26 (Tues. – Wed.)	*11 – 26 (Thur. – Fri.)*	7 – 25 (Mon. – Fri.)	7 – 22 (Tues. – Wed.)	*10 – 26 (Sat. – Mon.)*	10-28 (Mon. – Fri)
Winter class days	59	59	*59*	*59*	60	59	59	*60*
SUMMER SESSION								
Number of days between end of April exams and beginning of May (K) courses (including Sat. and Sun.)	*8 (Tue. – Tue.)*	*4 (Sat. – Tue.)*	*6 (Thur. – Tue.)*	*11 (Sat. – Tue.)*	*11 (Sat. – Tue.)*	*13 (Thur. – Tue.)*	*11 (Sat. – Tue.)*	*4 (Sat. – Tue)*
May/Aug ("K") courses begin 1st Wednesday of May	*May 5 (Wednesday)*	*May 4 (Wednesday)*	*May 3 (Wednesday)*	*May 8 (Wednesday)*	*May 7 (Wednesday)*	*May 6 (Wednesday)*	*May 5 (Wednesday)*	*May 3 (Wednesday)*
May and May/June ("A"&"M") courses begin - May	10 (Monday)	9 (Monday)	15 (Monday)	13 (Monday)	12 (Monday)	11 (Monday	10 (Monday)	8 (Monday)

University of Victoria | Senate Committee on Awards

MEMO

Date:	13 November 2019
To:	Senate
From:	Senate Committee on Awards
Re:	**New and Revised Awards**

The Senate Committee on Awards met on November 8, 2019 and approved a number of new and revised awards for Senate's approval. Terms of these awards are attached.

Recommended 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:

- Ted and Helen Hughes Entrance Award (revised)
- One Heart for Reconciliation Award* (revised)
- Vincent Short Memorial Theatre Scholarship* (revised)
- Visca/Dais-Visca Scholarship in Public Law/Legal Studies (new)
- The Joyce Family Foundation <u>Award</u> ~~Bursary~~ for Indigenous Students* (revised)
- Leeder Family Memorial <u>Scholarship</u> ~~Bursary~~ in Economics* (revised)
- Leeder Family Memorial <u>Scholarship</u> ~~Bursar~~y in Mathematics* (revised)
- Pearson Family ~~Africa~~ Award (revised)
- Royal Jubilee Hospital School of Nursing Alumnae Association Student Award* (revised)
- University of Victoria Youth in Care Award (revised)
- Murray & Lynda Farmer Scholarship* (revised)
- David McGillivray Scholarship in Science* (new)
- Mairi Riddel Memorial ~~Book~~ Prize* (revised)
- Brendan Gaunt Environmental Law Award (new)
- Harold G. Craven Scholarship* (revised)

Administered by the University of Victoria Foundation

Terms for New and Revised Awards

Additions are <u>underlined</u>
Deletions are ~~struck through~~

Ted and Helen Hughes Entrance Award (Revised-UG)

One or more awards will be given to <u>full-time or part-time (minimum 9.0 units)</u> undergraduate students entering the Faculty of Law who have demonstrated academic ability together with determination, resilience, contribution and compassion in areas of life such as prior work experience, graduate study, community service, family care or disability. Preference will be given to an Indigenous student. Approval of the recipients will be made by the Senate Committee on Awards upon recommendation of the Faculty of Law.

One Heart for Reconciliation Award* (Revised-UG)

One or more <u>entrance</u> awards are given to Indigenous undergraduate students in the Faculty of Law who identify as women, non-binary or Two-Spirit people and who intend to <u>support the work of</u> ~~further~~ reconciliation through their studies and the practice of law. Students must submit a letter <u>of application</u> (maximum one page) <u>to the Law Admissions Officer by June 15</u> demonstrating how they intend to ~~further~~ <u>support the work of</u> reconciliation. ~~Preference will be given to students with demonstrated financial need.~~ Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

Vincent Short Memorial Theatre Scholarship* (Revised-UG)

<u>One or more</u> ~~A~~ scholarships <u>are</u> ~~is~~ awarded to <u>academically outstanding</u> undergraduate students <u>in the Department of Theatre who are</u> entering third or fourth year <u>and</u> who display~~s~~ outstanding ability in ~~the~~ Design, Directing, or Production & Management. ~~specializations in the Department of Theatre~~. <u>Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the</u> ~~Scholarship recipients will be selected by the~~ Department of Theatre.

Visca/Dais-Visca Scholarship in Public Law/Legal Studies (New-UG)

One or more scholarships are awarded to academically outstanding undergraduate students entering third or fourth year in the Faculty of Social Sciences who intend to pursue a degree in Law. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Social Sciences.

Preference will be given in the following priority:

1. Students who have written the LSAT
2. Students who are taking common pre-law majors such as Political Science, Economics or Psychology

3. Students who intend to apply to UVic Law School.

Applicants must submit the following:

1. A cover letter (maximum 250 words) explaining why the student is interested in pursuing a degree in law
2. A list of Law schools to which they intend to apply
3. A research paper (maximum 2,000 words) examining a current challenge faced by the federal government in responding to a demand for change in the law to reflect current social, political and/or legal pressures. The recipient will demonstrate an understanding of limits within which the executive, legislative and judicial branches operate and be able to articulate the importance of the rule of law in the Canadian system of justice, for example:
    i. "dialogue" between the legislative and executive branches of government and the judiciary
    ii. threats to the rule of law
    iii. treaty making and challenges to state sovereignty (can be international trade treaties or Aboriginal treaties)
    iv. demand for alternative criminal justice tribunals for addressing needs of disadvantaged communities as was done with Aboriginal defendants with the creation of the Gladue court.
    *The student may submit a class paper

The Joyce Family Foundation <u>Award</u> ~~Bursary~~ for Indigenous Students* (Revised-UG)

One or more <u>awards</u> ~~bursaries~~ are <u>given</u> ~~awarded~~ to <u>Indigenous</u> undergraduate students <u>with</u> ~~studying at UVic who~~ demonstrate<u>d</u> financial need. Preference will be given to ~~Indigenous~~ students who have graduated from high school within the last five years, and have not qualified for funding from their First Nation Band or an Indigenous organization. Applicants must be Canadian citizens or have permanent resident status.

~~This award is renewable and eligible recipients may apply for the award in subsequent years.~~

~~The~~ Leeder Family Memorial <u>Scholarship</u> ~~Bursary~~ in Economics* (Revised-UG)

One or more <u>scholarships</u> ~~bursaries~~ are awarded to <u>academically outstanding</u> full-time undergraduate students <u>entering third or fourth year</u> in the Department of Economics <u>with demonstrated financial need</u>. Preference will be given to students who are from outside the Greater Victoria or ~~Lower Mainland~~ <u>Metro Vancouver Regional District</u> areas. <u>Scholarships will be approximately one-half of a student's full-time (minimum 12 units) Winter Session tuition and fees.</u>

If awarded to a third year student, the scholarship may be renewed for the recipient's fourth year of full-time studies in the Department of Economics.To be automatically renewed a student must have completed a total of 12 or more academic units in two terms of study between May and April in the previous academic year and maintained a grade point average of 7.50/9.00 or higher on the best 12 units. A student whose grade point average falls below 7.50/9.00 may file a written appeal with the Senate Committee on Awards to seek special consideration for the renewal of the scholarship.

Students registered in a co-op or work experience work-term will automatically be renewed when they next complete 12 or more academic units in two terms, provided they have a grade point average of 7.50/9.00 or higher in the two terms. Any student who takes neither a co-op, work experience/work-term, nor academic units for more than one term may forfeit their scholarship.

Leeder Family Memorial <u>Scholarship</u> ~~Bursary~~ in Mathematics* (Revised-UG)

One or more <u>scholarships</u> ~~bursarie~~s are awarded to <u>academically outstanding</u> full-time undergraduate students <u>entering third or fourth year</u> in the Department of Mathematics <u>and Statistics with demonstrated financial need</u>. Preference will be given to students who are from outside the Greater Victoria or ~~Lower Mainland~~ <u>Metro Vancouver Regional District</u> areas. <u>Scholarships will be approximately one-half of a student's full-time (minimum 12 units) Winter Session tuition and fees.</u>

If awarded to a third year student, the scholarship may be renewed for the recipient's fourth year of full-time studies in the Department of Mathematics and Statistics.To be automatically renewed a student must have completed a total of 12 or more academic units in two terms of study between May and April in the previous academic year and maintained a grade point average of 7.50/9.00 or higher on the best 12 units. A student whose grade point average falls below 7.50/9.00 may file a written appeal with the Senate Committee on Awards to seek special consideration for the renewal of the scholarship.

Students registered in a co-op or work experience work-term will automatically be renewed when they next complete 12 or more academic units in two terms, provided they have a grade point average of 7.50/9.00 or higher in the two terms. Any student who takes neither a co-op, work experience/work-term, nor academic units for more than one term may forfeit their scholarship.

Pearson Family ~~Africa~~ Award (Revised-UG)

<u>One or more</u> ~~An~~ award<u>s</u> <u>of $2,000 each</u> are ~~is~~ given to ~~an~~ undergraduate student<u>s</u> entering ~~the~~ second, third or fourth year ~~of a program related to health, and~~ who <u>are</u> ~~is~~ sponsored by the World University Service of Canada (WUSC) Student Refugee Program to attend UVic. Preference <u>will be given to</u> ~~for a~~ students in one of <u>the following departments</u>: Biochemistry & Microbiology, Health Information Science, Nursing or Public Health and Social Policy.

Royal Jubilee Hospital School of Nursing Alumnae Association Student Award* (Revised-UG/GS)

One or more awards are given to undergraduate or graduate students continuing in the School of Nursing or enrolled in a program related to Nursing in either Health Information Science or the School of Public Health and Social Policy. BSN program, distance or on campus, who are descendants of an alumna of the Royal Jubilee Hospital School of Nursing. Applicants must state their relationship to the alumna and the year the alumna graduated.
Eligibility is based on the following order or priority:
1. Alumnae of the Royal Jubilee School of Nursing,
2. Descendants of an alumna of the Royal Jubilee Hospital School of Nursing. Applicants must state their relationship to the alumna, their alumna's maiden name (if applicable) and the year the alumna graduated,
3. Undergraduate students in the BSN program.

Undergraduate students can apply via the online transfer in course application via My Page under Student Awards and Financial Aid. Graduate students can apply by April 30 at the Dean of Human and Social Development office. Approval of the recipients will be made by either the Senate Committee on Awards or the Faculty of Graduate Studies Graduate Awards Committee, upon the recommendation of the Faculty of Human and Social Development School of Nursing. Undergraduate sStudents registered in at least 4.50 academic units and graduate students registered in at least 3.0 academic units are eligible for this scholarship.

University of Victoria Youth in Care Award (Revised-UG)

One or more awards are given to students in their first undergraduate degree program. To be eligible for these awards, students must demonstrate financial need and be residents of British Columbia, and were formerly in any Government of BC Ministry of Children and Family Development (MCFD) Legal Status or the Government of BC Ministry of Social Development and Poverty Reduction's Child in Home of Relative Program for at least twelve months (consecutive or accumulated in any combination).
MCFD Legal Statuses refer to and include the following, consecutive or accumulated in any combination pursuant to the Child, Family and Community Service Act (the Act) regarding student eligibility for the University of Victoria Youth in Care Tuition Award:
   o **Continuing Custody Order** pursuant to sections 41 (1) (d), 42.2 (4) (d), 42.2 (7) or 49 (4), 49 (5) or 49 (10) of the Act;
   o **Temporary Custody Order** pursuant to sections 41 (1) (b) of the Act**;**
   o **Special Needs Agreement** pursuant to section 7 of the Act;
   o **Voluntary Care Agreement** pursuant to section 6 of the Act;
   o **Youth Agreement** pursuant to section 6 12.2 of the Act;
   o **Extended Family Plan** pursuant to section 8 of the Act;
   o **Permanent Transfer of Custody Order** with person other than a parent pursuant to section 54.01 or 54.1 of the Act;
   o **Temporary Transfer of Custody** pursuant to section 41(1)(b) of the Act;
   o **Interim Custody Order with a Director** pursuant to section 35(2)(a);

- o **Interim Custody Order with person other than a parent** pursuant to section 35(2)(a) of the Act;
- o **Adoption;**
- o **Under the Guardianship of a Director** pursuant to the Infants Act;
- o **Under the Guardianship of a Director of adoption** under the Adoptions Act.

The award covers actual tuition costs and mandatory fees for the terms required for completion of a first undergraduate degree. Eligible applicants may also receive funding to assist with the costs of books, supplies and living expenses. Students who transfer to UVic from a university or college to complete their first undergraduate degree and meet all eligibility criteria will be considered for the award. Applicants must submit the application form, including the Release of Information consent form required to confirm eligibility, to Student Awards and Financial Aid by the application deadline of May 1st.

Murray & Lynda Farmer Scholarship* (Revised-UG)

One or more scholarships are awarded to academically outstanding third or fourth 3rd or 4th year students in the Bachelor of Commerce program who demonstrate dedication to community organizations and have a strong interest in business ethics and social responsibility. Students must have completed or be enrolled in one or more courses related to the study of ethics or social responsibility. Applications together with a 500 word essay on business ethics, personal goals and community involvement must be submitted to the Peter B. Gustavson School of Business by April 30. Scholarships may be awarded to graduating students. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business.

David McGillivray Scholarship in Science* (New-GS)

One or more scholarships are awarded to academically outstanding graduate students in the Faculty of Science. Preference is given to students who are not receiving major external funding (Tri-Agency or equivalent) or a UVic Fellowship in the same year. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Science.

Mairi Riddel Memorial Book Prize* (Revised-GS)

A book prize of $100 is awarded to a graduate student in the English department for the best seminar essay. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of English.

Brendan Gaunt Environmental Law Award (New-UG)

One or more awards are given to undergraduate students entering the Faculty of Law who have volunteer or work experience with an environmental organization and an interest in pursuing

Environmental Law. Preference will be given to students with an undergraduate degree in Environmental Studies. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

Harold G. Craven Scholarship* (Revised-UG)

One or more scholarships of not less than $1,000 are awarded to academically outstanding undergraduate <u>fourth</u> ~~4th~~ year students in the Department of Economics or the Peter B. Gustavson School of Business who intend to pursue a career as a Chartered Accountant. <u>Scholarships may be awarded to graduating students. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Economics or the Peter B. Gustavson School of Business.</u>

Respectfully submitted,
<u>2019/2020 Senate Committee on Awards</u>
Annalee Lepp (Chair), Department of Gender Studies
Anne Cirillo, International Student Services
David Foster, Graduate Student Society Representative
Helga Hallgrimsdottir, School of Public Administration
Lori Nolt, Director, Student Awards and Financial Aid
Yvonne Rondeau, Scholarship Officer, Faculty of Graduate Studies
Marsha Runtz, Chair, Faculty of Graduate Studies Graduate Awards Committee
Charlotte Schallié, Faculty of Graduate Studies
Brock Smith, Peter B. Gustavson School of Business
Wendy Taylor, Acting Registrar
Ciel Watt, Alumni Association
Dawit Weldemichael, Student Senator
Linda Welling, Department of Economics
Lauren Hume (Secretary), Student Awards and Financial Aid

Date: November 20, 2019

To: Senate

From: Senate Committee on Planning

Re: **Proposed modifications to the Master of Arts in Musicology – Thesis Option; Proposal to add a Project Option to the Master of Arts in Musicology; Proposal to discontinue the Master of Arts in Musicology (with Performance) Thesis Option and add a Project Option**

At its meeting of November 5, 2019, the Senate Committee on Planning considered the proposed modifications to the Master of Arts in Musicology – Thesis Option, as described in the memorandum dated February 23, 2019.

The following motion is recommended:
That Senate approve the proposed modifications to the Master of Arts in Musicology – Thesis Option, as described in the memorandum dated February 23, 2019.

At its meeting of November 5, 2019, the Senate Committee on Planning considered the proposal to add a project option to the Master of Arts in Musicology, as described in the memorandum dated February 23, 2019.

The following motion is recommended:
That Senate approve and recommend to the Board of Governors, that it also approve the proposal to add a project option to the Master of Arts in Musicology, as described in the memorandum dated February 23, 2019.

At its meeting of November 5, 2019, the Senate Committee on Planning considered the proposals to discontinue the Master of Arts in Musicology (with Performance) Thesis Option, and add a project option, as described in the memorandum dated February 23, 2019.

The following motions are recommended:
That Senate approve and recommend to the Board of Governors, that it also approve the proposal to discontinue the Master of Arts in Musicology (with Performance) Thesis Option, as described in the memorandum dated February 23, 2019.

and

That Senate approve and recommend to the Board of Governors, that it also approve the proposal to add a project option to the Master of Arts in Musicology (with Performance), as described in the memorandum dated February 23, 2019.

Respectfully submitted,

2019-2020 Senate Committee on Planning

Susan Lewis, (Chair), Acting AVPAP

Gillian Calder, Law

David Capson, Graduate Studies

Jo-Anne Clarke, Continuing Studies

Merwan Engineer, Economics

Mauricio Garcia-Barrera, Psychology

Andrea Giles, Co-op Education

Rishi Gupta, Civil Engineering

Neil Burford, Chemistry

Lisa Kalynchuk, VP Research

Valerie S. Kuehne, VPAC

Adam Con, Fine Arts

Sandra Duggan, Secretary, VPAC

Graham McDonough, Curriculum and Instruction

Patrick Nahirney, Medical Sciences

Sang Nam, Business

Carla Osborne, GSS Representative

Kai Richins, Student Senator

Abdul Roudsari, Health Information Science

Nilanjana Roy, Economics

Dan Russek, Hispanic & Italian Studies

Ada Saab, Associate University Secretary

Ralf St. Clair, Education

Wendy Taylor, Office of the Registrar

Cindy Holder, Humanities

2

UNIVERSITY OF VICTORIA

Proposed Changes to: MA in Musicology and MA in Musicology-with Performance

Dean's Name: Susan Lewis	Signature Dean: Original signed by Susan Lewis
Contact Name and Number:	
Christopher Butterfield, SOM Director, 7903 Joe Salem, SOM Graduate Advisor, 7910	
Date approved by Department: 10 April 2018	Chair/Director: Christopher Butterfield
Date approved by Faculty of Fine Arts: 13 March 2019	Dean: Susan Lewis Evanthia Baboula (Associate Dean)

Date:	February 23, 2019
To:	Dr. David Capson, Dean, Faculty of Graduate Studies
From:	School of Music
Re:	**Changes to MA Musicology—Thesis Option (current), MA Musicology Project Option (new), and MA Musicology with Performance (from Thesis to Project Option)**

The School of Music proposes three program initiatives to update its graduate offerings at the Master of Arts level.

The School offers the following Master's programs: MA in Musicology; MA in Musicology (with Performance); MMus in Composition; MMus in Performance; MMUS in Performance—Emphasis in String Quartet; and MMus in Music Technology. The proposed changes will affect the MA in Musicology and MA in Musicology with Performance. The changes are included in a single memo so that the relationships between all program changes can be evident.

The School recently went through an invigorating Academic Program Review in June of 2018; the following changes were thoroughly planned at that time and received unequivocally positive feedback by the APR committee.

Proposed changes
Two current programs – the MA in Musicology and the MA in Musicology with Performance – will receive basic recalibrations of thesis parameters alongside the removal of secondary requirements in order to improve time to degree and to align research outcomes with international standards in the discipline.

MA in Musicology—Thesis Option: program modifications
The first program change involves adjustments to the current MA Musicology—Thesis Option.
- First, we remove an onerous, three-topic **oral comprehensive exam component (Oral Comprehensive Examination, https://web.uvic.ca/calendar2019-01/grad/programs/mus/program-requirements.html#)**, which is taken normally at the start of the second year. Similar to typical candidacy exams, this requirement is now irrelevant to terminal MA degrees in the discipline and often distracts students from focused research on a single topic; it also generally increases time to degree.
- Second, the total number of unit requirements specific to musicology was lowered from 12.0 to 9.0 units (an additional 3.0 units of music electives are also required; no change in this).
- Third, the unit value of the thesis is raised from 3.0 to 4.5 units to reflect modern research expectations, and the format of the thesis is adjusted to correspond with current conference proceedings and publication opportunities.
- Together, these changes actually lower the total degree requirements from 18 to 16.5 units while ensuring faster completion rates, more intense supervision in a single research area, and more focused and polished thesis work.

MA in Musicology—Introduction of a Project Option
The MA in Musicology currently has a Thesis Option only. The School proposes to add a new Project Option (MUS 598M).

The new option – an **MA in Musicology—Project Option** – will provide students with an opportunity to focus on applied applications for musicology that correspond with current needs in arts administration, library science, and other non-academic professions, while also expanding elective opportunities to align with the emphasis on community-engaged learning and interdisciplinary collaboration found in UVic's Strategic Plan. Students will be encouraged to complete shorter written projects that speak to the research needs of non-academic institutions, with an emphasis on arts administration, including the development of stronger grant-writing and presentation skills.

- The program includes similar core requirements to our thesis option. However, the project option slightly expands the number of elective credits and promotes fulfilling these with interdisciplinary coursework that will support project-based research in new domains and formats.

MA in Musicology (with Performance)
This program currently has a **Thesis Option only**. The School proposes to:
a. **Discontinue the Thesis Option**, and
b. **Introduce a Project Option**.

These changes involve our popular MA in Musicology with Performance. Students are attracted to this degree because it combines a focused research component in musicology with the opportunity to continue performance studies on an instrument. Currently, the degree includes all of the core requirements of the Musicology MA (including comprehensive exams and a thesis) while also including substantial performance requirements and a major project: the Lecture-Recital.

- Replacing the thesis option with a project option emphasizes the collaborative nature of the degree by synthesizing the role of the lecture-recital with that of the written project and its corresponding defense.
- The revisions also remove the comprehensive and language exams, allowing students to focus on the (already challenging) requirements of combined performance and musicological research.
- Similar to the Thesis Option above, these adjustments result in a lowering of the overall requirements by 2.5-3.5 units from 19-21 to 16.5-17.5 while undoubtedly improving completion times.
- A secondary improvement is that resulting projects will more closely align with real-world applications that combine musical performance with community engagement opportunities such as pre-concert talks, promotional lectures, and fundraising outreach.

All of these changes improve our resource management while simultaneously providing opportunities for program expansion. No additional course responsibilities are added by these changes, and many administrative inefficiencies are removed by decreasing scheduling requirements and secondary supervision for comprehensive and language exams for faculty and administrators alike. Meanwhile, units for thesis and project options now reflect the necessary supervisory attention needed for strong, research-intensive topics.

All course creations and revisions reflect this: course revisions increase unit-value credit for the thesis and lecture-recital, and the new project option – MUS 598M – fits the typical parameters for project supervision.

We expect these options to be available in May 2020. Current students will be granted permission to switch to the new options on a case-by-case basis. Switching options will result in load reliefs for students and faculty alike and should present no logistical problems.

Given that these changes affect in-house offerings, inter-Faculty consultation is limited to notifying chairs of likely interdisciplinary areas of new opportunities for promoting their courses and sharing collaborative projects with our new MA Musicology Project Option students.

The School of Music is very excited about these refinements to our current offerings. Although nuanced, they remain substantial, combining a careful and considerate review of successful graduates with deliberate and progressive revisions to align our programs with changing student needs, disciplinary expectations, and professional opportunities. We hope the university at large shares our enthusiasm for these revised options.

Respectfully Submitted,

Original signed by Christopher Butterfield

Christopher Butterfield, Director, School of Music
Joseph Salem, Head of Musicology, School of Music

UVic <u>Course</u> Curriculum Change

Summary Course Curriculum Changes:

Effective Date:	01SEP2018

Faculty:	FINE ARTS	Academic Unit:	MUSI – School of Music

Contact Name:	Dr. Joseph Salem	Local:	6451	Email:	salemjr@uvic.ca

Types of course change:		
New or reinstated course	Change or addition of a pre- or co-requisite	Other: Describe in 'Type of change' field
Course code or number	Deletion	
Course title or description	Retention of a course not offered for five years	

All course changes should be in alphabetical and numerical order with a corresponding submission number.

Submission #:	Course code:	Course #:	Type(s) of change: (if new or reinstated, include title)	Other units consulted: (list all)
1	MUS	596	Unit value change	
2	MUS	598M	New Course: MA Project	
3	MUS	599	Unit value change	

Curriculum and Calendar Office Use Only – 11-Mar-19

UVic <u>Course</u> Curriculum Change

	Submission number: Insert # of submission not page # (same as summary sheet)

Faculty: Fine Arts	**Academic Unit:** Music	**Date of submission:** DDMMMYY	**Effective date of change:** 01SEP18

Type(s) of course change:

☐ New or reinstated course	☐ Change or addition of a pre- or co-requisite	☒ Other: Change in unit value
☐ Course code or number	☐ Deletion	
☐ Course title or description	☐ Retention of a course not offered for five years	

Current calendar entry:	**Proposed calendar entry:**
MUS 596 ~~Units: 1.5~~ Lecture-Recital ~~A lecture-recital of substantial duration, its topic likely related to the student's thesis. For students in the MA program in Musicology with Performance.~~ *Grading: INP, COM, N, F*	MUS 596 <u>Units: 3.0</u> Lecture-Recital <u>A lecture-recital for students in the MA program in Musicology with Performance. The lecture-recital normally results in a research paper that becomes the written component of the student's oral defense.</u> *Grading: INP, COM, N, F*
	Condensed 30-character title (required for all new and revised titles of 31-65 characters):

Rationale for proposed change:

Unit change corresponds to other changes in the core requirements for this degree. The lecture-recital is now a project-based degree that combines the recital and project components under the single "596" code, thus requiring a change in total unit value.

Consultation:

Other units consulted in preparation of submission:	List all units if applicable	☒ No consultation <u>required</u>

Written evidence of all consultations should be included in a single PDF for the entire program package.

	Submission number: Insert # of submission not page # (same as

UVic <u>Course</u> Curriculum Change

				summary sheet)
Faculty: Fine Arts	**Academic Unit:** Music		**Date of submission:** DDMMMYY	**Effective date of change:** 01SEP18

Type(s) of course change:		
☒ New or reinstated course	☐ Change or addition of a pre- or co-requisite	☐ Other: Describe.
☐ Course code or number	☐ Deletion	
☐ Course title or description	☐ Retention of a course not offered for five years	

Current calendar entry:	**Proposed calendar entry:**
N/A	MUS 598M Units: 3.0 MA Project Project required for project-based MA degrees in Musicology and related disciplines. *Grading: INP, COM, N, F*
	Condensed 30-character title (required for all new and revised titles of 31-65 characters): MUS 598M MA Project

Rationale for proposed change:

This course addition complements program changes to our MA degrees in Musicology and Musicology and Performance. This course provides for a "Project-based option" for these degrees.

Consultation:

Other units consulted in preparation of submission:	List all units if applicable	☒ No consultation <u>required</u>
Written evidence of all consultations should be included in a single PDF for the entire program package.		

UVic <u>Course</u> Curriculum Change

	Submission number: Insert # of submission not page # (same as summary sheet)

Faculty: Fine Arts	**Academic Unit:** Music	**Date of submission:** DDMMMYY	**Effective date of change:** 01SEP18

Type(s) of course change:

☐ New or reinstated course	☐ Change or addition of a pre- or co-requisite	☒ Other: Change in unit value
☐ Course code or number	☐ Deletion	
☐ Course title or description	☐ Retention of a course not offered for five years	

Current calendar entry:	**Proposed calendar entry:**
MUS 599 ~~Units: 3.0~~ MA Thesis *Grading: INP, COM, N, F*	MUS 599 <u>Units: 4.5</u> MA Thesis *Grading: INP, COM, N, F*
	Condensed 30-character title (required for all new and revised titles of 31-65 characters):

Rationale for proposed change:

Unit change corresponds to other changes in the core requirements for this degree. A key reason for the change is a recognition of the additional time, work, and planning required for the thesis degree as demonstrated by recent issues with time-to-completion of students and by changes across North America in comparable degrees at other institutions.

Consultation:

Other units consulted in preparation of submission:	List all units if applicable	☒ No consultation <u>required</u>
Written evidence of all consultations should be included in a single PDF for the entire program package.		

 University of Victoria | Senate Committee on Planning

MEMO

Date: November 20, 2019

To: Senate

From: Senate Committee on Planning

Re: **Proposal to discontinue the language requirement for the Master of Arts in English**

At its meeting of November 5, 2019, the Senate Committee on Planning considered the proposal to discontinue the language requirement for the Master of Arts in English, as described in the memorandum dated March 26, 2019.

The following motion is recommended:

That Senate approve the proposal to discontinue the language requirement for the Master of Arts in English, as described in the memorandum dated March 26, 2019.

Respectfully submitted,

2019-2020 Senate Committee on Planning

Susan Lewis, (Chair), Acting AVPAP	Graham McDonough, Curriculum and Instruction
Gillian Calder, Law	Patrick Nahirney, Medical Sciences
David Capson, Graduate Studies	Sang Nam, Business
Jo-Anne Clarke, Continuing Studies	Carla Osborne, GSS Representative
Merwan Engineer, Economics	Kai Richins, Student Senator
Mauricio Garcia-Barrera, Psychology	Abdul Roudsari, Health Information Science
Andrea Giles, Co-op Education	Nilanjana Roy, Economics
Rishi Gupta, Civil Engineering	Dan Russek, Hispanic & Italian Studies
Neil Burford, Chemistry	Ada Saab, Associate University Secretary
Lisa Kalynchuk, VP Research	Ralf St. Clair, Education
Valerie S. Kuehne, VPAC	Wendy Taylor, Office of the Registrar
Adam Con, Fine Arts	Cindy Holder, Humanities
Sandra Duggan, Secretary, VPAC	

University of Victoria | Department of English
Clearihue Building, Room C343 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-7230 | F 250-721-6498 | englinfo@uvic.ca | uvic.ca/humanities/english

MEMO

To: Nancy Wright (Chair, Senate Committee on Academic Planning), David Capson (Dean, Faculty of Graduate Studies)

From: Adrienne Williams Boyarin (Graduate Advisor, Department of English)

Date: 26 March 2019

Re: Proposal to discontinue the language requirement for the ENGL MA students

CC: Michael Nowlin (Chair, Department of English), Chris Goto-Jones (Dean, Faculty of Humanities), Margaret Cameron (Associate Dean, Research, Faculty of Humanities), Lisa Surridge (Associate Dean, Academic, Faculty of Humanities), Tim Haskett (Chair, Senate Committee on Curriculum)

The Department of English MA program (all degree paths) currently requires that students demonstrate reading knowledge of one language other than English, either through undergraduate coursework or by examination. With fewer relevant language courses offered at UVic, and fewer students entering the program with sufficient undergraduate language training, this requirement is increasingly difficult to complete, negatively affects students' time to completion (especially when undergraduate language-course timetables conflict with graduate seminars and TA duties), and entails an unfair financial burden on students who must extend their degree time and/or take language courses at other institutions.

On 7 December 2018, the Department of English voted in agreement to discontinue the language requirement for all MA students. Nevertheless, in the Department's *Graduate Handbook*, students who plan to continue their studies in a doctoral program will be advised to begin language training during their MA if possible, and those working in areas that traditionally require extensive knowledge of languages other than English for advanced research (e.g., medieval literature) will be advised to work with a supervisor to plan appropriately for related doctoral program applications and career goals.

All associated calendar changes were submitted to the HUMS Curriculum Committee on 15 March 2019, which marks the culmination of extensive consultation between ENGL department members, graduate students, and the Graduate Committee. A Cycle 3 submission is required for this change so that the requirement can be effectively deleted in 2019-2020. Delay will mean that next year's MA cohort must complete the language requirement, even though we know that it is harming students financially and out of line with comparable institutions across Canada (Queen's is now the only other English MA program in Canada that has such a language requirement). Finally, the most recent ENGL External Review (2017-2018) recommended that the MA language requirement be abolished.

Sincerely,

Original signed by Adrienne Williams Boyarin

Dr. Adrienne Williams Boyarin
Associate Professor and English Graduate Program Advisor
aboyarin@uvic.ca

Original signed by Chris Goto-Jones

_____

Chris Goto-Jones, Dean, Faculty of Humanities

Original signed by Lisa Surridge

_____

Lisa Surridge, Associate Dean, Academic, Faculty of Humanities

cc: Michael Nowlin, Chair, Department of English
        Margaret Cameron, Associate Dean, Research, Faculty of Humanities
        Tim Haskett, Chair, Senate Committee on Curriculum

encl: ENGL Motion (passed 7 December 2018), with _Graduate Handbook_ changes
        ENGL MA Language Requirement: details on current requirement, plus tables showing how
        students have completed language requirements since 2010

Motion from the Graduate Committee – Passed in December 7, 2018 Department meeting

December 2018

Motion
THAT the Department agree to abolish the MA language requirement.

Rationale

The graduate committee unanimously proposes this motion to abolish the language requirement for all MA students. We're leaving the PhD language requirement as it is for the time being.

Although we share the belief that additional languages are highly desirable, this is no longer practical or even possible:

- UVic language departments don't offer the reading courses we used to rely on;
- The language requirement as it stands is no longer working, relying on a limited supply of first-year UVic language courses and online reading courses offered by other universities (such as Athabasca and Wisconsin Madison);
- MA students struggle to fit first-year language courses (which are not reading knowledge courses) into their timetable;
- With the exception of LATI 101 and FRAN 180, none of the courses mentioned in the handbook are offered anymore.
- For some students, fulfilling the requirement significantly delays their degree completion;
- Many students attempt the departmental language exam, to avoid taking a course, and recently most students have failed this exam (largely because they are ill prepared for it, and an increasing number of students have no prior additional language experience);
- The student reps express overwhelming feedback from the MAs that they dislike the requirement;
- Our MA program is out of line with comparable programs: no other MA in English in Canada, except for Queen's, has a language requirement;
- Finally, the recommendation of the departmental external assessors' report was to abolish the requirement.

Note that MEMS Faculty members agreed to abolish the language requirement, but recommended that the Handbook prompt students to discuss any additional language needs with faculty members.

Proposed Graduate Handbook addition:

6.1.4 Concentration in Medieval and Early Modern Studies (MEMS)

The Medieval and Early Modern Studies concentration is designed for M.A. students who wish to make an intensive study of medieval and early modern literature. Students may declare the concentration at any time. Graduates receive an M.A. in English, with a concentration in Medieval and Early Modern Studies. The substance of the concentration will vary according to individual interests and annual course offerings.

Towards the start of their program, M.A. students in the MEMS concentration are encouraged to discuss whether they have any additional language needs, as appropriate to their concentration and their particular academic interests, with the Graduate Adviser and the MEMS Area Chairs. Note that any language courses taken by M.A. students are in addition to course unit requirements for the program.

Course-Only

ENGL 500 (Textual Studies and Methods of Research) ....1.5 units
Other English graduate courses* ....13.5 units
                                                                    15.0 units

*A minimum of 6.0 units must be in the medieval and/or early modern areas (choosing from ENGL 510, 515, 516, 520, 521, 530, and 531); if necessary, and if the usual conditions are met, students can also obtain concentration credit through Directed Studies or by taking inter- disciplinary courses in the Medieval Studies Program. ENGL 502 (Teaching Literature and Composition) may be taken as 1.5 of the units outside the MEMS area.

With Master's Essay or Project

ENGL 500 (Textual Studies and Methods of Research) ....1.5 units
Other English graduate courses* .... 9.0 units
ENGL 598 (Master's Essay or Project) .... 4.5 units
                                                                    15.0 units

*A minimum of 4.5 units must be in the medieval and/or early modern areas (choosing from ENGL 510, 515, 516, 520, 521, 530, and 531); if necessary, and if the usual conditions are met, students can also obtain concentration credit through Directed Studies or by taking inter- disciplinary courses in the Medieval Studies Program. ENGL 502 (Teaching Literature and Composition) may be taken as 1.5 of the units outside the MEMS area.

Students complete a Master's Essay or Project (max. 10,000 words, plus notes and bibliography) on a topic in medieval and/or early modern areas, and a final oral examination.

Proposed Graduate Handbook deletions:

(pg-9) 4.2.3 Recommended Schedule for the Course-Only M.A. with Co-Op

Year 1: Complete two-thirds of required coursework, ~~language requirement (if necessary),~~ and Co-Op orientation.

- September: Register for 3.0 units in the first term (including ENGL 500) and 4.5 units in the second term (or vice versa).

- September to December: Complete first term courses (including ENGL 500). Possibly complete six required Co-Op orientation sessions (starting in September). ~~Possibly take language course to fulfill language requirement OR write language exam in December.~~

- January to April: Take the courses registered for in September. Possibly complete six required Co-Op orientation sessions if these were not completed in the first term (starting in January). ~~Possibly take language course to fulfill language requirement OR write language exam in March.~~

April to August: Register for and complete two graduate courses (3.0 units) in the summer session.

(pg-10)4.2.3 Recommended Schedule for the Master's Essay or Project M.A. with Co- Op

Year 1: Complete coursework, ~~language requirement (if necessary)~~, and Co-Op orientation.

- September: Register for 3.0 units in the first term (including ENGL 500) and 4.5 units in the second term (or vice versa).

- September to December: Complete first term courses (including ENGL 500). Possibly complete six required Co-Op orientation sessions (starting in September). ~~Possibly take language course to fulfill language requirement OR write language exam in December.~~ Discuss Master's Essay or Project topic and committee membership with supervisor, and by 30 April submit the M.A. Essay/Project Approval Form.

- January to April: Take the courses registered for in September. Possibly complete six required Co-Op orientation sessions if these were not completed in the first term (starting in January). ~~Possibly take language course to fulfill language requirement OR write language exam in March.~~

(Pg-10) **4.2.5 Recommended Schedule for the Thesis M.A. with Co-Op**

Year 1: Complete coursework, ~~language requirement (if necessary),~~ and Co-Op orientation.

- September: Register for 3.0 units in the first term (including ENGL 500) and 4.5 units in the second term (or vice versa).

- September to December: Complete first term courses (including ENGL 500). Possibly complete six required Co-Op orientation sessions (starting in September). ~~Possibly take language course to fulfill language requirement OR write language exam in December.~~

- January to April: Take the courses registered for in September. Possibly complete six required Co-Op orientation sessions if these were not completed in the first term (starting in January). ~~Possibly take language course to fulfill language requirement OR write language exam in March.~~ Discuss M.A. thesis topic and committee membership with supervisor. Write and submit M.A. thesis proposal by 30 April.

(pg 24) **6.4 SCHEDULING OF COURSES**

Students may take no more than 4.5 units of course work in each of the first term (September-December) and second term (January-April) of the Winter Session; however, ENGL 502 and language courses may be taken in addition to these units. Students may take no more than 4.5 units of course work in the Summer Session (May-August). (leaving this in since they still have the option to take a language)

(pg 24/25) ~~**6.6 LANGUAGE REQUIREMENT**~~

~~Students must demonstrate a reading knowledge of one appropriate language other than English. The language requirement is usually fulfilled by French, German, or Italian, but any other language may be substituted (including a student's mother tongue if other than English), after consultation with the English Graduate Adviser.~~

~~Students can satisfy the language requirement in French, German, or Italian by passing FRAN 180, GMST 405 (an on-line course), ITAL 149, or ITAL 300 respectively (if offered). The minimum passing grade in these courses is "B" (or a "Pass," if the course is evaluated on a "Pass" or "Fail" basis). Students who wish to satisfy the language requirement by taking online courses offered at other institutions, at grade B or above (or a "Pass," if the course is evaluated on a "Pass" or "Fail" basis) must receive the prior approval of the Graduate Adviser.~~

~~Students in the LWC concentration may use a West Coast aboriginal language to fulfill this requirement if a qualified examiner can be found. Students also have the option of completing this requirement with at least a "B" in LING 401 (Salish) or LING 403 (Dene-Athabaskan)~~ **(these courses are not offered in 2018/19).** ~~Students in the MEMS concentration will normally fulfill the language requirement by a language (Latin, French, Spanish, Italian, etc.) appropriate to both the concentration and the student's~~

~~particular interest. The language should be chosen in consultation with the Graduate Adviser or with the student's Supervisor.~~

~~Students should check the undergraduate Calendar to ensure they have the necessary pre-requisites for taking undergraduate language courses, and students must register with a Graduate Course Change form.~~

~~Language tests are held in mid-December, mid-March, and mid-July. Students who have a second language at third-year university level on their transcript, with a minimum grade of "B" (or a "Pass," if the course is evaluated on a "Pass" or "Fail" basis), may apply to the Department Graduate Adviser for a waiver of the language test. Sample copies of past tests are available in the English Graduate Office. Students who have completed three units of second-year course work in a given language are usually able to pass the test. A perfect translation on the language test is not necessary; however, the student must demonstrate a reading knowledge of the language, with a focus on comprehension, and the student must demonstrate an adequate knowledge of the grammar of the source language and the ability to render the source text at a satisfactory level of accuracy and in grammatical English.~~

~~Students who choose to write the language test instead of taking course work will be given a maximum of two chances to pass. Students who fail the test twice will be required to satisfy the language requirement by doing course work.~~

(pg 25) **6.7.3 Sample Chronology for Students Completing a Course-Only M.A. Who Wish to Complete in 16 Months (4 Terms)**

September   Register for 4.5 units in the first term and 4.5 units in the second term.

~~December~~   ~~Possibly write language exam.~~

January   Take the courses you registered for in September.

~~March~~   ~~Possibly write language exam.~~

May   Register for 3.0 units in the Summer Session.

~~July~~   ~~Possibly write language exam.~~

September   Register for 3.0 units for the first term (for a total of 15 units).

December   ~~Possibly write language exam.~~ All degree requirements fulfilled.

(pg 28) The following conditions must be met in order for the Oral Examination to take place:

- *the final draft of the Master's Essay or Project must be submitted to the Supervisor at least 35 working days (and to the Department Member at least 25 working days) in advance of the desired date of the examination* (in exceptional circumstances, the Supervisory Committee as a whole may waive these mandated timelines; or individual members of the committee may waive the timelines directly relevant to their own

participation, provided this does not impinge upon the student's meeting the timelines stipulated for other committee members);

- the Master's Essay or Project must be approved by the Supervisory Committee;

- all other requirements for the degree ~~(including the language requirement)~~ must have been satisfied;

(pg 29) 6.8.5 Sample Chronology for Students Completing a Master's Essay or Project Who Wish to Complete in 12 Months (3 Terms)

September	Register for 4.5 units in the first term and 4.5 units in the second term.
December	Possibly write language exam.
January	Take the courses you registered for in September.
~~March~~	~~Possibly write language exam~~.

(pg 3:6.9.6) The following conditions must be met in order for the Oral Examination to take place:

- the final draft of the thesis must be approved by the Supervisory Committee;

- all other requirements for the degree ~~(including the language requirement)~~ must have been satisfied;

(pg 35) 6.9.7 Sample Chronology for Students Completing a Thesis Who Wish to Complete in 12 Months (3 Terms)

September	Register for 4.5 units in the first term and 3.0 units in the second term (or vice versa).
~~December~~	~~Possibly write language exam.~~
January	Take the courses you registered for in September.
~~March~~	~~Possibly write language exam.~~

ENGL MA LANGUAGE REQUIREMENT DETAILS & TABLES SHOWING HOW STUDENTS HAVE COMPLETE THE REQUIREMENT SINCE 2010

LANGUAGE REQUIREMENT (MA)

Students must demonstrate a reading knowledge of one appropriate language other than English. The language requirement is usually fulfilled by French, German, or Italian, but any other language may be substituted (including a student's mother tongue if other than English), after consultation with the English Graduate Adviser.

Students can satisfy the language requirement in French, German, or Italian by passing FRAN 180, GMST 405 (an on-line course), ITAL 149, or ITAL 300 respectively (if offered). The minimum passing grade in these courses is "B" (or a "Pass," if the course is evaluated on a "Pass" or "Fail" basis). Students who wish to satisfy the language requirement by taking online courses offered at other institutions, at grade B or above (or a "Pass," if the course is evaluated on a "Pass" or "Fail" basis) must receive the prior approval of the Graduate Adviser.

Students in the LWC concentration may use a West Coast aboriginal language to fulfill this requirement if a qualified examiner can be found. Students also have the option of completing this requirement with at least a "B" in LING 401 (Salish) or LING 403 (Dene-Athabaskan) **(these courses are not offered in 2018/19)**. Students in the MEMS concentration will normally fulfill the language requirement by a language (Latin, French, Spanish, Italian, etc.) appropriate to both the concentration and the student's particular interest. The language should be chosen in consultation with the Graduate Adviser or with the student's Supervisor.

Students should check the undergraduate Calendar to ensure they have the necessary pre-requisites for taking undergraduate language courses, and students must register with a Graduate Course Change form. Language tests are held in mid-December, mid-March, and mid-July. Students who have a second language at third-year university level on their transcript, with a minimum grade of "B" (or a "Pass," if the course is evaluated on a "Pass" or "Fail" basis), may apply to the Department Graduate Adviser for a waiver of the language test. Sample copies of past tests are available in the English Graduate Office.

Students who have completed three units of second-year course work in a given language are usually able to pass the test. A perfect translation on the language test is not necessary; however, the student must demonstrate a reading knowledge of the language, with a focus on comprehension, and the student must demonstrate an adequate knowledge of the grammar of the source language and the ability to render the source text at a satisfactory level of accuracy and in grammatical English.

Students who choose to write the language test instead of taking course work will be given a maximum of two chances to pass. Students who fail the test twice will be required to satisfy the language requirement by doing course work.

Handbook approved languages offered:
FRAN 300 cancelled, offered from 201009-201805
LING 401 (Salish) or **LING 403** (Dene-Athabaskan) no longer exist, they are now LING 301 "Topics in the Structure of an Indigenous Language Family"
FRAN 180: two sections every fall and spring
GMST 405: recent course, offered rarely, 201401 (1), 201601 (1), 201801 (1)
ITAL 149: usually in the summer term, has not been offered since 201605
ITAL 300: was only offered in 201201
Latin 101: offered every fall, usually three sections

Language exams

Year	# of students	Passed	Failed
2010	13		
2011	15		
2012	12		
2013	7		
2014	11		
2015	10	9	1
2016	12	4	8
2017	9	1	8

I have records of markers and the amount they marked but the stats do not include which students passed or failed. My email does not go past 2015.

Online Courses:

Year	U Wisconsin-Madison	Athabasca U	Other
2016	2 MA		
2017	2 MA, 1PhD		
2018	1 MA		Acadia 1MA

Waived due to upper level from previous degree/transfer:

2015: 3MA

2017: 2 PhD, 3 MA

Mother Tongue

2016: 3MA, 1 PhD (for both languages)

2017: 2 MA

Language Courses:

FRAN 300

Year	MA	PhD
2010	1	0
2011	5	1
2012	10	2
2014	3	2
2015	9	0
2016	7	3
2017	4	0
2018	2	0

FRAN 180

Year	MA	Phd
2010		
2011		
2012		
2013		
2014		
2015		
2016	1	
2017	1 (below a B)	
2018		

LATI 101

Year	MA	Phd
2010		
2011	1	
2012		
2013	2	
2014		
2015		
2016		
2017	2	
2018	5	

LATI 102

Year	MA	Phd
2010		
2011		
2012		
2013		
2014	1 (audit)	
2015		
2016		
2017		
2018	2 (1 audit)	

LING 401/403

Year	MA	Phd
2010	1 (LING 403)	
2017	1 (LING 401) below B	

GMST 405

Year	MA	Phd
2014	7	2
2016		4
2018	4	

ITAL 149/300

Year	MA	Phd
2012	1 (ITAL 300)	

GER 390 (offered 2009-2012, option in older versions of handbook)

Year	MA	Phd
2009	7	1
2010	4	1
2011	6	1
2012	2	

Misc:

SPAN 250 B- 2018- MA

University of Victoria | Senate Committee on Planning

MEMO

Date: November 20, 2019

To: Senate

From: Senate Committee on Planning

Re: **Proposal to discontinue the concentration in Literatures of the West Coast (LWC) for the Master of Arts in English**

At its meeting of November 5, 2019, the Senate Committee on Planning considered the proposal to discontinue the concentration in Literatures of the West Coast (LWC) for the Master of Arts in English, as described in the memorandum dated March 19, 2019.

The following motion is recommended:

That Senate approve the proposal to discontinue the concentration in Literatures of the West Coast (LWC) for the Master of Arts in English, as described in the memorandum dated March 19, 2019.

Respectfully submitted,

2019-2020 Senate Committee on Planning

Susan Lewis, (Chair), Acting AVPAP
Gillian Calder, Law
David Capson, Graduate Studies
Jo-Anne Clarke, Continuing Studies
Merwan Engineer, Economics
Mauricio Garcia-Barrera, Psychology
Andrea Giles, Co-op Education
Rishi Gupta, Civil Engineering
Neil Burford, Chemistry
Lisa Kalynchuk, VP Research
Valerie S. Kuehne, VPAC
Adam Con, Fine Arts
Sandra Duggan, Secretary, VPAC

Graham McDonough, Curriculum and Instruction
Patrick Nahirney, Medical Sciences
Sang Nam, Business
Carla Osborne, GSS Representative
Kai Richins, Student Senator
Abdul Roudsari, Health Information Science
Nilanjana Roy, Economics
Dan Russek, Hispanic & Italian Studies
Ada Saab, Associate University Secretary
Ralf St. Clair, Education
Wendy Taylor, Office of the Registrar
Cindy Holder, Humanities

University of Victoria

Department of English
Clearihue Building, Room C343 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-7230 | F 250-721-6498 | englinfo@uvic.ca | uvic.ca/humanities/english

MEMO

To: Nancy Wright (Chair, Senate Committee on Academic Planning), David Capson (Dean, Faculty of Graduate Studies)

From: Adrienne Williams Boyarin (Graduate Advisor, Department of English)

Date: 19 March 2019

Re: Proposal to discontinue Department of ENGL MA Concentration in Literatures of the West Coast (LWC)

CC: Michael Nowlin (Chair, Department of English), Chris Goto-Jones (Dean, Faculty of Humanities), Margaret Cameron (Associate Dean, Research, Faculty of Humanities), Lisa Surridge (Associate Dean, Academic, Faculty of Humanities), Tim Haskett (Chair, Senate Committee on Curriculum)

The Department of English's MA Concentration in Literatures of the West Coast (LWC) was approved in 2007 and launched in September 2008. In addition to other ENGL units, completion of the LWC concentration requires that students take ENGL 582 (Core Seminar in Literatures of the West Coast) as well as 4.5 units of LWC-tagged courses (for a course-only MA) or 3.0 units of LWC-tagged courses for an MA with an LWC-associated essay/project or thesis.

The LWC concentration has not attracted many students, and there have been increasing structural barriers to staffing LWC-associated courses over recent years. Since 2014, only 8 MA students have graduated with the LWC designation (14 since 2010), and the concentration requires significant human resources through the annual ENGL 582 and LWC-tagged units. Since 2014, LWC students have required 8 sections of ENGL 590 (Directed Reading) to support degree completion. The resources required to run this concentration are thus incommensurate with the number of students it serves (**see appended tables**).

There is 1 student currently enrolled in the LWC concentration, and he is on target to complete his MA this term (April 2019). No current or incoming students have requested the LWC concentration, and we will not run ENGL 582 in the 2019/20 academic year. On 15 February 2019, the Department of English voted unanimously to discontinue the LWC concentration. All associated calendar changes were submitted to the HUMS Curriculum Committee on 15 March 2019 (for Cycle 3).

All faculty members who teach LWC have been consulted, and HUMS graduate advisors have been notified. There is no need to move to suspend the concentration before discontinuation because the final enrolled student will complete his requirements by the end of April 2019.

Sincerely,

Original signed by Adrienne Williams Boyarin

Dr. Adrienne Williams Boyarin
Associate Professor and English Graduate Program Advisor
aboyarin@uvic.ca

TABLE 1

LWC Admissions Stats

Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
No. of MA applicants	101	81	83	62	64	58	54	61	63	58
No. who declared LWC	1	2	4	3	4	4	3	7	4	3
No. who came to UVic	1	0	3	3	2	1	0	2	0	0
No. who graduated with LWC*	1	0	2	2	1	1	0	2	0	0

*These numbers do not indicate the number of LWC students who graduated in that year; rather, they indicate the LWC-declared applicants who came to UVic in that year and then finished their degree with the concentration.

TABLE 2

ENGL 582 Enrollment Stats (no. registered in class vs. number of those registrants declared LWC)*

Year	Number enrolled	Declared LWC
2010	5	1
2011	7	0
2012	8	3
2013	8	2
2014	7	1
2015	12	1
2016	12	1
2017	6 (+1 as Directed Reading)	2
2018	10 (+1 as Directed Reading)	0

*Not all students who declared LWC and took ENGL 582 graduated with the LWC concentration.

Original signed by Chris Goto Jones

Chris Goto-Jones, Dean, Faculty of Humanities

Original signed by Lisa Surridge

Lisa Surridge, Associate Dean, Academic, Faculty of Humanities

cc: Michael Nowlin, Chair, Department of English
Margaret Cameron, Associate Dean, Research, Faculty of Humanities
Tim Haskett, Chair, Senate Committee on Curriculum

University of Victoria | Senate Committee on Planning

MEMO

Date: November 20, 2019

To: Senate

From: Senate Committee on Planning

Re: **Proposed changes to the requirements for all Bachelor's Degrees in the Faculty of Humanities**

At its meeting of November 5, 2019, the Senate Committee on Planning considered the proposed changes to the requirements for all Bachelor's degrees in the Faculty of Humanities, as described in the memorandum dated September 24, 2019.

The following motion is recommended:

That Senate approve and recommend to the Board of Governors, that it also approve the proposed changes to the requirements for all Bachelor's degrees in the Faculty of Humanities, as described in the memorandum dated September 24, 2019.

Respectfully submitted,

2019-2020 Senate Committee on Planning

Susan Lewis, (Chair), Acting AVPAP	Graham McDonough, Curriculum and Instruction
Gillian Calder, Law	Patrick Nahirney, Medical Sciences
David Capson, Graduate Studies	Sang Nam, Business
Jo-Anne Clarke, Continuing Studies	Carla Osborne, GSS Representative
Merwan Engineer, Economics	Kai Richins, Student Senator
Mauricio Garcia-Barrera, Psychology	Abdul Roudsari, Health Information Science
Andrea Giles, Co-op Education	Nilanjana Roy, Economics
Rishi Gupta, Civil Engineering	Dan Russek, Hispanic & Italian Studies
Neil Burford, Chemistry	Ada Saab, Associate University Secretary
Lisa Kalynchuk, VP Research	Ralf St. Clair, Education
Valerie S. Kuehne, VPAC	Wendy Taylor, Office of the Registrar
Adam Con, Fine Arts	Cindy Holder, Humanities
Sandra Duggan, Secretary, VPAC	

MEMORANDUM TO PROPOSE A MAJOR CHANGE TO A PROGRAM

To: Dr. S. Lewis, Chair, Senate Committee on Planning

From: Dr. Chris Goto-Jones, Faculty of Humanities

Date: 6 Nov. 2019

The faculty of Humanities is proposing to change its undergraduate breadth requirement in order to serve four goals:

1. To promote language learning;
2. To align with the UVic International Plan;
3. To align with the UVic Indigenous Plan; and
4. To promote experiential learning.

Background:

Currently, there are 5 requirements common to all Humanities bachelor's degrees. We propose to modify 2 of the 5. These two, numbered #2 and #3 in the calendar, https://web.uvic.ca/calendar2019-09/pdfs/undergraduate-201909_Part9.pdf, specify the degree of breadth required for the degree. Requirement #2 currently specifies that students must take at least 1.5 units from each of three areas of study from a list spanning from Arts of Canada through Statistics and Mathematics. Most, but not all of these areas, are within the faculty. Requirement #3 specifies that students must take at least 6.0 units outside the Faculty of Humanities.

Proposed revisions:

The proposed revisions are as follows:

Requirement #2 will change to specify **6.0 units outside the student's area of study**. Students will henceforth be able to choose to take these courses within or outside the Faculty of Humanities.

Requirement #3 will become the new 4.5-unit Humanities **Global Language and Culture requirement**. It will be satisfied in one of two ways:
a) the "**on-campus option**": completion of courses in language and culture outside the student's primary area and drawn from a list including American Sign Language and Indigenous Studies (language courses are especially encouraged).

b) the "**off-campus option**": completion of courses from field schools, exchange credit, experiential learning courses, or credit from an international university obtained through a UVic Letter of Permission. These courses can be from within the student's primary area of study.

Rationale:

These changes reflect strategic priorities and values as follows:

- We believe strongly in the value of language learning for all university students, but especially for those in our faculty. Without mandating that Humanities students must acquire an additional language, we are promoting this as much as possible;
- We believe that a knowledge of diverse cultures is essential not only to individual career success but to the building of a more egalitarian world;
- These changes strongly align our faculty with the UVic International Plan, which endorses learning opportunities for students in which they "gain an understanding of global histories, cultures, [and] languages" and encourages units to provide learning opportunities that increase "intercultural understanding and effectiveness" in order to prepare students to be "global-ready graduates";
- While not requiring students to study Indigenous languages or cultures, these changes will promote such study, aligning the faculty with the Indigenous plan;
- These changes promote international exchange and study abroad, aligning us strongly with the International Plan; and
- These changes promote experiential learning through field schools, in line with the university's emphasis on hands-on learning.

Revision and Consultation Process:

We have worked on this requirement for more than two years, taking advice from Advising and the Registrar's Office in order to clarify and streamline it. We are extremely grateful for the time and care taken by these groups in assisting us in bringing forward this version of the plan.

The report (attached) run by the Registrar's office in April 2019 indicated that 60% of the graduating class of 2018 (that is, a class that **had not set out to meet this requirement**) would have met the requirement based on their CAPP reports. Based on this report, the registrar's office made further suggestions for revisions which Humanities has subsequently implemented in order to minimize confusion, manual oversight, or adjustment.

Implementation Plan:

On the advice of Advising and the Registrar's office, our faculty has committed to the following to promote student understanding of the requirement:

- In Nov. 2019, our faculty voted to move to early declaration of majors in line with the rest of the tri-faculty to facilitate students' advance planning to meet this requirement;
- In cycle 2, we will change all program descriptions to draw students' attentions to the need to satisfy faculty requirements as well as program requirements;
- In fall 2020, we will launch a publicity campaign to inform incoming students of fall 2020 of these changes;
- In Summer 2020, we will prepare a list of FAQs for students and advisors and offer training to all unit advisors.

Signed:

Original signed by Chris Goto-Jones

_____

Chris Goto-Jones, Dean

Original signed by Lisa Surridge

Lisa Surridge, Associate Dean Academic

Requirements Common to All Bachelor's Degrees

Each candidate for a bachelor's degree must complete:

1. the Academic Writing Requirement;

2. 6.0 units of courses outside the student's area of study (with no duplication of courses between items 2 and 3)[1]

3. the 4.5-unit Humanities Global Language and Culture Requirement[2], which can be satisfied with a combination of any of the following:

a) completion of courses in language and culture outside the student's primary area and drawn from the following (language courses are especially encouraged):

• ASL (American Sign Language)
• EUS (European Studies)
• FRAN (French)
• GMST (Germanic Studies)
• GREE (Greek)
• GRS (Greek and Roman Studies)
• ISP (Intercultural Studies and Practice)
• IS (Indigenous Studies), plus Humanities courses that count for the IS major (ENGL 207, 476, 477, GNDR 100, 203, 308, 310, 340, 341, 343, HSTR 120, 328, 330C, 427, PHIL 209, 232)
• ITAL (Italian)
• LAS (Latin American Studies) including Humanities courses that count for the LAS programs (HSTR 376A, 376B, 376C, 376D, 376E, 476)
• LATI (Latin)
• LING (Linguistics) 156[3], 157[3], 158[3], 159, 180A, 180B[3], 181, 182[3], 183A[3], 183B[3], 184[3], 185[3], 186[3], 187[3], 256[3], 258[3], 259[3], 272, 301, 345, 358[3], 359[3], 372, 377, 379, 391, 397, 431, 456[3], 458[3], 459[3]
• PAAS (Pacific and Asian Studies)
• SPAN (Spanish) and
• SLST (Slavic Studies)

Or,

b) completion of courses from the following options; these courses can be drawn from the student's primary area of study:

•UVic field schools or experiential-learning courses from the following: EUS 390A, 390B, FRAN 360, 250, GMST 389, 489, GRS 360, 395, 495, HSTR 430, 474, IS 391D, 450, ITAL 204, LAS 320, MEDI 495, PAAS 299, 397, 398, SLST 389, SPAN 204;
•International exchange credit from a UVic partner institution;
•transfer credit from an international university obtained through a UVic Letter of Permission;
•credit for a UVic-recognized study abroad program.

4. at least 21 units of courses numbered at the 300 or 400 level, at least 18 of which must be taken at UVic;

5. a minimum of 60 units of courses, at least 30 of which must normally be completed at UVic.

Students must also attain a graduating grade point average of at least 2.0. See Standing at Graduation for details.

Notes

1. A student completing a degree in two disciplines (e.g. double major) is considered to have met requirement 2.

2. A student completing a program with two or more areas of study (e.g. double major, general) in which one of the areas is EUS, FRAN, GMST, GRS, IS, ITAL, LAS, PAAS, SPAN or SLST is considered to have met requirement 3.

3. Students not in an Indigenous Language Revitalization program may enroll in these courses with permission of the Linguistics department.

MEMO

University of Victoria

President and Vice-Chancellor
Michael Williams Building Room A220
PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-7002 | pres@uvic.ca | uvic.ca/president

Date: 20 November 2019

To: Members of Senate

Copy: Dr. Susan Lewis, Chair, Convocation Committee

From: Professor Jamie Cassels, QC
President and Vice-Chancellor

Re: **Orators for the University of Victoria**

As you know, citations for the honorary graduands for whom the Senate approves degrees are written and read at convocation by the university's orators. The citations convey to those attending convocation what the individuals have achieved and why we are recognizing them, as well as communicating to the honorands the university's recognition and appreciation. The terms of reference for orators are attached.

The university currently has a compliment of orators who have served for a number of years. These orators have done extremely important work and have revered our honorands with sensitivity and eloquence.

Dr. John Archibald has served as an orator since May 2011, and has agreed to continue to serve should Senate re-appoint him.

In addition, in order to increase the number of Orators available for this role, the following list of faculty members have stepped up to also work in this important capacity:

> ❖ Valerie Irvine
> ❖ Linda Hardy
> ❖ Sudhakar Ganti
> ❖ Grace Wong Sneddon
> ❖ Aaron Devor
> ❖ Eric Higgs
> ❖ Mary Ellen Purkis
> ❖ Helga Hallgrimsdottir
> ❖ Stuart MacDonald

MOTION:
That Senate re-appoint Dr. John Archibald as Orator for a 3-year term beginning January 1, 2020 and ending June 30, 2022.

MOTION:
That the Senate appoint the following as Orators for a 3-year term beginning January 1, 2020 and ending June 30, 2022:
- *Valerie Irvine*
- *Linda Hardy*
- *Sudhakar Ganti*
- *Grace Wong Sneddon*
- *Aaron Devor*
- *Eric Higgs*
- *Mary Ellen Purkis*
- *Helga Hallgrimsdottir*

TERMS OF REFERENCE

The Senate of the University of Victoria recognizes and honours individuals for their outstanding achievements by awarding them honorary degrees. Such degrees are presented at Convocation. Orators play a vital role in recognizing and celebrating the recipients. They research, write and deliver citations that articulate for both a general and an academic audience, the reasons why the honorary degree is being granted.

The University maintains a roster of orators, appointed by the Senate, that includes a University Orator, a Deputy University Orator and other orators.

I   University Orator

The University Orator will:

1.   research and write citations for honorary graduands and read those citations at Convocation;
2.   provide instruction and advice to other orators;
3.   assign orators to work on particular citations;
4.   edit draft citations; and
5.   assist in the recruitment and orientation of new orators.

II   Deputy University Orator

The Deputy University Orator will:

1.   research and write citations for honorary graduands and read those citations at Convocation; and
2.   act for the University Orator when he or she is absent.

III   Orators

The Orators will:

1.   research and write citations for honorary graduands and read their citations at Convocation.

PROCEDURES

1. The University Orator, Deputy University Orator and other Orators will be appointed by the Senate upon the recommendation of the President. The Chair and Vice-Chair of the Convocation Committee will advise the President on such appointments.

2. The Chair and Vice-Chair of the Convocation Committee will seek to appoint as orators members of the university community who:

    - are excellent public speakers;
    - are able to shape biographical materials into a portrait which explains the achievements and qualities of the recipient of the honorary degree (ie: not a mere c.v.);
    - are available at the times of Convocation (spring, fall); and
    - enjoy seeing students convocate and participating in Convocation.

3. The term of appointment will normally be three years, renewable, from July 1 to June 30.

NOTES

1. Service as an orator is deemed to be service to the university under the Framework Agreement (Joint Committee on the Administration of the Framework Agreement Annual Report 2006).

2. An individual who has not yet been appointed as an orator by the Senate may be invited by the University Orator to prepare and deliver a citation.

University of Victoria

MEMO

Date: November 20, 2019

To: Senate

From: Office of the Registrar

Re: **Curriculum & Calendar Project Update and Revision to AC1120 Policy on Calendar Submissions**

Proposal

This report outlines the steps taken by the Office of Registrar leading up to and throughout the Curriculum & Calendar project, and provides historical context of the enhancements to policy and procedure that led to the acquisition of technology. This report provides an update of each phase of the project, highlights known and expected changes, and includes a recommendation for Senate to designate the online version of the University Calendar as the authoritative source of record.

Recommended Motion

That Senate approve the revision to AC1120 Policy on Calendar Submissions, Responsibility to Publish (Policy 12.00).

Proposed Policy on Calendar Submissions – Appendix A
Current Policy on Calendar Submissions – Appendix B

Key considerations

The following relevant sections of the University Act reference the manner in which the university academic calendar is published:

University Act:

- Section 37 (1)(n) "Powers of senate of university named in section 3", it states the following: "to provide for the preparation and publication of a university calendar;"

Background

The growing size, complexity and diversity of undergraduate and graduate academic programs at the University of Victoria have motivated a number of

significant developments within the curriculum and calendar processes. These changes were undertaken in an effort to better meet the institutional requirements, to reduce the manual and cumbersome efforts at the faculty and Senate level, and to provide additional transparency and enhanced consultation. A number of key academic and administrative requirements were considered by a 2012/13 ad hoc Senate committee to consider the curriculum process. A report was approved by Senate in March 2013 which included an in-depth review of the Calendar Submissions Policy (AC1120), including the procedures and processes, and provided subsequent recommendations. A copy of the full report, excluding appendices, has been included as Appendix C.

Since that time, the Office of the Registrar, in partnership with the Senate Committee on Curriculum, has implemented several policy and process recommendations, most notably the shift to a three-cycle curriculum process (Recommendation 1 in the report). Recent highlights also include: the Guide for Calendar and Curriculum Changes, the Curriculum & Calendar Connect site, as well as revisions to the Policy and procedures for Calendar and Curriculum Submissions, AC1120, which were approved by Senate in May 2018.

In addition to the desire to enhance policy and procedure was the subsequent need to acquire technology that would support automated curriculum approval and University Calendar publication processes. The approved policy change needed to be implemented and the shift to a three-cycle curriculum process in May 2014 was a significant operational and administrative change. The intent of this change was to increase the ability to respond to curriculum initiatives and ensure timely delivery of academic programs. Further, an easily-searchable and accessible academic calendar was identified as a requirement to meet the expectations of the university community and better highlight the renowned academic programs that the university offers.

While Senate approved the introduction of the three cycle curriculum process in March 2013 (effective May 2014), the curriculum approval process remained manual. In early 2016, a Request for Proposal (RFP) was initiated and ultimately unsuccessful due to the unique nature of three overlapping curriculum cycles. A second RFP was executed in 2017 and the contract was awarded to Kuali, the vendor for Kuali Curriculum and Kuali Academic Catalog. It is noteworthy that Kuali did not respond to the initial RFP in 2016. In the fall of 2018, the formal Curriculum & Calendar project was launched.

Curriculum & Calendar Project Overview

The goal of the Curriculum & Calendar project is to successfully implement Kuali Curriculum and Kuali Academic Catalog to manage and streamline the curriculum submission and approval processes, as well as publish the University Calendar.

Among the principal benefits of implementing Kuali Curriculum along with Kuali Academic Catalog (University Calendar), are data integrity and assurance. When

managed and approved in an integrated system, the flow of secure data between the Curriculum Management and the Calendar software is seamless, without the inherent risks of multiple systems and manual data entry. The software provides reassurance that the University Calendar content, which serves as the authoritative contract between the university and its students, is of high quality and accurate.

The project has been executed in two distinct phases. The first phase of the project focused on the implementation of Curriculum Management, which supports the online submission of curriculum submission changes; the second phase is focused on the implementation of Catalog, which supports the publication of online undergraduate and graduate University Calendars. The project phases are outlined in the following two sections.

Curriculum & Calendar Project, Phase 1 – Curriculum Management (Kuali Curriculum)

Alleviating the pressure of managing curriculum changes for academic units was the priority during the first phase of the Curriculum and Calendar project. This entailed working closely with the vendor to outline University of Victoria's unique functional requirements, migrate the current curriculum data into the system, configure the forms and workflow, and work with the academic units to validate imported content and ensure accuracy.

The Curriculum Management workflow was designed to follow the Procedures on Curriculum Submissions in AC1120 (Authority: Procedures 6.00 to 15.00, Processes for Curriculum Submissions: Procedures 17.00 – 22.00 and Progression of Approvals: Procedures 23.00 – 34.00), whereby proposals are initiated by the academic units, sent to Faculty Curriculum Committees, then to Senate Committee on Curriculum and finally to Senate for approval. Of note, the Senate Committee processes and procedures for other Senate Committees (i.e., Senate Committee on Admission, Re-Registration and Transfer, Senate Committee on Academic Standards, etc.) have remained unchanged, and are out of scope for the electronic workflow.

Diagrams of the Kuali curriculum workflow for undergraduate and graduate curriculum are noted in Appendix D, sections 3 and 4. Once all approvals are in place, the Office of the Registrar will publish the University Calendar on the university website (AC1120 Calendar Submissions, Responsibility to Publish: Policy 12.00).

After the initial data migration of May 2019 and September 2019 University Calendar content, extensive validation of course and program data was carried out by the project team and academic stakeholders from April – October 2019. Graduate content was reviewed by both the academic unit and a designate from the Faculty of Graduate Studies. In total, 11,625 courses (5382 active) were managed with a scripted import; 422 programs and 134 concentrations were manually imported due to the complex nature of migrating text to a structured database.

Validation instructions and system reporting mechanisms managed by the Office of the Registrar were made available to all stakeholders involved in validation in an effort to ensure that there were no changes to Senate-approved content.

Updates about the project were presented at the March 2019 and August 2019 Senate Committee on Curriculum meetings. Four update memos were sent to Deans, Associated Deans, Chairs, Directors, members of curriculum committees (Faculty and Senate) and all staff involved in the curriculum process; these memos have been included as Appendix E. Additionally, regular updates were included in the monthly OREG Bulletin.

Curriculum & Calendar Project, Phase 2 - Academic Calendar (Kuali Academic Catalog)

The aim of the second phase of the Curriculum & Calendar project is to produce refreshed, user-friendly, accessible and accurate undergraduate and graduate University Calendars while maintaining the regular publishing timelines as set out by AC1120. The configuration and development efforts for this phase of the project began in October 2019.

The identified requirements of the revitalized University Calendars are as follows:

- Include content as per AC1120 (Content: Policy 7.00).
- Support for the three annual University Calendar publishing cycles.
- Separate University Calendars for undergraduate and graduate content, with distinct landing pages.
- A refreshed and modern design.
- Improved and highly intuitive search functionality (for courses, programs, etc.).
- Achieve standard accessibility[1] requirements.
- Access to historical University Calendar content via the web and/or via a web-based PDF.
- Provision of a hard copy of the University Calendar to Archives, in accordance with document retention requirements.

The project team has been working closely with the vendor to advocate for the University of Victoria's functional requirements for the calendars. Among the core functional requirements that were not baseline in Kuali, but essential to the University Of Victoria, included the ability to produce separate graduate and undergraduate calendars. This functionality has been delivered and is currently being tested. As with any software, cloud-based in particular, continuous enhancements will be considered and introduced based on user feedback and ongoing use.

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[1] UVic Policy: https://www.uvic.ca/home/about/accessibility/index.php and Kuali Standards: https://www.kuali.co/resource/cm-cat-incorporate-accessibility-standards

The anticipated publication date for the first University Calendars using Kuali Academic Catalog is February 2020, for the May 2020 undergraduate and graduate editions.

Discussion

At present, University Systems is working to embed the Kuali academic calendar content using Cascade and develop a user-friendly interface to view content via all web-enabled devices with the same quality and user experience. Senate will be provided with a demonstration of the new University Calendar once it is available.

Prior to the new University Calendar being released, academic units will be provided with an opportunity to proof their content; it is anticipated this will occur in mid-January 2020. Any errors resulting from the migration of content will be corrected to ensure the new University Calendar aligns with content previously approved by Senate. Requests to change content beyond editorial changes will proceed through the normal approval process.

In the meantime, Senate members are advised of the expected changes and benefits:

Expected Changes

In the spirit of modernizing technology to support automated approval and publication processes, this document proposes that the university transition to an online University Calendar being the authoritative source of record, and will benefit from a more modern, searchable and user-friendly design.

At present, campus users make use of the online, PDF, and print calendars which are generated three times a year. While Kuali Catalog will produce a fully functional and user-friendly PDF version of each University Calendar, print calendars will no longer be produced. The output from Kuali is not optimized for print, meaning that there will be an increase in overall white space, causing the page count to increase significantly. As such, it will no longer be environmentally responsible to produce the printed versions. Users will be able to print relevant sections from the PDF at their discretion. The PDF versions of the Academic Calendar, as they are currently, will continue to be fully searchable (for words, phrases, etc.), and provide contents, bookmarks and functional links for intuitive user navigation and a comfortable user experience. The project team met with University Archives[2] on November 29, 2018 and October 29, 2019; Archives has confirmed that the PDF satisfies their requirements in full and expressed no additional concern over the formatting or increased page count.

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[2] David Young, Records Management Archivist, University of Victoria Archives

Previously published versions of the University Calendar will remain available as they are accessed currently (the same web pages). Moving forward, these University Calendars could be managed in a variety of ways, subject to further discussion; this decision is out of scope for Phase 2 of the project. Ongoing dialogue with University Archives, University Systems, University Communications and Marketing, the University Secretary's office, and other key stakeholders will continue to inform the decision-making process. Options include maintaining one or more years' worth of University Calendar publications on the UVic website and providing archived University Calendars as PDFs only. No decisions will be made until analytics on web traffic are evaluated in order to accurately balance cost, benefit and service.

Benefits

In addition to the features noted in the previous section, direct benefits for the online Academic Calendar include:

- **Up-to-date** – With the introduction of the three curriculum cycles, the printed calendar is often out of date shortly after printing when the next academic calendar is published.
- **Alignment with current practice in the post-secondary sector** – Technology changes ensure that the online University Calendar is the most accurate and accessible version available worldwide. Many other comparator institutions have transitioned to an online-only, academic calendar, where the authoritative source resides with the online edition(s). Institutions surveyed in the 2012/2013 Environmental Scan include the University of British Columbia, Okanagan Campus, Simon Fraser University, Concordia, University of Manitoba, University of Saskatchewan. Notably, UVic is considered a leader in the full-scale implementation of both Kuali Curriculum and Catalog in Canadian higher education[3].
- **Sustainability** – Discontinuing the printed copies will reduce paper waste by approximately 500,000 pages per year[4]; this change reflects our commitment to the Strategic Framework Implementation Plan to be a global leader in environmental, social and institutional sustainability.

Conclusion

The Office of the Registrar respectfully submits this report to inform Senate of the progress on the Curriculum & Calendar project. Further, the report includes a

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[3] Currently, 3 institutions are using Kuali Catalog in production: Southern New Hampshire University, Colorado State University Global, the University of Utah. Of note, the Canadian institutions currently using Kuali Curriculum are the University of Toronto and York University.

[4] 3-year average based on 2017 – 2019 academic calendar production.

recommendation that Senate approve the designation of the online version of the University Calendar as the authoritative source of record.

Appendix A

University
of Victoria

Calendar Submissions	**University Policy No:** AC1120
	Classification: Academic and Students
	Approving Authority: Senate
	Effective Date: May 2018
	Supersedes: May 2013
	Last Editorial Change:
	Mandated Review: May 2025

Associated Procedures: Procedures on Curriculum Submissions
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Purpose

1.00   The University Calendar includes information for undergraduate and graduate students about relevant university policies and procedures, academic policies and regulations, university fees, courses and programs of study. The purpose of this policy is to outline requirements for publishing the University Calendar and the approval mechanism for changes to the University Calendar.

Scope

2.00   This policy applies to the information published in the University Calendar.

Definitions

For the purposes of this policy:

3.00   **Curriculum Submission** is defined in the Procedures on Curriculum Submissions.

4.00   **Registrar** means the university's Registrar, not the University Secretary, who is the registrar under the *University Act*.

5.00   **University Calendar** includes the undergraduate and graduate calendars.

Policy

Authority

6.00   Under the *University Act*, responsibility for academic governance is vested in the Senate.

6.01   Under section 37(1)(n) of the *University Act*, Senate has the power to provide for the preparation and publication of the University Calendar.

6.02 Under sections 37 and 40(d) of the *University Act*, Senate has the authority to approve submissions from faculties to make changes to the curriculum.

Content

7.00 The University Calendar will include, but is not limited to:

7.01 general university academic policies and regulations approved by Senate on recommendation of the appropriate Senate Committee;

7.02 faculty or division specific academic policies and regulations approved by the faculties or divisions and/or Senate, as appropriate;

7.03 Curriculum Submissions approved by Senate on recommendation of the Senate Committee on Curriculum and the faculties or divisions in accordance with the Procedures on Curriculum Submissions;

7.04 general information for students on matters within the purview of Senate, approved by Senate;

7.05 general information for students approved by the Registrar;

7.06 information about relevant university policies and procedures approved by the appropriate authority;

7.07 fees approved by the Board of Governors or delegate; and

7.08 academic year important dates approved by Senate.

8.00 The University Secretary may provide direction about which calendar matters listed in section 7.00 require Senate approval and which matters may be approved by the Registrar or other authority.

9.00 The Registrar may make editorial changes to the University Calendar.

Responsibility to Publish

10.00 The Registrar, under the authority of the Senate, publishes the official version of the University Calendar three times annually, effective May 1, September 1 and January 1.

11.00 The Registrar will take reasonable steps to ensure accuracy of the University Calendar and will archive the University Calendar.

12.00 The current version of the University Calendar will be published on the university website.

Authorities And Officers
i) Approving Authority – Senate
ii) Designated Executive Officer – University Secretary

iii) Procedural Authority – Senate
iv) Procedural Officer - Registrar

Relevant Legislation
University Act

Related Policies And Documents
University Calendar

Appendix B

University
of Victoria

Calendar Submissions	**University Policy No:** AC1120
	Classification: Academic and Students
	Approving Authority: Senate
	Effective Date: May 2018
	Supersedes: May 2013
	Last Editorial Change:
	Mandated Review: May 2025

Associated Procedures: [Procedures on Curriculum Submissions](#)

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Purpose

1.00 The University Calendar includes information for undergraduate and graduate students about relevant university policies and procedures, academic policies and regulations, university fees, courses and programs of study. The purpose of this policy is to outline requirements for publishing the University Calendar and the approval mechanism for changes to the University Calendar.

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12.00 A copy of the current version of the University Calendar will be published on the university website.

Authorities And Officers
v) Approving Authority – Senate
vi) Designated Executive Officer – University Secretary

vii)   Procedural Authority – Senate
viii)   Procedural Officer - Registrar

Relevant Legislation
University Act

Related Policies And Documents
University Calendar

Appendix C

Ad Hoc Senate Committee to Consider the Curriculum Process
Report and Recommendations
29 January 2013

Table of Contents

I.   Background and review of issues with the current process

A curriculum change process needs to meet academic and administrative requirements. The growing size, complexity, and diversity of academic programs at the University of Victoria have contributed to a widespread sense across campus that key academic and administrative requirements are no longer being met by our current curriculum change process. In March 2012, the Senate Committee on Agenda and Governance submitted to Senate a memo outlining the rationale and terms of reference for an *ad hoc* committee to consider the curriculum process at the University of Victoria. The committee was proposed in response to concerns raised in recent years by deans, members of the Senate Committee on Curriculum and others about challenges inherent in the curriculum change process currently in place at UVic. As noted in the memo, some of these challenges are:

- The bulk of curriculum changes are typically done once per year and the timing for implementation of these changes is restrictive.
- The process is cumbersome and much time is spent at the faculty and Senate level reviewing technical changes and editorial matters.
- Consultation across units and faculties is not undertaken consistently or effectively.
- There are no clear rules or processes for referring changes to academic standards to the Senate Committee on Academic Standards, or for referring curriculum changes that constitute program changes to the Senate Committee on Planning.
- Cross –Faculty, interdisciplinary programs do not fit well into the current process.
- The process for considering curriculum changes for graduate courses is confusing, cumbersome and requires adherence to different timelines than undergraduate changes.

In response to concerns such as these, the Senate Committee on Curriculum made some changes and recommendations in 2009/10 and 2010/11. Arising from the January 2011 Senate Committee on Curriculum meetings, for example, was that committee's recommendation for a second Senate Committee on Curriculum meeting in the spring to consider curriculum changes that support new programs. The committee also recommended that the annual meetings to consider the bulk of the curriculum submissions be held in December rather than January. While the intent of these recommendations was positively received by Dean's Council, it was felt that they did not do enough to address the concerns that had been raised.

In response to this feedback, and in order to adequately consider and address concerns, the Senate Committee on Agenda and Governance recommended to Senate the creation of an *ad hoc* committee to consider the curriculum process. Senate moved to create the committee at its April 13, 2012 meeting. The *ad hoc* committee's terms of reference are:

- to undertake a comprehensive review of the current curriculum change process;

- to review the curriculum change processes at other Canadian universities, and the systems and technology at the university that are currently used and could be leveraged in the process;
- to consult with the Senate Committee on Curriculum, the Senate Committee on Planning, and members of the faculties and administrative units involved in the curriculum change process; and
- to provide recommendations to Senate on whether revisions to the current curriculum change process are called for and, if so, what these revisions should be, and how they might be reflected in Senate policy and procedures.

The *ad hoc* committee was directed to provide a report and recommendations to Senate by November, 2012. As the chair of the *ad hoc* committee explained to Senate at its November 2, 2012 meeting, the committee decided to extend the time frame of its review in order to thoroughly consider the issues involved, as well as the potential impact of its recommendations on other university processes such as scheduling and calendar production.

II.   Current process

As an early step in considering the current curriculum change process at UVic, the *ad hoc* committee mapped the current process and timeline for the submission and approval of curriculum change proposals. As there is some variation among Faculties in terms of their internal processes before a proposal is brought forward to the Senate Committee on Curriculum, the committee contacted administrative personnel in different Faculties to clarify their processes. A flowchart, or process chart, was created which captures the different routes a proposed change might take on its way to approval (see Appendix A). The flowchart also maps the higher-level processes that are taking place as the proposal is being developed and makes its way through the various levels of approval.

III.   Best practices

The committee has undertaken a review of current practices at UVic and other Canadian universities. This has helped to inform and contextualize the committee's work. The results have been informative; however, the committee found it easier to collect information on current practices than on best practices. This is consistent with other similar endeavors at other universities with which the committee is aware. For the most part, curriculum change processes have not attracted systematic attention beyond the level of individual universities.
In 2002-4, the Association of Registrars of the Universities and Colleges of Canada (ARUCC) commissioned a study and report investigating best practices around the production of calendars, particularly online calendars, at Canadian postsecondary institutions. The project consultant performed an extensive search of material on policies and practices around calendar

16

production but found that there was little published material on the topic. For that reason, the 2004 ARUCC study relied on the results of a survey sent to member schools which garnered responses from about half of ARUCC's member universities. The project and resulting report provided a good snapshot of then-current practices, and identified some issues and trends that member schools saw as important[5].

In the case of this report, attempts to review the literature on the subject led to a similar finding: there simply hasn't been much discussion of "best practices" in the area of curriculum approval processes in post-secondary institutions. As the 2004 ARUCC report mentions, the notion of "best practices" presupposes that there are criteria against which such practices can be measured, and that these criteria are accepted by those working in the field. When that is not the case, "existing practices" need to replace "best practices" as the object of study. To accomplish this, the committee's research and data collection focused on two areas: the curriculum change approval process currently in place at UVic, and those currently in place at other Canadian universities.

Best practices at UVic

In order to assess the current process in place at UVic, the *ad hoc* committee sought input from UVic deans, members of the senior administration, department and faculty-level administrators responsible for aspects of the curriculum change process, and staff involved in the production of the calendar. In general, the feedback received concerned particular aspects of the process, rather than criticism of the process as a whole. The committee agrees that some key features of the current process are valuable and should be retained. These include:

1) The situating of curriculum as an academic responsibility of faculty members and academic units. The University Act grants Senate authority to determine curriculum. All aspects of curriculum design, development, implementation, and change currently are the responsibility of faculty members associated with particular academic units. Administrative assistance is provided largely at the unit level, with some support from central offices. The committee recommends that existing divisions of responsibility between faculty and staff, and between unit and central staff, be maintained, with enhancements to the advice and guidance available centrally (see Recommendation 2, below).

2) The general progression of approvals. There is strong support for the current practice whereby curriculum changes originate within the academic unit offering the program in

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[5] For example, integrating the approval process for calendar changes (of any sort) with the technical updating necessary for production of the calendar was identified as a key issue in the ARUCC survey. Also, there was general agreement that a school's e-calendar (in whatever form that took) ought to be considered the official version of the calendar, rather than the print version. ARUCC presented their "Best Practices and Guidelines for Institutional Calendars" at their 2006 biennial meeting. First on their list of recommendations: "Move solely to the production of an e-calendar."

question, move through a hierarchy of approvals with consultation and input from those units directly or indirectly impacted by the proposed change, and become part of the official University Calendar after approval at the Senate level. Each Faculty will continue to have a curriculum committee (except Graduate Studies; see recommendation 7, below) and will continue to approve curriculum submissions prior to consideration by Senate Committee on Curriculum. The chairs of Faculty curriculum committees will remain members of the Senate Committee on Curriculum with similar responsibilities for reviewing and approving submissions from other Faculties.

3) The principle that a curriculum change proposal must be well prepared, error-free, and properly vetted in order to progress to the next stage in the process. The onus for ensuring the quality of submissions will continue to be on the initiating unit, assisted by better information and simplified process requirements.

4) The recommendations are intended to be cost-neutral, implying acceptance of the current allocation of resources to the curriculum-change process. Improved processes will spread the workload for faculty and staff more evenly over the year and avoid the current concentration of effort once per year.

Commonly seen practices at other Canadian universities

The committee reviewed available information on curriculum change processes at nine Canadian universities. There is wide variation across universities in approval processes and administrative mechanisms, and it is not possible to identify best practices; what is best depends on circumstances at each university, including the provincial legislation establishing the powers of different governing bodies. Curriculum-change processes everywhere are complicated, involving numerous university offices, lengthy time lines, and complex instructions. However, there are approaches that appear with enough regularity at other Canadian universities that it is useful to list them here as examples of best practice:

1) **Categorization of curriculum changes.** While there is no consistent pattern in the categorization of type of curriculum and program change, many Canadian universities use a distinction between course changes and program changes, or a distinction between changes having implications outside of the originating department and those without external implications, as the basis for categorizing curricular changes. When universities do distinguish among different types of changes, the associated approval processes differ depending in part on the legislated powers of different governing bodies.

2) **Administrative approval mechanisms and paths**. Most universities require Senate-level approval for most kinds of curriculum changes. Some schools delegate approval of the more minor class of changes to a Senate-level committee and, at some schools, changes can be

approved at the faculty level if they are clearly minor and have no implications beyond that faculty.

A number of universities use a "challenge" system for curriculum change deemed less substantial (though the definition of substantial varies greatly). In these systems, the unit initiating the change is required to make the proposed change available for review by other units, with those other units given a specified period of time in which to respond with any concerns or questions. Challenge systems essentially put the onus for consultation on units other than the one initiating the change, the reverse of the current situation at UVic. Responsibility for preparing and formatting curriculum change submissions appears to be decentralized to academic units in virtually all other universities, rather than being the responsibility of a central office. This is similar to UVic practice.

Different mechanisms exist for undergraduate and graduate curriculum changes at virtually all universities. Two general patterns for approval processes appear, with many variations. In one, similar to the current practice at UVic, graduate curriculum changes are initiated by the specific unit offering the program and submitted to the school or faculty of graduate studies for its approval prior to incorporation into the calendar or approval by a body equivalent to UVic's Senate. In the other, line-Faculty approval is required prior to incorporation in the calendar or (if higher-level approval is required) approval by a body equivalent to UVic's Senate, in most cases accompanied by a mechanism to ensure the proposed changes also have the approval of the school or faculty of graduate studies.

3) Frequency of meetings to consider curriculum changes and of calendar publication. It is common for university bodies that make decisions on calendar changes to meet regularly throughout the year (in contrast to our practice of major Senate Committee on Curriculum meetings once per year.) At most of the schools studied, for example, university-level curriculum committees meet monthly for at least nine or ten months of the year. It is also common to have an academic calendar that changes on two or three dates per year with approved curriculum changes taking effect only on the fixed dates for issuing a new version of the calendar. Annual calendars fixed for a full academic year are uncommon, and none changes on an ongoing basis rather than on fixed dates. This frequency seems to be unrelated to whether a school possesses an electronic system for continuous calendar updating.

4) Provision of information and guidance. There is tremendous variation across universities in the nature and detail of guidance given to units for preparing submissions. Similarly, responsibility for providing guidance is distributed and shared among a wide variety of university offices, including the registrar's office, the university secretary's office, and the offices of individual faculties. However, at most of the nine schools, information on the process and the associated policies was easy to find and was accessible from multiple places on the school's web pages. It was also clear, in most cases, which administrative unit "owned" the information and guided the process and, thus, where one would go to access support or more information.

19

Information on specific practices at the nine universities surveyed can be found in Appendix C.

IV. Recommendations

The *Ad Hoc* Senate Committee to Consider the Curriculum Process has undertaken a review of the process currently in place at the University of Victoria, has reviewed practices at other Canadian universities, and has solicited and reviewed feedback from stakeholders including Senate members, other faculty members, members of the senior administration, and administrative personnel. Meeting regularly over the summer and fall of 2012, the *ad hoc* committee has discussed and evaluated various proposed changes and their potential to streamline and improve the current curriculum change process.

This section of the report presents the committee's recommendations. They are organized as responses to the key issues identified by stakeholders and explored by the committee.

> *Key Issue: More frequent opportunities to change curriculum are needed to enhance flexibility and allow innovation in academic programming. The current process permits changes only once per year and is slow and cumbersome.*
>
> ➢ **Recommendation 1: Move from one approval cycle per year to three approval cycles per year.**

The current process for curriculum change has one entry point. If a proposal has not been approved at the departmental and faculty level by October or November, it cannot proceed onward to the Senate level for approval in time to be included in the Calendar for the next academic year starting May 1. Moving from a once-yearly to three-times-yearly process will allow the university to implement curriculum changes in a way that is more responsive to the needs of students and increases flexibility for launching new initiatives. It will also allow the Senate Committee on Curriculum to return inadequately prepared submissions to the originating unit for resubmission in the next cycle without causing inordinate delay. The Senate Committee on Curriculum's terms of reference will be revised to clarify its authority to do so. Spreading the workload across three cycles will enable committees to review and approve proposed changes in a more thorough and timely fashion.

The committee recommends the creation of three approval cycles per year, with approved curriculum changes taking effect at the beginning of each of the three terms, i.e., May, September, and January. The *ad hoc* committee has mapped what a three-cycle year would look like (see Appendix B); it shows the timeframes within which work will be done at each level of the process: unit, faculty, The Senate Committee on Curriculum, Senate, and the Registrar's

Office (the current cycle is similar to that shown as Cycle 1). Pending the possible adoption of a fully online Calendar, the University will continue to publish a Calendar for the academic year effective May 1, with changes taking effect on September 1 and January 1 published in revised versions by those respective dates. This means there will be May, September, and January versions of the annual Calendar. This could change in future with the adoption of a fully online Calendar.

The adoption of a three-times-yearly cycle has a number of broad implications. Units will not be required to use all three cycles for their own submissions. For example, a department or Faculty will be able to choose to use only one or two cycles, with those unit and Faculty-level decisions determining how often unit and Faculty curriculum committees meet. The Senate Committee on Curriculum will meet three times yearly. Deadlines for submissions to the Senate Committee on Curriculum will be enforced more strictly; curriculum changes that miss the entry point for one cycle can be resubmitted into the next cycle, as can changes that were inadequately prepared or for which consultation was insufficient.

The intention of the three-times-yearly cycle is to provide nimbleness in mounting new programs and new courses as well as to provide flexibility with other curriculum changes. New courses and programs could be initiated for any of the three cycles. Certain other types of changes will need to be submitted during certain cycles. Changes to regulations regarding academic standing, progression, discipline, and deadlines should be submitted in Cycle 1 or Cycle 2, but not Cycle 3, to avoid changes in these regulations occurring in the middle of Winter Session. Changes in program titles also should be introduced in Cycles 1 or 2 to avoid problems with transcripts. UVic's current processes for timetabling of courses, scheduling of rooms, and student registration are session based, and units need to take this into consideration when planning curriculum changes that involve many courses (e.g., global changes in departmental course abbreviations). In some circumstances it will be best for units to submit such changes in Cycle 1 in order to ensure full consideration with respect to timetabling and rooming requirements. The Calendar Office will provide guidance on appropriate submission cycles for particular types of changes.

The committee also recommends UVic consider reforms to the scheduling and timetable process to take maximum advantage of the flexibility created by a three-cycle curriculum change process. For example, moving to an academic year based on three terms rather than the current two sessions could permit the removal of the restrictions described in the preceding paragraph.

Key issues: Preparation of submissions requires detailed knowledge about academic regulations and about technical aspects of the process, and that

knowledge is not readily available. Ensuring submissions meet technical requirements takes too much effort on the part of faculty, staff, and the Senate Committee on Curriculum.

> ➢ **Recommendation 2: Improve access to, and subsequent application of, knowledge about the curriculum change process.**

The current process relies heavily on a small number of faculty members and staff with detailed knowledge to transform ideas about curriculum changes into a form suitable for the Calendar. The difficulty of accessing and applying information about the process and the requirements curriculum submissions must meet is at the root of the difficulties with UVic's current curriculum-change process. Compared to many other Canadian universities, information is difficult to access, to interpret, and to apply. In many areas practice is based on convention rather than policy and is not applied consistently across campus. Compounding these issues is the lack of clear institutional ownership of the information.

Three categories of information are important: information about academic regulations governing curriculum changes; information about technical formatting and editorial style; and information about process. Much of the relevant information is located in the current Senate approved policy and procedures documents, but many units are unfamiliar with this document and/or have difficulty applying it to their submissions. Those documents and the Senate Committee on Curriculum's terms of reference will be revised to reflect the recommendations in this report, and to clarify the responsibility and authority of the Senate Committee on Curriculum, the Office of the Registrar, and the Office of the University Secretary.

Specifically, the committee recommends the following:

a) Formalization of expectations that currently exist as conventions into written policies and guidelines under the jurisdiction of specific bodies, all to be approved by Senate;

b) Creation of more user-friendly reference documents outlining academic regulations, editorial and technical policy, and processes, all of which would be applied consistently across the University;

c) Clarification of circumstances under which consultation with other units is required, including examples.

d) Design of new forms (see recommendation 6, below) to prompt those preparing curriculum changes to identify the intent of proposed changes so they can be formatted properly, rather than expecting those preparing curriculum changes to know how to format the submissions (eg, regarding listing of pre-requisites);

e) Creation of wayfinding documents to guide those preparing curriculum-change submissions at all stages of the process.

f) Creation of detailed timelines, including information about limitations on the ability to accommodate major program overhauls within the timetabling and scheduling process.

Key Issue: Uncertainty about program requirement changes that require approval of a Senate committee other than the Senate Committee on Curriculum means changes occasionally are introduced without proper oversight, and causes delays and additional workload for those preparing and reviewing curriculum submissions or program requirement changes.

➢ **Recommendation 3: Ensure calendar changes in areas under the jurisdiction of other Senate committees are considered by the appropriate committee.**

The *ad hoc* committee recommends a number of changes to make it more likely that proposals involving academic standards, admissions, and major program changes are directed to the appropriate Senate committee before they reach the Senate Committee on Curriculum. This will include:

a) As part of recommendation 2, above, improve access to information about which types of changes require which committee's approval in more user-friendly documents approved by Senate.

b) Create a separate form for program-requirement changes (see recommendation 5, below) to make it easier to identify changes that require the approval of a body other than the Senate Committee on Curriculum. Changes to courses (including the creation or deletion of specific courses) rarely raise broader issues that should go to other committees. Program-requirement change forms could include prompts that indicate

23

when approval by another committee is required (see recommendations 2c), above, and 6, below).

c) The University Secretary's representative on the Senate Committee on Curriculum, along with the Office of the Registrar, will help ensure submissions are directed to the Senate Committees on Planning, Academic Standards, and Admission, Re-registration and Transfer, as appropriate. Proposed changes that reach the Senate Committee on Curriculum without having gone to other required Senate committees will be deferred until the next the Senate Committee on Curriculum cycle, giving units and Faculties an incentive to ensure the change goes to the correct Senate committee without penalty of a year-long delay.

Curriculum for new programs will be considered by the Senate Committee on Curriculum concurrent with the Senate Committee on Planning's consideration of the proposal, consistent with current practice. The Senate Committee on Curriculum's approval of curriculum will continue to be contingent upon the Senate Committee on Planning's and Senate's approval of the program. If the Senate Committee on Planning, Senate, or both request program changes that require greater-than-editorial changes as determined by the AVP Academic Planning, those curriculum changes will enter the subsequent curriculum change cycle.

Key Issues: Current procedures do not always ensure adequate consultation among units, and the need for consultation late in the process can cause delays and extra work.

➢ **Recommendation 4: Improve consultations.**

UVic's traditional system of collegial governance requires that units proposing curriculum changes initiate consultations with other units that may have an interest in, or be affected by, the proposed change, though collegial governance does not mean giving any unit a right to veto changes proposed by another unit. To ensure appropriate consultations take place before proposed changes reach the Senate Committee on Curriculum, the *ad hoc* committee recommends the following:

a) Clarify the need and expectation for consultation in explanatory documents (see recommendation 2b), above). These will clearly identify the situations under which consultation is required and the process for doing so.

24

b) Units proposing changes remain responsible for identifying other units that need to be consulted, for providing information about the proposed changes to the Chair, Director, or Dean of those other units, and for providing evidence of consultation to the Senate Committee on Curriculum. In cases in which consultation between units and their Faculties does not resolve an issue, the Senate Committee on Curriculum has the authority to resolve the issue by approving, rejecting, or (in consultation with affected units) deciding how to modify the submission. The Senate Committee on Curriculum's terms of reference will be revised to make this explicit.

c) Forms for program-requirement changes and course changes will include prompts to help identify other units that need to be consulted (see recommendation 2b, above).

d) Curriculum-change summary forms will provide other units with information needed to ascertain the impact of a proposed change on their own programs (see recommendation 6, below, for more on summary forms).

e) To ensure all units have an opportunity to review changes before approval, the committee recommends that all proposed changes (not just summary forms) be posted online, accessible to all Deans; Chairs of Faculty Curriculum Committees; other members of the Senate Committee on Curriculum; Associate Deans; Chairs of Departments; Directors of Schools and Interdisciplinary Programs; the Executive Director and program managers in Coop and Career Services; and the Associate University Librarian and subject librarians at least one week before the Faculty meeting at which the changes are to be approved. Faculties will submit the full package of curriculum changes (change forms and summary forms for program requirement and course changes) to the Office of the Registrar at least one week before the Faculty meeting. The Office of the Registrar staff will make submissions available online (consistent with section 6.00 of the current Procedures on Curriculum Submissions) and notify all those with access that the changes are available for review and of the date of the Faculty meeting at which the changes were to be approved.

f) Units not previously consulted can initiate consultations with the unit and Faculty that has submitted a proposed change. Most issues will be resolved informally, but if

a unit's or Faculty's concerns are not addressed by the unit or Faculty submitting the change, the former could share any unresolved issues with the Senate Committee on Curriculum for its decision under recommendation 4b).

g) The library will be consulted on all course additions and deletions prior to the Faculty meeting at which the changes are to be approved, to enable the library to inform units when current holdings are inadequate to support proposed courses, and to ensure the library has information it needs to plan acquisitions (library consultation

is not required for program changes, since any program changes with library implications will involve course additions or deletions). A system will be created to simplify the library's acknowledgement of changes for which current holdings are adequate, and the library will communicate directly with any unit proposing changes for which this is not the case (with the communication shared with the Senate Committee on Curriculum). Librarians will not be required to attend meetings of Faculty curriculum committees.

h) Coop and Career Services will be consulted on any programmatic changes affecting coop programs, and on any changes to courses in which Coop and Career Services plays a role. This will be done before the Faculty meeting at which the changes are to be approved. Coop and Career Services will also have access to all changes approved by Faculties, as described above. Coop and Career Services will consult with any academic unit affected by changes it initiates to coop programs (including work experience).

Key Issues: Distinguishing between minor and major changes creates additional work without real benefit. Forms do not distinguish clearly enough between program changes and course changes.

➤ **Recommendation 5: Eliminate the distinction between major and minor changes, and create a distinction between program changes and course changes.**

The distinction between major and minor curriculum change currently serves little practical purpose at any level of the approvals process. At the unit level, dividing curriculum changes in this way is confusing, error prone, and labour intensive both for the originator of the proposal and for those supporting the process. It is common to include a change in the wrong category, and the correctness of a given designation is frequently debated at the unit, faculty, and the Senate Committee on Curriculum levels. Having been separated in this way, though, the two types of changes tend to be considered together by faculty curriculum committee chairs and the Senate Committee on Curriculum during the approvals process. Senate approval is required for major changes but not minor changes; however, in practice Senate almost always defers to the Senate Committee on Curriculum on major changes as well (the committee is not aware of any

26

recent cases of major changes subject to substantive discussion on the floor of Senate). Any rationale for the distinction based on saving paper is no longer relevant, and will be even less so in light of other recommendations in this report. The *ad hoc* committee therefore recommends eliminating this distinction, with the implication that Senate will provide final approval for all curriculum changes (at present, authority for approving minor changes is delegated to the Senate Committee on Curriculum).

Consistent with practice at many other universities, the *ad hoc* committee recommends creating separate forms for program-requirement changes and course changes. Each type of form will have distinct prompts to help users and stakeholders accurately identify the nature of the proposed change (pending completion of the transition to new forms), and will make it easier to determine whether program-requirement changes need to be routed through a different Senate committee (see recommendation #3, above).

> *Key Issue: Curriculum change forms are difficult to use and require complicated decisions only loosely related to substantive needs of the process.*
>
> ➢ **Recommendation 6: Improve the forms used for curriculum change submissions.**

The committee recommends that curriculum submission forms be revised to be more user friendly, clear, and comprehensive. Changes likely will need to be introduced in stages, pending possible adoption of curriculum workflow software currently under consideration by the Registrar's Office.

As noted earlier, current forms for minor and major changes will be replaced by forms for program-requirement and course changes. Both forms will continue to match existing and proposed Calendar language side-by-side. Users will continue to categorize the nature of the proposed change using a typology on the form, as this helps users and reviewers consider the potential implications of the change and the consultation required to ensure the impact on other units is taken into account. The typologies will be revised to ensure they provide information Senate needs to guide its review of the proposed changes. Users will also be required to provide a more descriptive rationale, since many changes are not fully explained at present. The form will continue to query the user about consultation with other units, consistent with recommendations in #4, above.

All program changes for a unit or program will be combined into one document, and all course changes for a unit or program will be combined into a separate document.

Separate summary forms will be created for program changes and course changes, using the typology of proposed changes noted above to describe each change. Pending the possible adoption of curriculum workflow software, summary forms will continue to be created using Word documents but will be kept separate from the program-change and course-change forms. Organizing the forms in this fashion will make it easier for other units to review proposed changes before approval at the Faculty and Senate levels; those responsible for reviewing proposed changes can begin with the summary forms and check the full documents if they need additional information.

Pending future developments, the committee recommends that new submission forms that incorporate the changes just described be created for the 2013-14 curriculum change cycles. These could take the form of revised Word documents, or form-fillable, saveable pdfs to provide greater clarity for users and improve the accuracy and completeness of submissions. By using fillable text boxes, check boxes, and drop-down lists, and by making mandatory the completion of certain fields, the forms can guide the user in the completion process. Using pdfs also creates the potential to automatically extract key pieces of information to create summary sheets and sort proposals by type.

Depending on the availability of information-system resources, the final stage will be the adoption of a fully online submission process using curriculum workflow software.

> *Key Issues: The process for graduate curriculum changes varies across Faculties; in some cases this leads to inadequate scrutiny, while in other cases there can be duplication of effort.*
>
> ➤ **Recommendation 7: Improve the graduate curriculum change approval process.**

At present, the process for considering curriculum changes for graduate courses and programs varies between Faculties; some units send graduate changes to their line Faculty for approval before those submissions go to the Faculty of Graduate Studies, while others send changes directly to the Faculty of Graduate Studies. In both cases, the submissions are reviewed in the Faculty of Graduate Studies Dean's Office and approved by the Faculty of Graduate Studies Executive Committee and by Faculty of Graduate Studies before being sent to the Senate Committee on Curriculum for review and approval. Graduate level changes must be submitted to the Office of the Registrar around a month before undergraduate changes so they can be reviewed by the Faculty of Graduate Studies Dean's Office and approved by the Faculty of Graduate Studies Executive Committee in time to be packaged with the undergraduate changes

and reviewed by the Senate Committee on Curriculum. The "dual track" nature of the process creates confusion and creates situations where changes at the graduate level are not brought before the line faculty which has responsibility for administering the courses and whose own curriculum may be affected by those changes.

The *ad hoc* committee recommends that all graduate curriculum changes be reviewed and approved by the relevant line Faculty as well as the Faculty of Graduate Studies. Each Faculty will decide whether to have a distinct graduate curriculum committee or a single curriculum committee responsible for undergraduate and graduate changes. As is currently the case with undergraduate curriculum changes, units will submit graduate curriculum changes to the line Faculty curriculum committee prior to approval by the Faculty. Once the line-Faculty curriculum committee has approved graduate curriculum changes, they will be submitted simultaneously to the line Faculty and the Faculty of Graduate Studies. Graduate curriculum changes require approval of both the line Faculty and the Faculty of Graduate Studies Executive Committee in order to be submitted to the Senate Committee on Curriculum.
Simultaneous submission to the Faculty of Graduate Studies and the line Faculty puts the onus on the unit proposing changes to ensure full consultation in advance.

Changes to the Faculty of Graduate Studies section of the graduate Calendar will continue to be the responsibility of the Faculty of Graduate Studies, with those changes routed through the appropriate Senate committee (normally the Senate Committee on Academic Standards for academic regulations, the Senate Committee on Admission, Reregistration and Transfer for admissions, etc).

> *Key Issue: Curriculum change processes for cross-Faculty interdisciplinary programs are unclear and are cumbersome in relation to the small scale of these programs.*
>
> > **➢ Recommendation 8: Simplify the process for approving curriculum changes for cross-Faculty interdisciplinary programs.**

At present, curriculum changes for cross-Faculty interdisciplinary programs are supposed to be approved by all of the participating Faculties. With as many as six participating Faculties, this is cumbersome given the small scale of the programs and their limited staff support. The *ad hoc* committee recommends streamlining the process, in part by taking advantage of the new Office

of Interdisciplinary Academic Programs. The Office is presently responsible for oversight of the following programs: Cultural, Social, and Political Thought (graduate); European Studies (undergraduate); Human Dimensions of Climate Change (undergraduate); Indigenous Studies (undergraduate); Social Dimensions of Health (graduate); Social Justice Studies (undergraduate); and Technology and Society (undergraduate). A number of additional programs are under development.

The *ad hoc* committee recommends the Director of the Office of Interdisciplinary Academic Programs, in consultation with each program, identify one Faculty as the "lead Faculty" for curriculum changes for that program. Such curriculum changes will be submitted to the lead Faculty's curriculum committee, and to the Chairs of the Faculty Curriculum Committees of the other participating Faculties. The Chairs of Faculty Curriculum Committees other than that of the lead Faculty will determine whether proposed changes are of sufficient import to require review and approval by that Faculty as well as by the lead Faculty. Proposed changes for interdisciplinary programs will be posted online at least six weeks before the Senate Committee on Curriculum meeting at which the submissions will be considered, to create sufficient time for review by other academic units and to ensure adequate time for review by Faculties other than the lead Faculty.

> *Key Issue: The responsibility, membership, and authority of key bodies (the Senate Committee on Curriculum, the Office of the Registrar, the Office of the University Secretary, and Faculty curriculum committees) in some areas are not outlined sufficiently clearly, causing uncertainty when an issue cannot be immediately resolved.*
>
> ➢ **Recommendation 9: Clarify the responsibilities, membership, and authority in relation to curriculum of Faculties, Senate Committee on Curriculum, the Office of the Registrar, and the Office of the University Secretary.**

The *ad hoc* committee recommends revision of the curriculum change policies and procedures to more clearly identify the responsibilities and authority of various bodies involved in the curriculum approval process. These will be outlined in the revised calendar policy and

procedures document being drafted by the *ad hoc* committee to incorporate the recommendations in this report, and which requires approval by Senate.

In addition, the committee recommends the harmonization of certain practices across Faculties to ensure adequate review and consultation. Each Faculty's curriculum committee will be required to have a representative from the Office of the Registrar (including the Graduate Admissions and Records Office, where appropriate) and from the Faculty's academic advising office. Faculties will be required to ensure the library, Coop and Career Services, and other potentially affected units have been consulted prior to Faculty approval of curriculum changes. Each Faculty curriculum committee will be required to provide the Senate Committee on Curriculum a report summarizing the volume and character of changes it approves.

The *ad hoc* committee also considered the issue of including more explicit guidance concerning the criteria the Senate Committee on Curriculum should use when reviewing and approving curriculum submissions. The current terms of reference give the Senate Committee on Curriculum responsibility "To review the major curriculum changes proposed by the Faculties prior to submission to Senate", but do not identify any criteria to guide its review. For example, the *ad hoc* committee discussed, but did not take a position on, whether the Senate Committee on Curriculum should be mandated to consider issues such as the quality of academic programs or the consistency of curriculum changes with overall University goals. The committee also briefly discussed whether the Senate Committee on Curriculum should have academic representation beyond the chairs of Faculty curriculum committees, given the potential conflicts of interest they face, but also did not take any position on this issue.

The committee believes issues such as these are important to consider but go beyond the mandate it was given by Senate, which focused on process issues. The committee recommends that Senate consider how best to review the policy issues surrounding the Senate Committee on Curriculum mandate and terms of reference.

V. Implementation

> *Key Issue: The proposed revisions to the curriculum review process will require significant institution-wide changes. Changes to the process should be assessed and revised following implementation.*
>
> ➢ **Recommendation 10: The *ad hoc* committee undertake a review of changes to the curriculum review process and provide a report to Senate one year after implementation.**

This report is being presented to Senate for approval at the February 2013 Senate meeting. The *ad hoc* committee will revise the report as necessary in response to feedback it receives from Senate and other stakeholders to be consulted in January and February 2013. The revised report will be brought to the March 2013 Senate meeting for approval. If Senate approves the report, its recommendations will be incorporated into revised Calendar and Curriculum Policy and Procedures (University Policy AC1120), and those will be brought to the April 2013 Senate meeting for approval. The new policy and procedures will take effect for the 2013-14 academic year. The *ad hoc* committee will remain in operation in 2013-14 to address any unanticipated issues. One year after implementation of the new policy and procedures, the *ad hoc* committee will review the changes to the curriculum change process and provide a report to Senate on their impact and any recommendations for further revision.
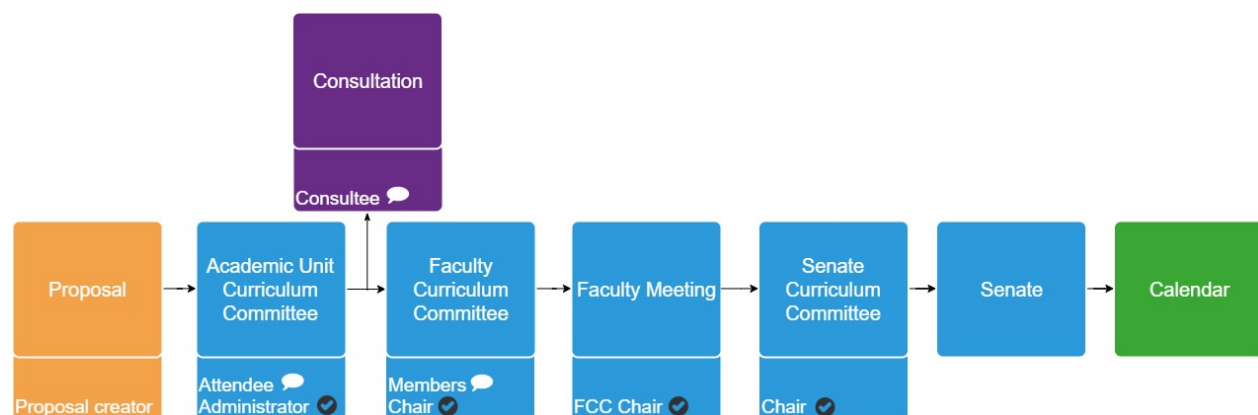
Appendix D – Proposal Workflows

1. Curriculum proposal workflow:

All curriculum proposals are subject to the consultation requirements as outlined in AC1120, Authority: Policy 6.00–15.00. These steps are recorded and comments, acknowledgements and all other "actions" taken are also recorded in a detailed Audit Log for historical integrity.
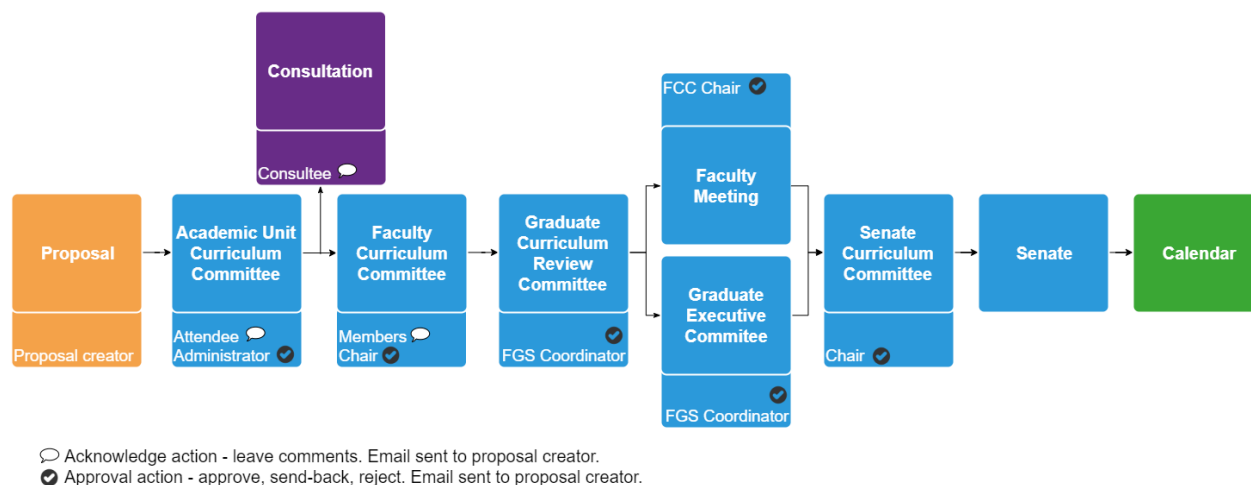
2. Access and System transparency:

The system is highly transparent by design. All members of faculty have access to all Kuali Curriculum content. Only the system administrator (or designate), Chair or Chair designate (i.e., any "approver" in Kuali) can edit online proposal content. Changes can only be made up until the Faculty Curriculum Committee approval step (below). Any changes requested by the Chair of the Senate Curriculum Committee would be done by a member of the Curriculum and Calendar unit in the Office of the Registrar only in advance of submission to Senate.

3. Undergraduate curriculum workflow:

○ Acknowledge action - leave comments. Email sent to proposal creator.
◉ Approval action - approve, send-back, reject. Email sent to proposal creator.

4. Graduate curriculum workflow:

○ Acknowledge action - leave comments. Email sent to proposal creator.
● Approval action - approve, send-back, reject. Email sent to proposal creator.

5. Senate sub-committees:

The academic calendar also includes content approved by other university Senate committees (e.g. Senate Committee on Admission, Re-Registration and Transfer, Senate Committee on Academic Standards, Senate Committee on Agenda and Governance, and the Senate Committee on Planning) and by administrative units in the University. Calendar content includes all criteria listed in Policy 7.00 (Content) and itemized in 7.01 – 7.08 including, but not limited to content approved by: the Registrar and the Board of Governors (or delegate).

Kuali Curriculum Management has the functionality to manage workflow for these types of proposals; however, the creation of this workflow is considered to be out of scope for this project. The Office of the Registrar will continue to work closely with the Office of the University Secretary, and the Associate Vice-President Academic Planning (for the Senate Committee on Planning) to track approvals for the purpose of publishing an accurate academic calendar.

6. Senate:

Functionality is currently being developed to produce reports for inclusion in the Senate docket. There are two components to these reporting requirements:

1. A summarized report of all curriculum changes; this will provide Senate with an overview, highlighting all proposed curriculum changes and new content.
2. A comprehensive report for the Senate docket that includes all curriculum proposals.

Further updates will be provided when these reports are available.

Appendix E

University of Victoria | Office of the Registrar   **MEMO**

Date: January 9, 2019

To: Deans, Associate Deans, Chairs, Directors, members of
           curriculum committees (Faculty and Senate), faculty and
           staff involved in the curriculum process

From: Laurie Barnas, Associate Registrar
           Office of the Registrar

Re: **Curriculum & Calendar (Kuali) Project Update**

Dear Curriculum colleagues,

Thank you for your interest in the Curriculum & Calendar (Kuali) Project. I am
writing to provide an update on the work completed thus far, what is planned
next, and some important information about how the project is unfolding.
As you may know, the vendor Kuali offers UVic two separate products, one for
managing the workflow of curriculum submissions (Curriculum Management –
Kuali CM) and the other for producing the academic calendar (Catalog – Kuali
CAT). Alleviating the pressure for academic units has been our priority and so the
implementation of Kuali Curriculum Management has been prioritized in the
project implementation. **Work completed thus far:**

Although Kuali provides the software, much is involved in setting it up to meet
UVic's needs. Over the fall of 2018, the project team worked on initial access
provisioning and the configuration of course and program forms and workflows.
Each form and workflow has been configured to reflect UVic policy (AC1120),
curriculum guidelines and UVic's needs as identified during the requirements
gathering project.

Once these initial configuration steps are complete, content can be migrated into
the Kuali Curriculum Management system. Data migration is a significant task
which will allow future changes to draw upon previously approved content,

providing an immediate benefit to users as they always make changes on the latest approved calendar entry.

I am pleased to let you know that these initial configuration steps are nearly complete and course data migration is underway. As a first step in validating the configuration, an overview of the workflow was demonstrated at the December 2018 Senate Committee on Curriculum (SCC) meeting. However, since curriculum changes go through many steps before the academic calendar is published, it is important that we validate each step along the workflow. As such, **short videos have been made to demonstrate what academic unit users will see as they create an initial curriculum proposal. These videos, along with some frequently asked questions, are available on the [Curriculum & Calendar Project site](#)**. We encourage you to review the videos and provide us with any feedback or questions that you may have.

What's next:

In the next few months, the project team will begin working on the migration of program content into Kuali Curriculum Management. The project team will continue to work directly with key stakeholders as specific requirements are identified.
Later in the spring, further information will be provided to share training sessions and resources for Kuali CM. The Kuali CM target go-live date is May 2019 to allow campus users to become familiar with the new software over Summer 2019, in preparation for work on Cycle 1, 2020 (May 2020) in Fall 2019.
Calendar publication:

Initially, the project team had planned to configure Kuali CAT to publish the September 2019 Calendar. However our early explorations have identified that some restructuring of content will be necessary to publish a calendar that meets UVic's and students' needs using Kuali CAT.

To maintain our May 2019 go-live timeline, a decision has been made to defer the implementation of Kuali CAT (academic calendar) and separate the Curriculum & Calendar Project into two separate phases (Phase 1: Kuali Curriculum Management and Phase 2: Kuali Academic Calendar).

Given that implementing Kuali CM is the identified priority, the project team will continue to work on migrating content so that Kuali CM can be used to manage curriculum changes. During the first phase of the project, the Office of the Registrar will continue to produce the academic calendar using its current technology (Adobe FrameMaker). The look and feel of the current calendar will remain the same, and users will continue to use the academic calendar in the

same manner that they always have. Once Phase 1 of the project is further along, an anticipated Phase 2 project timeline will be developed; this will include consultation and any proposals for changes will come to SCC and Senate.

Thank you again for your continued interest and support as we move ahead with this long-awaited project. If you have any questions or concerns, please do not hesitate to connect with me at aregr@uvic.ca / 250472-5975.

	Office of the Registrar	**MEMO**
University of Victoria		

Date: March 14, 2019

To: Deans, Associate Deans, Chairs, Directors, members of
             curriculum committees (Faculty and Senate), faculty and
             staff involved in the curriculum process

From: Laurie Barnas, Associate Registrar
             Office of the Registrar

Re: **Curriculum & Calendar (Kuali) Project Update #2**

Dear Curriculum colleagues,

Thank you for your interest in the Curriculum & Calendar (Kuali) Project. I am writing to provide an update on the work completed thus far, what is planned next, and some important information about how the project is unfolding. The update is subsequent to information that was circulated on January 9, 2019. As previously mentioned, Kuali offers UVic two separate products: Curriculum Management (Kuali CM) for managing the workflow of curriculum submissions and Catalog (Kuali CAT) for producing the academic calendar. Alleviating the pressure for academic units has been our priority so the implementation of Kuali CM has been prioritized in phase 1 of the project implementation..
January – March 2019 progress update:

The following tasks are completed or in progress:

- Short videos demonstrating creation of a proposal and submission to workflow have been created to seek feedback from academic unit users.
- Single-Sign On configuration and access provisioning (initial user list)
- Specifications have been gathered for the Data Capture Utility (Timetable) and Banner input reports
- All course data has been migrated into the configured course forms and work is underway to set up the linkages between courses in prerequisites and mutually exclusive notes (configuration of the 'rules gadget')

- Program forms and workflows have been configured. Initial data migration is underway and work has just started on moving program content into the 'rules gadget' (this sets up the relationship with the courses). Please note that migration of program content is a significant, multi-stage task. This work is anticipated to carry on throughout summer 2019 – see details below.

One significant update to share is a further refinement to the scope of Phase 1: Kuali CM. Given the complexity of program content, a decision was made to reduce the scope of Phase 1 to enable the software to go live in a phased approach that begins mid-May 2019.

The revised plan for Phase 1: Kuali CM is as follows:
1. **Courses:** All academic units and faculties (undergraduate/graduate) will be able to use Kuali CM for course submissions, effective June 2019. This will allow users to become familiar with the software and leverage immediate benefits, such as access to the most recently approved calendar entry, track changes functionality, and dependency reporting.

2. **Programs: A select pilot group of faculties** will begin to use Kuali CM for program submissions, mid-May 2019. Faculties not participating in the pilot will continue to use the current paper-based process. The pilot group consists of:

   - **Peter B. Gustavson School of Business (undergraduate/graduate)**

   - **Faculty of Engineering (undergraduate/graduate)**

   These faculties have been selected based on program content structure, resource availability (project team and faculty), estimated scope, and commitment by the faculties to prioritize participation. Lessons learned from the pilot group will be incorporated into the implementation and training for the remaining faculties.

All faculties should continue to use the current paper-based process for Cycle 3 (January 2020), for both course and program proposals. The Curriculum & Calendar team will work to migrate this data into Kuali in advance of Kuali CM implementation.
Academic units which are preparing for Cycle 1 (May 2020), are advised to use the current paper-based process for program curriculum changes. If academic units are starting work on course curriculum changes before Kuali CM is made available to them (June 2019), the current-paper based process is recommended. The Curriculum & Calendar team will work with academic units to migrate the course

and program curriculum proposals into the appropriate stage of the workflow after course and program content is migrated and validation in Kuali CM has been completed.

What's next:

In the next few months, the project team will continue to work on migrating program content into Kuali CM. Anticipated completion dates will be determined once the complexities of content migration and validation unfold. We sincerely appreciate all support provided from academic units to respond to our questions that relate to procedural workflow requirements or to validate content.
Later in the spring, further information will be provided to share training sessions and resources for Kuali CM. The Kuali CM target go-live date is June 2019 to allow campus users to become familiar with submitting course proposals using the new software over Summer 2019, in preparation for work on Cycle 1, 2020 (May 2020).

Thank you again for your continued interest and support as we move ahead with this long-awaited project.
If you have any questions or concerns, please do not hesitate to connect with me at aregr@uvic.ca / 250472-5975

 University of Victoria | Office of the Registrar   **MEMO**

Date: July 2, 2019

To: Deans, Associate Deans, Chairs, Directors, members of curriculum committees (Faculty and Senate), faculty and staff involved in the curriculum process

From: Laurie Barnas, Associate Registrar
            Office of the Registrar

Re: **Curriculum & Calendar (Kuali) Project Update #3**

Dear Curriculum colleagues,

Thank you for your continued interest in the Curriculum & Calendar (Kuali) Project. I am writing to provide a further update to the March 14, 2019 memo and to share some important information about how the project is unfolding.

As previously mentioned, Kuali offers UVic two separate products: Curriculum Management (Kuali CM) for managing the workflow of curriculum submissions and Catalog (Kuali CAT) for producing the academic calendar. Alleviating the pressure for academic units has been our priority so the implementation of Kuali CM has been prioritized in phase 1 of the project implementation.

I'm excited to announce that, as of today, all the content from the September 2019 Calendar will have been migrated into Kuali CM. We now request that all faculty and academic units (undergraduate and graduate), with the exception of the Peter B. Gustavson School of Business and the Faculty of Engineering, validate the migrated content in Kuali CM. Validation is required to ensure academic unit sign-off is achieved prior to using the system to propose curriculum changes. Once this has occurred, the academic unit may begin to use Kuali CM for Cycle 1 curriculum changes. The team will work with academic units and faculties on any updates identified as part of the validation process.

Academic units within the Faculty of Engineering, and the Peter B. Gustavson School of Business have completed the validation of migrated data as part of the Pilot Group and can begin to use Kuali CM fully as of July 15, 2019.

What's next?

The Curriculum & Calendar team will refine training materials, available on Connect, and offer support throughout the summer and beyond.

Drop in sessions are scheduled as follows (drop in at any time):

Where: HSD A150
When: Every Wednesday, July 10 to August 28, 10:00 am – 11:30 am

41

The July sessions are primarily intended for validation while the later sessions are intended for training and curriculum change support. Additional sessions may be scheduled if there is demand.

We sincerely appreciate all support provided from academic units to respond to our questions that relate to procedural workflow requirements or to validate content.

Thank you again for your continued interest and support as we move ahead with this long-awaited project. Additional information about this project is available on the Curriculum & Calendar Project site. If you have any questions or concerns, please do not hesitate to connect with me at aregr@uvic.ca / 250-472-5975

| University of Victoria | Office of the Registrar | **MEMO** |

Date: October 2, 2019

To: Deans, Associate Deans, Chairs, Directors, members of curriculum committees (Faculty and Senate), faculty and staff involved in the curriculum process

From: Laurie Barnas, Associate Registrar
Office of the Registrar

Re: **Curriculum & Calendar (Kuali) Project Update #4**

Dear Curriculum colleagues,

Thank you for your continued interest in the Curriculum & Calendar (Kuali) Project. I am writing to provide a further update to the July 9, 2019 memo on the work completed thus far, the anticipated next steps, and some important information about how the project is unfolding.

As mentioned in previous project briefings, Kuali offers UVic two separate products: Curriculum Management (Kuali CM) for managing the online workflow of curriculum submissions, and Catalog (Kuali CAT) for producing the academic calendar. Alleviating the pressure and manual efforts for the academic units has been our primary goal, so the implementation of Kuali CM has been prioritized as phase 1 of the project implementation.

Since mid-July, all faculties and academic units (undergraduate and graduate) have been involved in validating migrated curriculum content in the Kuali CM system. We sincerely appreciate the efforts of the academic units to validate curriculum content in a timely manner and would like to extend a special thank you to all those involved! Validation of curriculum content is essential before Kuali CM can be used for fullscale management of curriculum proposals.

Kindly note that the final deadline for all data validation is **October 25th, 2019**. Completing validation by this deadline will allow academic units to use Kuali CM for Cycle 2 (September 2020) as well as support the Curriculum Project team in accurately configuring the academic calendars during Phase 2 (Kuali CAT) of the

project. If your academic unit needs support with any of the validation steps, please reach out to the [Curriculum team](#) for assistance.

In anticipation of the final push to complete data validation, as well as to offer ongoing support, Kuali dropin sessions will continue throughout the fall term. These informal training and support sessions take place **every Wednesday morning from 10:00 – 11:30 in HSD A150**.

If you are looking for additional training resources, please remember to bookmark the [Kuali Curriculum](#) [and Calendar Project Connect Site](#). There is a wealth of new content including updated FAQ's, tips for using the course and program rule gadgets and a brand new training video library that we will be adding to on a regular basis.

Finally, we are pleased to announce that phase 2 of the Curriculum & Calendar project is now underway. Phase 2 involves the planning and implementation of the Kuali CAT module which will result in modern and accurate undergraduate and graduate academic calendars. A further update will be provided later this fall once an anticipated release date is known.

Once again we would like to thank you for your continued and ongoing support and interest as we move ahead with this long-awaited and greatly anticipated project. Additional information about this project is available on the [Curriculum & Calendar Project site](#). If you have any questions or concerns, please do not hesitate to connect with me at aregr@uvic.ca / 250-472-5975.